Dear Minister

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

Yours sincerely

Professor Kwong Lee Dow
Chair

---

**contents**

| Report of the Chair                          | 1 |
| Report of the Chief Executive Officer       | 2 |
| At a glance                                 | 4 |
| Financial position                          | 8 |
| **Overview of the Victorian Curriculum and Assessment Authority** | 10 |
| Governance                                  | 10 |
| Authority membership                        | 12 |
| Committees                                  | 15 |
| Senior officers                              | 16 |
| Organisation chart                          | 18 |
| **Review of operations**                    | 19 |
| Strategic Plan                              | 19 |
| Victorian Certificate of Education          | 21 |
| Curriculum and Standards Framework          | 30 |
| Achievement Improvement Monitor             | 32 |
| Overseas projects                           | 33 |
| **Focus on people**                         | 34 |
| Curriculum Branch                           | 34 |
| Assessment Branch                           | 35 |
| Educational Measurement and Research Branch | 36 |
| Operations Branch                           | 37 |
| **Wider policy frameworks**                 | 42 |
| Multiculturalism                            | 42 |
| Merit and equity                            | 43 |
| Whistleblowers Protection Act 2001          | 43 |
| Freedom of Information                      | 43 |
| Public accountability and compliance        | 44 |
| Best practice                               | 44 |
| Human resources management                  | 45 |
| Competitive neutrality                      | 45 |
| Building Act 1993                           | 45 |
| Occupational health and safety              | 45 |
| Consultancies and major contracts           | 45 |
| Industrial disputes and time lost due to injury | 46 |
| Additional information                      | 46 |
| **Financial report**                        | 47 |
| **Appendices**                              | 65 |
| 1 Index of compliance                       | 66 |
| 2 VCE convenors                             | 68 |
| 3 VCE Review committees 2001–02             | 68 |
| 4 Student participation in the VCE Season of Excellence | 71 |
| 5 Publications                              | 75 |
| **Acknowledgements**                        | 75 |
| **Acronyms and abbreviations**              | 76 |
The first full year of operation for the Victorian Curriculum and Assessment Authority (VCAA) has seen exciting work in Victorian education including the trialing of Year 7 online benchmark testing (Achievement Improvement Monitor (AIM) Online); the development of block credit in the Victorian Certificate of Education (VCE); and the VCE Season of Excellence events, which attracted attendance of over 130,000 people.

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

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

Membership changes

Authority membership reflects the eclectic nature of the Victorian education community and was as follows in 2001: Professor Merran Evans, Director, Planning and Academic Affairs, Monash University; Mr Stuart Hamilton, Secretary, Department of Education & Training; Mr Leon Kildea, Principal, Wangaratta High School; Mr John Maddock, Chief Executive Officer, Box Hill Institute of TAFE; Mr Garry McLean, Coordinating Chair, Curriculum and Support Services, Catholic Education Office; Ms Jane O’Shannessy, Teacher, Santa Maria College; Professor Robert Pargetter, Principal, Haileybury College; Professor Helen Praetz, Chair, Victorian Qualifications Authority (VQA) and Pro Vice-Chancellor RMIT; Mr Andrew Skourdoumbis, Teacher, Williamstown High School; Mr John Sweetman, Group General Manager Member Relations, Victorian Employers’ Chamber of Commerce and Industry (VECCI); Ms Bronwyn Valente, Principal, University High School; and Ms Lynette Watts, Principal, Springvale South Primary School.

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

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

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

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

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

**VCE**

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

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

The Season of Excellence highlighted the exemplary work of VCE students in all categories of art, design and the performing arts. The expanding profile of Season events demonstrates the vibrancy of students’ work and provides a showcase of high-quality arts events. Overwhelming public response to Top Designs resulted in a six-week extension of the program at the Melbourne Museum.

**CSF**

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

**AIM**

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

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

**Post-compulsory years**

The Authority’s ongoing commitment to the Government’s targets of increased participation in the post-compulsory years of study engenders broader possibilities for VCE delivery. There are now 32 VCE VET programs and
15 part-time apprenticeships available. The introduction of block credit for VCE VET studies allows for increased diversity via pathways. Students in future will be able to obtain credit in the VCE from a range of other programs, including the Victorian Certificate of Applied Learning (VCAL) and VET qualifications.

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

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

**New structure**

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

**International perspectives**

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

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

**Outlook**

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

Susan Pascoe
Achievements

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

1 Curriculum flexibility in the compulsory years

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

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

2 Post-compulsory study options

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

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

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

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

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

4 Educational measurement

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

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

5 Research and reporting

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

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

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

- The organisation was restructured, budgets realigned and new senior staff appointed.
- Business process re-engineering activity was conducted and activity-based costing put in place for the preparation of unit budgets.
- Computer systems were reviewed to ensure efficient delivery of statistical moderation and the AIM Online program.

- IT training and professional development was provided to 300 new school users and 12,000 help desk transactions were attended to.
- Information Services answered 7148 enquiries and exhibited at expos and public events to ensure widespread public understanding of the Authority’s role and programs.
- The VCAA Strategic Plan 2002–2004 was launched to ensure that schools and the general public were kept informed of Authority activities and directions.
This is the first full year of the Authority’s operation so there are no comparisons with the Authority’s financial position in previous years. The comparisons in the financial report represent a four-month operating period only.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Surplus (Deficit)</th>
<th>Revenue</th>
<th>Expenses</th>
<th>Assets</th>
<th>Liabilities</th>
</tr>
</thead>
</table>

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

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

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

![Comparison of budget and actual revenue and expenditure, 2001–02](chart)
Overview of the Victorian Curriculum and Assessment Authority

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

Governance

Establishment

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

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

Objectives

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

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

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

• develop policies, criteria and standards for curriculum, assessments and courses for students, including courses leading to recognised qualifications
• develop, evaluate and approve:
  – curriculum for courses normally undertaken in, or designed to be undertaken in, Years 11 and 12, which are accredited under the Victorian Qualifications Authority Act 2000 or which could be accredited under that Act and assessment procedures for those courses
  – courses for students at other school years
• oversee the delivery of, and conduct assessments for, the VCE and any other qualification available to a student in a school except a qualification in vocational education and training or further education that is a recognised qualification
• develop and maintain the CSF and other standards for measuring and reporting on student performance
• conduct assessments against the CSF and other standards for measuring and reporting on student performance
• do any of the following by arrangement with other persons, bodies or agencies:
  – design, develop and evaluate a curriculum or course (whether leading to a recognised qualification or not) and an assessment or assessment method for the course or any other course (whether leading to a recognised qualification or not)
  – oversee the delivery of the course and conduct assessments of students undertaking the course
  – design, develop and evaluate curriculum and assessment products and services
• monitor:
  – patterns of participation by school students in courses including VCE VET courses
  – the quality of outcomes of courses including VCE VET courses for school students
• advise the VQA about patterns of participation and quality of outcomes relating to courses in schools normally undertaken in Years 11–12, including VCE VET courses and the qualifications relating to those courses
• give advice or make recommendations to the Minister about any educational policy or strategy relating to its objectives or functions

• prepare and maintain records of student assessment and, on request, provide a copy of a student’s record to the student or a person authorised by the student to receive it
• make available to the general public information collected by the Authority on results of schooling as measured by assessments of student performance; and other statistical information relating to its functions
• commission or conduct research on matters related to its functions
• provide professional development activities related to its functions
• provide information services about its practices and functions
• report on student performance to the Minister, the Secretary of the Department of Education & Training and other relevant bodies
• undertake any other function conferred on or delegated to the Authority under this or any other Act.

Powers

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

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

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

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

Guiding principles

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

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

Authority membership

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

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

**Ms Christine Burnup**
BA, DipEd

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

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

Mr Leon Kildea
BEC, DipEd, GradDipEd

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

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

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

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

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

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

Ms Jane O’Shannessy
BEd (TEFL), GradDipEd

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

Professor Robert Pargetter
BSc, DipEd, MA, PhD

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

Professor Helen Praetz
BA, DipEd, MEd, PhD

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

Ms Joanne Roberts
DipEd, GradDipCompEd

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

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

Professor Sue Willis
BSc, DipEd, PhD

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

Committees

Executive Committee

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

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

Assessment Committee

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

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

Curriculum Committee

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

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

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

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

Audit Committee

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

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

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

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

Special working party

In February 2002, the Authority established the Working Party on the Publication of VCE Data to provide advice to the Assessment Committee on issues associated with such publication. The Working Party comprised representatives of key education groups – principals, sector authorities, unions and parents – as well as experts in educational measurement. Key tasks for the Working Party were to examine the nature and design of the VCE Achievement Index, the role of the General Achievement Test (GAT) in the quality assurance of VCE assessments and in the development of the VCE Achievement Index and the impact on schools identified in the print media as ‘under-performing’ on the basis of the publication of VCE data. The Working Party completed its report by 30 June 2002 and forwarded it to the Assessment Committee for its consideration and for the development of advice for the Minister by the Authority.

Senior officers

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

Chief Executive Officer

Ms Susan Pascoe
BA, MEd (Hons), FACE, FACEA, FAIM

Ms Susan Pascoe is the Chief Executive Officer of the Authority. Prior to this appointment Ms Pascoe was the Coordinating Chairperson in the Catholic school system in Victoria with operational responsibility for services to schools. Ms Pascoe is a member of the Australian National Commission for UNESCO, the Senate of the Australian Catholic University, and the Civics Education Group. She led the Australian delegation to the United Nations.
Education Forum in Senegal in May 2000. Ms Pascoe has worked at Harvard University as a researcher and as a Visiting Scholar, and has undertaken research on educational standards, implementing educational change and systemic reform for bodies such as the World Bank and the Australian Federal Government. Her key educational interests are in the areas of educational standards, school improvement, systemic reform and equitable outcomes of schooling.

Assistant General Manager, Curriculum

Mr John Firth
BCom, DipEd

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

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

Assistant General Manager, Operations

Mr Vincent McPhee
BA, DipTeaching

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

Assistant General Manager, Educational Measurement and Research

Dr Glenn Rowley
BSc, BEd, MA, PhD

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

Assistant General Manager, Assessment

Ms Elaine Wenn
BSc, DipEd, GradDipSocSc

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

VCAA staff establishment

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

Minister for Education and Training
The Hon. Lynne Kosky, MP

Chair
Professor Kwong Lee Dow

Secretary,
Department of Education & Training
Mr Stuart Hamilton

Chief Executive Officer
Ms Susan Pascoe

Assistant General Manager
Curriculum
Mr John Firth

Manager
CSF
Ms Lynn Redley

Manager
VCE
Ms Robyn Timmins

Manager
VCE VET
Ms Margaret MacKenzie

Assistant General Manager
Assessment
Ms Elaine Wenn

Manager
VCE Assessment
Mr Bill Perrin

Manager
VCE Assessment Operations
Mr Ian Leggett

Manager
Student Records and Results
Ms Gwen Cornelius

Assistant General Manager
Operations
Mr Vincent McPhee

Manager
Finance, HR and Administration
Ms Jennifer Jones

Manager
Information Technology
Mr David Fenton

Manager
Corporate Governance
Ms Terri Hopkins

Assistant General Manager
Educational Measurement and Research
Dr Glenn Rowley

Manager
P–10
Ms Meredith Nolte

Manager
Educational Measurement
Mr Peter Congdon

Manager
Research and Evaluation
Ms Claire Robinson-Pope
The establishment of strong learning foundations is crucial to the successful participation of individuals in changing work and social environments.

**Strategic Plan**

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

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

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

The Authority has identified six Key Result Areas. Achievement within these areas will assist schools to establish the foundations of knowledge, skills and attitudes required by Victorian school students to meet the competitive challenges of the 21st century.

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

1 **Curriculum flexibility in the compulsory years**

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

**Outcome measures**

- Students in Years P–10 become more engaged in their schools’ programs.
- Schools report an increase in the skills of students in reading, writing and numeracy.
- The Authority undertakes review and development of the CSF with a renewed emphasis on pedagogy.
- National and international standards in curriculum are considered and incorporated, where appropriate, for use within the CSF.
• The CSF continues to be supported and endorsed by schools, sectors and the community as appropriate for the engagement of young people and to be responsive to the learning needs of students.
• Teachers engage in professional development delivered by the Authority.
• Teachers integrate components of the CSF and make use of the resources developed by the Authority for the design of learning programs to suit their local needs.

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

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

3 Assessment of student performance
To provide students with increased flexibility of assessment delivery which is valid, fair and equitable.

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

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

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

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

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

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

Outcome measures

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

VCAA Strategic Plan 2002–2004

Victorian Certificate of Education

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

Post-compulsory study options

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

In 2001, two studies, Accounting and Information Technology, were reviewed and approved for reaccreditation and distributed to all schools early in 2002. Both studies were substantially revised in response to trends in technology, research findings and changes in the workplace. A greater emphasis on ICT and learning activities to increase student engagement were incorporated into both studies. A support program for teachers, including statewide workshops, underpinned the implementation of these changes in 2002. The Authority routinely provides all key stakeholders with 12 months’ notification of any changes to the VCE curriculum.

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

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

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

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

Forward strategies

A reaccreditation schedule for VCE studies (which includes over 40 languages in the LOTE study, and multiple offerings in Mathematics, History, Music and Information Technology) was approved by the VQA and is being implemented by the Authority. Evaluation and review of seven studies commenced in 2002 and should be completed and the results published by February 2003. A further 22 studies are currently scheduled to commence the review process in the second half of 2002.
The graduation requirements of the VCE are currently under investigation by a working party with a view to maximising flexibility and study options within the program for all senior secondary students.

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

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

**VCE participation 2002**

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

**Premier’s attainment target**

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

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

![VCE completion rate, 1998–2001](image)

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

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

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


<table>
<thead>
<tr>
<th>Year</th>
<th>19-year-olds successfully completed</th>
<th>Total 19-year-olds</th>
<th>Percentage of 19-year-olds completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>41,768</td>
<td>62,433</td>
<td>66.9</td>
</tr>
<tr>
<td>1999</td>
<td>42,110</td>
<td>62,679</td>
<td>67.2</td>
</tr>
<tr>
<td>2000</td>
<td>43,039</td>
<td>63,946</td>
<td>67.3</td>
</tr>
<tr>
<td>2001</td>
<td>44,010</td>
<td>64,244</td>
<td>68.5</td>
</tr>
</tbody>
</table>
VCE examination snapshot

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

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

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

Assessment operations by numbers

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

VET in Schools

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

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

The most popular VCE VET areas of study are Arts (Interactive Multimedia), Automotive Technology, Business (Office Administration), Hospitality, Information Technology and Sport and Recreation, all with over 1000 enrolments.
<table>
<thead>
<tr>
<th>Certificate name</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I in Engineering Technology</td>
<td>932</td>
</tr>
<tr>
<td>Certificate II in Agriculture</td>
<td>359</td>
</tr>
<tr>
<td>Certificate II in Arts (Interactive Multimedia)</td>
<td>1,370</td>
</tr>
<tr>
<td>Certificate II in Automotive (Mechanical – Underbody)</td>
<td>13</td>
</tr>
<tr>
<td>Certificate II in Automotive (Mechanical – Vehicle Servicing)</td>
<td>5</td>
</tr>
<tr>
<td>Certificate II in Automotive (Sales – Replacement Parts and Accessories)</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Automotive (Vehicle Body – Paint/Panel Preparation)</td>
<td>2</td>
</tr>
<tr>
<td>Certificate II in Automotive Repair, Services and Retail</td>
<td>29</td>
</tr>
<tr>
<td>Certificate II in Automotive Technology</td>
<td>1,547</td>
</tr>
<tr>
<td>Certificate II in Bicycles (Services)</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Business (Office Administration)</td>
<td>1,938</td>
</tr>
<tr>
<td>Certificate II in Clothing Design and Production</td>
<td>234</td>
</tr>
<tr>
<td>Certificate II in Dance</td>
<td>89</td>
</tr>
<tr>
<td>Certificate II in Desktop Publishing</td>
<td>81</td>
</tr>
<tr>
<td>Certificate II in Electronics</td>
<td>470</td>
</tr>
<tr>
<td>Certificate II in Engineering – Production</td>
<td>26</td>
</tr>
<tr>
<td>Certificate II in Food Processing (Wine)</td>
<td>8</td>
</tr>
<tr>
<td>Certificate II in Food Retail (McDonald’s)</td>
<td>60</td>
</tr>
<tr>
<td>Certificate II in Furnishing (Cabinet Making)</td>
<td>686</td>
</tr>
<tr>
<td>Certificate II in General Construction</td>
<td>608</td>
</tr>
<tr>
<td>Certificate II in Horse Studies</td>
<td>656</td>
</tr>
<tr>
<td>Certificate II in Horticulture</td>
<td>402</td>
</tr>
<tr>
<td>Certificate II in Hospitality (Operations)</td>
<td>4,879</td>
</tr>
<tr>
<td>Certificate II in Information Technology</td>
<td>717</td>
</tr>
<tr>
<td>Certificate II in Music Industry Skills</td>
<td>838</td>
</tr>
<tr>
<td>Certificate II in Outdoor Power Equipment (Services)</td>
<td>2</td>
</tr>
<tr>
<td>Certificate II in Printing (Production &amp; Graphics Support)</td>
<td>2</td>
</tr>
<tr>
<td>Certificate II in Retail Operations</td>
<td>316</td>
</tr>
<tr>
<td>Certificate II in Small Business Practice</td>
<td>751</td>
</tr>
<tr>
<td>Certificate II in Sport and Recreation</td>
<td>1,971</td>
</tr>
<tr>
<td>Certificate III in Automotive (Mechanical – Light Vehicle)</td>
<td>1</td>
</tr>
<tr>
<td>Certificate III in Automotive Repair, Services &amp; Retail</td>
<td>9</td>
</tr>
<tr>
<td>Certificate III in Community Services (Aged Care Work)</td>
<td>24</td>
</tr>
<tr>
<td>Certificate III in Community Services (Community Work)</td>
<td>611</td>
</tr>
<tr>
<td>Certificate III in Financial Services</td>
<td>52</td>
</tr>
<tr>
<td>Certificate III in Information Technology (General)</td>
<td>1,294</td>
</tr>
<tr>
<td>Certificate III in Information Technology (Network Administration)</td>
<td>248</td>
</tr>
<tr>
<td>Certificate III in Information Technology (Software Applications)</td>
<td>851</td>
</tr>
<tr>
<td>Certificate III in Laboratory Skills</td>
<td>67</td>
</tr>
<tr>
<td>Certificate III in Music Industry Skills (Performance/Composition)</td>
<td>200</td>
</tr>
<tr>
<td>Certificate III in Music Industry Skills (Technology)</td>
<td>272</td>
</tr>
<tr>
<td>Certificate IV in Food Technology</td>
<td>16</td>
</tr>
<tr>
<td>Cisco Networking Academy program</td>
<td>457</td>
</tr>
<tr>
<td>VCE Retail Operations</td>
<td>279</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24,673</strong></td>
</tr>
</tbody>
</table>
Most popular studies in 2002

The table below shows the most popular Unit 3 studies in 2002 by Key Learning Area. It indicates the number of enrolments as well as the number of providers (schools, TAFE institutes and adult community education providers). Shading indicates gender bias. The most extreme gender bias is found in Systems and Technology, where more than 98 per cent of enrolments are male.

Most popular\(^1\) VCE Studies Unit 3, 2002

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Study</th>
<th>1996</th>
<th>2002</th>
<th>Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td>Art</td>
<td>4,441</td>
<td>4,219</td>
<td>291</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>1,367</td>
<td>1,768</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td>Media</td>
<td>3,376</td>
<td>4,476</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td>Music Performance: Solo</td>
<td>1,005</td>
<td>1,098</td>
<td>233</td>
</tr>
<tr>
<td></td>
<td>Studio Arts</td>
<td>5,162</td>
<td>6,765</td>
<td>358</td>
</tr>
<tr>
<td></td>
<td>Theatre Studies</td>
<td>790</td>
<td>1,357</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>Visual Communications</td>
<td>5,772</td>
<td>6,661</td>
<td>400</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>44,822</td>
<td>46,242</td>
<td>510</td>
</tr>
<tr>
<td></td>
<td>English (English as a second language)</td>
<td>2,521</td>
<td>3,011</td>
<td>285</td>
</tr>
<tr>
<td></td>
<td>English Language</td>
<td>–</td>
<td>975</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>4,896</td>
<td>5,961</td>
<td>367</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td>Health and Human Development</td>
<td>–</td>
<td>9,787</td>
<td>383</td>
</tr>
<tr>
<td></td>
<td>Outdoor &amp; Environmental Studies</td>
<td>–</td>
<td>2,430</td>
<td>153</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>6,334</td>
<td>7,051</td>
<td>396</td>
</tr>
<tr>
<td><strong>Languages other than English</strong></td>
<td>Chinese(^2)</td>
<td>960</td>
<td>2,142</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>1,037</td>
<td>1,385</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>Indonesian(^2)</td>
<td>666</td>
<td>1,082</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>Japanese(^2)</td>
<td>698</td>
<td>1,348</td>
<td>131</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Further Mathematics</td>
<td>15,029</td>
<td>21,003</td>
<td>490</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods</td>
<td>17,456</td>
<td>18,266</td>
<td>483</td>
</tr>
<tr>
<td></td>
<td>Specialist Mathematics</td>
<td>5,881</td>
<td>6,229</td>
<td>397</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
<td>11,539</td>
<td>11,135</td>
<td>471</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>8,711</td>
<td>8,339</td>
<td>456</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>7,642</td>
<td>7,641</td>
<td>452</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>11,837</td>
<td>14,034</td>
<td>429</td>
</tr>
<tr>
<td><strong>Society and Environment</strong></td>
<td>Accounting</td>
<td>7,222</td>
<td>6,273</td>
<td>383</td>
</tr>
<tr>
<td></td>
<td>Business Management</td>
<td>8,475</td>
<td>11,482</td>
<td>377</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>4,175</td>
<td>3,164</td>
<td>185</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>3,595</td>
<td>2,771</td>
<td>174</td>
</tr>
<tr>
<td></td>
<td>History: Australian</td>
<td>2,168</td>
<td>2,255</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>History: Revolutions</td>
<td>2,014</td>
<td>3,598</td>
<td>211</td>
</tr>
<tr>
<td></td>
<td>International Studies</td>
<td>1,061</td>
<td>1,427</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
<td>9,365</td>
<td>8,427</td>
<td>413</td>
</tr>
<tr>
<td></td>
<td>Political Studies</td>
<td>1,243</td>
<td>1,099</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Religion and Society</td>
<td>1,469</td>
<td>2,381</td>
<td>52</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Design and Technology</td>
<td>–</td>
<td>4,203</td>
<td>305</td>
</tr>
<tr>
<td></td>
<td>Food and Technology</td>
<td>–</td>
<td>4,473</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Info Tech: Information Systems</td>
<td>1,811</td>
<td>3,229</td>
<td>184</td>
</tr>
<tr>
<td></td>
<td>Info Tech: Processing and Management</td>
<td>12,462</td>
<td>12,292</td>
<td>447</td>
</tr>
<tr>
<td></td>
<td>Systems and Technology</td>
<td>1,798</td>
<td>1,430</td>
<td>131</td>
</tr>
</tbody>
</table>

\(^1\) approximately greater than 1000 enrolments  
\(^2\) includes first and second language speakers
Program review

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

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

Program development

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

Scored assessment

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

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

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

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

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

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

Monitoring and evaluation of scored assessment

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

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

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

New policy initiative – block credit

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

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

The future focus of VCE VET will be to:

- evaluate the full suite of VCE VET programs in light of the implementation of the block credit policy
- build on the successes of current VCE VET programs and increase the number of students undertaking them
- stimulate growth in part-time apprenticeships and traineeships
- continue to enhance the status of VCE VET programs and remove barriers to engagement by students
- retain and further develop connections between the VCE and other pathways
- further develop arrangements for scored assessment, and extend this option to a wider range of VCE VET studies in 2003–04
- further develop support materials for scored VCE VET programs
- devise and implement a wider communication strategy for all stakeholders
• develop ways of recognising vocational learning through programs developed for the pre-VCE or preparatory years and through assessment of achievements against key competencies
• continue involvement in national forums on assessment and program development
• develop proposals for VCE VET programs in areas of skills shortage.

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

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

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

Contribution to national and international forums
The Authority contributed to national forums on vocational education through:
• engagement with the Australian National Training Authority
• participation in forums on development and implementation of national training packages
• refinement and evaluation of a new assessment model
• contribution to dialogue on assessment across sectors
• presentation of information to international visitors.

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

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

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

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

VCE enrolments and results 2002
Schools use VASS to enter enrolment and results data. On 29 April there were 1,213,966 unit enrolments for 139,364 students. In June, schools recorded assessments for Studio Arts and indicative grades for the June examinations.

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

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

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

*Does not include VCE VET or pilot VCE studies

Other enrolment services

<table>
<thead>
<tr>
<th>Applications processed</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a Second Language</td>
</tr>
<tr>
<td>Chinese as a Second Language</td>
</tr>
<tr>
<td>Indonesian as a Second Language</td>
</tr>
<tr>
<td>Japanese as a Second Language</td>
</tr>
<tr>
<td>Korean as a Second Language</td>
</tr>
<tr>
<td>Overseas and interstate credit towards the VCE</td>
</tr>
</tbody>
</table>

Post-result services

<table>
<thead>
<tr>
<th>Applications processed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of Marks</td>
</tr>
<tr>
<td>Statement of Study Score</td>
</tr>
<tr>
<td>Replacement Statement of Results</td>
</tr>
<tr>
<td>Replacement Certificates</td>
</tr>
</tbody>
</table>

There were more than 200 equivalent qualification statements issued.

VCE Season of Excellence

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

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

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


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

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

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

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

Eight concerts presenting Dance, Dance Styles, Drama, Theatre Studies, Music: Solo and Music: Group performances were held at the ABC Iwaki Theatre.

An eight-page two-colour program was produced and attendance reached 2532, a 21 per cent increase on last year.
Top Screen: Kaleide, RMIT Union Theatre – 18–20 March 2002
Six screenings of short fiction, animation and documentary films produced in VCE Media were launched by the Australian Teachers of Media Education Officer, John Long. Guests enjoyed 17 short films in various genres. A double-sided program was produced and the attendance was 615, which was comparable to previous years.

Top Acts: Melbourne Concert Hall – 1 May 2002
VCE Music, Dance, Theatre Studies and Drama performances selected from Top Class were selected to produce the Top Acts concert.
Launched by dancer and choreographer Luke George, the Top Acts concert presented a program of 23 performances of VCE Music, Dance, Theatre Studies and Drama. An eight-page two-colour program with images of each performer was produced. Attendance reached 1139, which was comparable to the attendance in 2001.

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

Key achievements
Participants in the 2002 Season of Excellence represented a cross-section of the most innovative, creative and technically proficient students in Victoria. Students, teachers, parents, school communities and the general public joined in Season events.
School and community commitment to high-quality curriculum and assessment was expressed through Season events.
Quality publications highlighted the outstanding standard of work presented. Two catalogues, three programs and online material were produced in conjunction with Season events. A video of the Top Acts concert was made available to schools through mail order.
Extensive promotion of the 2002 Season of Excellence included the following:
• The Season program guide was distributed to all Victorian schools, venues and subject associations.
• Events were outlined on the Authority’s website and the website address listed promotional material.
• Season updates appeared regularly in the VCE Bulletin and Education Times and were forwarded to schools by email.

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

Forward strategies
Two Season of Excellence events will be held at the newly opened facilities at Federation Square in 2003: Top Arts at the National Gallery of Victoria Ian Potter Centre for Australian Art in March and Top Screen at the Centre for the Moving Image in May. Education programs including panel discussions with industry representatives will be held in association with Top Screen.
Exhibition dates for Top Designs and Top Arts have been scheduled to overlap to benefit students wishing to visit both exhibitions. Melbourne Museum is currently committed to hosting Top Designs annually in tandem with a range of education programs. The reduced-price ticket introduced for regional students in 2002 will be continued for Top Class and Top Screen. Top Class performances in Dance, Drama and Theatre Studies will be presented at the National Theatre in St Kilda to accommodate the large audiences.

Discipline and appeals relating to VCE assessment
The Manager, Corporate Governance administers VCE discipline processes, handles student appeals against school-imposed penalties on VCE results due to breaches of rules and convenes formal hearings of the Discipline Committee for these matters. The Discipline Committee is composed of three members: the Chair, who is an Authority member, and two other members who can be either Authority members or senior Authority staff. The proceedings are formal and a solicitor attends to assist the Committee.
Penalties available to schools if a student breaches the rules for school-assessed coursework range from a reprimand or demand for resubmission of work to a refusal to accept all or part of the work in question. In such cases the student has the right to appeal to the Authority on two grounds: that the breach did not occur and/or that the penalty imposed was too severe.
From July 2001 to June 2002 there were six appeals by students against disciplinary actions taken by schools on school-assessed coursework. Of these, one appeal was withdrawn due to the student resolving the matter with the school, three appeals were found to be related to school decisions on unsatisfactory completion of a unit, for which there is no appeal to the Authority, and two appeals were resolved by administrative review by the Manager, Corporate Governance.

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

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

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

**Curriculum and Standards Framework**

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

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

**Achievements**

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

Major projects included the development of:

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

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

To support teacher use of these resources, the Authority developed a statewide professional development strategy utilising the train-the-trainer model. Reference materials and workshop activities were published in print and on the Authority website. Using these resources, the Authority conducted regional professional development programs for school curriculum leaders and teachers.
Work on the second phase of the annotated work samples project continued. Editing, design and quality assurance of annotated work samples in LOTE (French, Chinese and Indonesian) concluded, and publication and distribution to schools was scheduled for Term 3, 2002.

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

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

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

Other resources published during the year included:

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


**Forward strategies**

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

- a teacher resource in the Reasoning and Strategies strand of Mathematics
- annotated work samples in LOTE (French, Chinese and Indonesian)
- exemplary assessment tasks and annotated work samples in the Arts (Music), Health and Physical Education, Studies of Society and Environment and Technology
- sample units that integrate vocational learning and ICT across the CSF
- sample programs in English and Mathematics for students in Years 8 to 10.
The dissemination of these resources will be supported by professional development strategies to encourage more flexible CSF implementation at the school level.

**Achievement Improvement Monitor**

The AIM is an integrated set of assessment and monitoring programs for measuring student progress and achievement. In December 2001, the Authority announced the decision to bring the development and delivery of the statewide testing component in-house. This has resulted in the recruitment of additional staff and careful and detailed planning in order to meet testing dates. Participation rates increased in 2002, the second year of implementation at Year 7, as more schools from the independent sector have accepted the invitation to take part in the testing.

**Achievements**

Key achievements in the reporting period include:

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

**Forward strategies**

A major strategic program, AIM Online will continue to be developed and enhanced to provide the capacity to conduct formal statewide tests in any Key Learning Area at any year level from P–10, and to deliver anywhere, any time, calibrated tests for teachers to use in their classrooms. Seventy additional schools will be provided with servers for AIM Online in 2002.
The Authority will deliver the AIM at Years 3, 5 and 7 on 6 and 7 August 2002, employing quality-assured testing tools, accurate assessment and correct distribution of results by published dates.

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

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

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

**Overseas projects**

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

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

**Indonesia**

**Sekolah Global Jaya**

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

**Sekolah Ciputra**

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

**South Africa**

**Crawford Schools**

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

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

**Combined Trials Examinations Project, Durban**

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

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

**Saudi Arabia**

**Saudi Arabian International School**

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

**China**

**Haileybury College proposal**

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

**Thailand**

The Authority, in partnership with the Department of Education & Training’s International Division, is in the process of negotiating a licensing agreement with St Mark’s International School in Bangkok to use the CSF as the basis of its P–10 curriculum. Students will also undertake the AIM at Years 3 and 5.
Innovative, inclusive programs enable the needs of students and their communities to be met and result in a high standing globally.

**Curriculum Branch**

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

**VCE Curriculum Unit**

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

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

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

**P–10 Unit**

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

**VET Unit**

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

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

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

VCE Assessment Unit

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

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

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

Assessment Operations Unit

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

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

Student Records and Results Unit

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

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

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

P–10 Assessment Unit

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

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

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

Educational Measurement and Research Branch

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

P–10 Assessment Unit

(from left) Harold Dover, Sonia Soltys, Anna Rerakis, Kate Moody, Ann Scriven, Meredith Nolte, Judy Dohrmann, Neal Varghese, Alex Lachowicz, Kin Ip, Ian Malloy, Michael Evans, Cait Ramsdale, Roy Ho
AIM testing is universal at Years 3 and 5, and, although not mandatory at Year 7, has achieved an 80 per cent take-up rate by schools, which clearly value the information that it provides. In the immediate future, the Unit seeks to consolidate and improve the facilities in place and to maintain the improvement in participation at Year 7.

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

Educational Measurement Unit

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

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

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

Research and Evaluation Unit

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

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

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

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

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

Operations Branch

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

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

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

The main work of the Branch includes the following activities:

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

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

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

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

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

Information Technology Unit

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

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

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

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

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

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

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

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

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

Executive Services Unit

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

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

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

Information Services Unit

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

Information Services Unit
(from left) Suyin Lam, Carole Lander, Shell Pocock

Executive Services Unit
(from left) Terri Hopkins, Karen Page, Vera Hemkes, Vincent McPhee, Rachel Collier, Imelda Cadiente
Focus on people

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

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

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

Information Services staff:

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

Enquirers, July 2001 – June 2002

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current student</td>
<td>17%</td>
</tr>
<tr>
<td>Previous student</td>
<td>19%</td>
</tr>
<tr>
<td>Parent</td>
<td>24%</td>
</tr>
<tr>
<td>Teacher</td>
<td>23%</td>
</tr>
<tr>
<td>VCE Coordinator/Principal</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
</tr>
</tbody>
</table>

Production Unit

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

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

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

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

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

During 2001–02, there has been a substantial increase in the volume of online publishing, with a greater emphasis on multimedia production. This growth has seen more material delivered in an increasingly efficient communication mode to teachers, students, parents and the community.
Future strategies will focus around further developing capabilities in print and online publishing to enhance the speed of information delivery for the key Authority operational areas of the VCE, CSF, VET and AIM.

**VCE Season of Excellence**

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

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

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

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

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

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

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

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

In 2001–02:

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

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

Wider policy frameworks

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

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

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

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

Whistleblowers Protection Act 2001

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

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

Freedom of Information

Publication requirements

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

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

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

Categories of documents

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

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

Personnel documents

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

Accounting records

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

Student records

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

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

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

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

Freedom of Information arrangements

Access to records

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

Forms of request for access

Applicants are required by the FOI Act to submit applications requesting access to documents in writing in a way that clearly describes the document(s) sought.
The letter should specify that the application is a request made under the FOI Act and should not form part of a letter on another subject. The applicant should provide the following information:

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

Correction of personal information

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

Charges

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

Appeals

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

Summary for year

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

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

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

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

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

Public accountability and compliance

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

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

Best practice

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

The following are indicative of the service standards:

- Management budget reports were produced and distributed to managers within five days of the end of the month.
- Monthly input to the Department of Treasury and Finance via the Department of Education & Training in relation to financial performance and position was done within 12 working hours of the end of the month.
- Payment of suppliers was made within 30 days of receipt of invoice.
- The annual financial report was ready for audit within 12 working days of the end of the financial year.
- The financial audit was completed by 31 July.
- The financial report was signed-off by the Auditor General in October.
- Approximately 4000 payment summaries/group certificates were issued to sessional and casual staff within ten working days of the end of the financial year.
- Pay As You Go payments to the Australian Taxation Office were made within one week of deduction.
• A Goods and Services Tax Assurance Review by Ernst & Young concluded that the Goods and Services Tax, Fringe Benefits Tax and Pay As You Go processes and procedures employed by the Authority complied with the Tax Compliance framework.
• The Business Activity Statement was submitted to the Australian Taxation Office within ten working days of the end of the month.
• Superannuation Guarantee Contributions were paid within one week of the end of the month.

Human resources management
The Authority adopted the Department of Education & Training’s Human Resources Management policies including:
• the introduction of a new induction and orientation process
• performance appraisals
• professional development
• merit and equity.
The Authority and its managers are committed to these principles.
Authority staff members contributed towards the development of the Department of Education & Training’s initiative ‘People Principles’ and the draft Capability and Managerial Leadership Framework.

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

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

Occupational health and safety
The Authority is committed to the health and well-being of all staff. An Occupational Health and Safety (OHS) committee met regularly to oversee all OHS issues and to ensure a safe and healthy workplace environment. An OHS officer was elected by staff and served as executive officer on this committee.
OHS issues were also tabled at relevant Accommodation Working Party meetings, ensuring that the major building alterations that occurred in 2001 were compatible with staff needs.
Performance targets and major initiatives indicated the Authority’s ongoing commitment to OHS standards.

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

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

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

Consultancies and major contracts
There were no consultancies with an individual value greater than $100,000 commissioned by the Authority during 2001–02. There were five consultancies costing less than $100,000 at a total cost of $160,780 for the same period.
The Authority did not enter into contracts greater than $10 million in value during 2001–02.
Industrial disputes and time lost due to injury

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

Industrial accidents
There were no staff hours lost due to industrial accidents.

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

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

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

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

Ms Terri Hopkins
Manager, Corporate Governance
Victorian Curriculum and Assessment Authority
41 St Andrews Place
East Melbourne Victoria 3002
Telephone (03) 9651 4311
The Authority ensures that its resources are effectively managed in support of its educational goals.

Statement of financial performance 48
Statement of financial position 49
Statement of cash flows 50
Notes to the financial statements 52
Accountable Officers’ declaration 63
Auditor-General’s report 64
# Statement of financial performance
for the year ended 30 June 2002

<table>
<thead>
<tr>
<th>Note</th>
<th>Revenues from ordinary activities</th>
<th>Year ended 30 June 2002 $</th>
<th>Period ended 30 June 2001 $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Operating appropriation</td>
<td>20,291,813</td>
<td>6,233,698</td>
</tr>
<tr>
<td>2</td>
<td>Resources received free of charge</td>
<td>1,363,169</td>
<td>590,604</td>
</tr>
<tr>
<td></td>
<td>Capital appropriation</td>
<td>5,175,000</td>
<td>1,011,363</td>
</tr>
<tr>
<td></td>
<td>Interest</td>
<td>161,930</td>
<td>79,817</td>
</tr>
<tr>
<td>3</td>
<td>User charges</td>
<td>1,202,881</td>
<td>766,890</td>
</tr>
<tr>
<td>4</td>
<td>Proceeds from disposal of fixed assets</td>
<td>2,090</td>
<td>1,773</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Note</th>
<th>Expenses from ordinary activities</th>
<th>Year ended 30 June 2002 $</th>
<th>Period ended 30 June 2001 $</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Employee costs</td>
<td>14,706,956</td>
<td>3,872,250</td>
</tr>
<tr>
<td>6</td>
<td>Depreciation and amortisation provided</td>
<td>487,972</td>
<td>165,239</td>
</tr>
<tr>
<td>7</td>
<td>Supplies and services</td>
<td>15,152,587</td>
<td>5,059,743</td>
</tr>
<tr>
<td>4</td>
<td>Written-down value of assets disposed</td>
<td>2,550</td>
<td>5,250</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

as at 30 June 2002

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

The above statement of financial position should be read in conjunction with the accompanying notes.
### Statement of cash flows
for the year ended 30 June 2002

<table>
<thead>
<tr>
<th>Note</th>
<th>30 June 2002</th>
<th>30 June 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Receipts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government contributions</td>
<td>25,269,454</td>
<td>4,754,011</td>
</tr>
<tr>
<td>Interest</td>
<td>161,930</td>
<td>79,817</td>
</tr>
<tr>
<td>User charges</td>
<td>1,656,936</td>
<td>714,107</td>
</tr>
<tr>
<td><strong>Payments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee costs</td>
<td>(14,435,389)</td>
<td>(3,506,462)</td>
</tr>
<tr>
<td>Supplies and services</td>
<td>(12,897,410)</td>
<td>(2,817,966)</td>
</tr>
<tr>
<td><strong>Net cash outflow from operating activities A</strong></td>
<td>(244,479)</td>
<td>(776,493)</td>
</tr>
<tr>
<td><strong>Cash flows from investing activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payments for equipment</td>
<td>(438,469)</td>
<td>(21,777)</td>
</tr>
<tr>
<td>Proceeds from sale of equipment</td>
<td>–</td>
<td>1,773</td>
</tr>
<tr>
<td><strong>Net cash used in investing activities</strong></td>
<td>(438,469)</td>
<td>(20,004)</td>
</tr>
<tr>
<td><strong>Net decrease in cash held</strong></td>
<td>(682,948)</td>
<td>(796,497)</td>
</tr>
<tr>
<td>Cash at beginning of the financial period</td>
<td>4,943,080</td>
<td>5,739,577</td>
</tr>
<tr>
<td><strong>Cash at end of the financial period B</strong></td>
<td>4,260,132</td>
<td>4,943,080</td>
</tr>
</tbody>
</table>

The above statement of cash flows should be read in conjunction with the accompanying notes.
### A Reconciliation of net cash used in operating activities to operating result

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

### B Reconciliation of cash

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

<table>
<thead>
<tr>
<th></th>
<th>Year ended 30 June 2002 $</th>
<th>Period ended 30 June 2001 $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash on hand</td>
<td>800</td>
<td>500</td>
</tr>
<tr>
<td>Cash at bank</td>
<td>4,259,332</td>
<td>4,942,580</td>
</tr>
<tr>
<td><strong>Total cash at end of period</strong></td>
<td>4,260,132</td>
<td>4,943,080</td>
</tr>
</tbody>
</table>
Notes to and forming part of the financial statements
for the year ended 30 June 2002

Contents
1 Reporting period 53
2 Resources received free of charge 54
3 User charges 55
4 Disposal of fixed assets 55
5 Employee costs 55
6 Depreciation and amortisation provided 56
7 Supplies and services 56
8 Receivables 57
9 Equipment 57
10 Leasehold improvements 57
11 Payables 58
12 Provision for employee entitlements 58
13 Contributed capital 58
14 Accumulated deficit 58
15 Leasing commitments 59
16 Financial instruments 59
17 Disclosures relating to Ministers and Responsible Persons 61
Note 1 Reporting period

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

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

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

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

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

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

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

(e) Depreciation of plant and equipment
The Authority’s policy is to record in the asset register items with a value in excess of $1,000. Material and attractive items with an individual value less than $1,000 are recorded in the register as having no value.

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Useful Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer equipment</td>
<td>3 years</td>
</tr>
<tr>
<td>General equipment</td>
<td>5 years</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

(i) Leases
Operating lease payments, where substantially all the risks and benefits remain with the lessor, are charged to the statement of financial performance in the periods in which they are incurred.
Note 1 Reporting period (continued)

(j) Superannuation
The Authority participates in several superannuation funds, which provide benefits upon the disability, retirement or death of employees.
The unfunded superannuation liability in respect to members of the State Superannuation Fund and the Victorian Superannuation Fund is shown as a liability by the Department of Treasury and Finance.
Payments to the State Superannuation Fund and the Victorian Superannuation Fund in respect to ongoing staff employed by the Authority were made by the Department of Education & Training. The Department was reimbursed an amount of $720,116 at balance date for these contributions, which have been calculated at an average rate of 10.62 per cent of actual salaries.
In addition to the above, the Authority paid contributions of $357,030 direct to VicSuper and $5,620 direct to the Tertiary Education Super Scheme on behalf of eligible casual and sessional employees at a rate of 8 per cent pursuant to the provisions of the Superannuation Guarantee Act 1992.
The Authority has no loans from the employee superannuation funds.

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

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

Note 2 Resources received free of charge

<table>
<thead>
<tr>
<th>Note</th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property rentals and outgoings</td>
<td>$1,363,169</td>
<td>$459,081</td>
</tr>
<tr>
<td>Leasehold improvements</td>
<td>–</td>
<td>$39,214</td>
</tr>
<tr>
<td>Fixed assets</td>
<td>–</td>
<td>$10,923</td>
</tr>
<tr>
<td>Relocation expenses</td>
<td>–</td>
<td>$81,386</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,363,169</strong></td>
<td><strong>590,604</strong></td>
</tr>
</tbody>
</table>

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

• a lease on the Authority’s Assessment Centre at Camberwell.

• occupancy of 41 St Andrews Place, East Melbourne.

Property rentals and outgoings were paid on the Authority’s behalf by the Department of Education & Training. These amounts have been recognised in the statement of financial performance as expenditure offset by an increase to revenue as resources received free of charge.
Note 3  User charges

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

Note 4  Disposal of fixed assets

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proceeds from sale of fixed assets</td>
<td>2,090</td>
<td>1,773</td>
</tr>
<tr>
<td>Less written-down value of fixed assets disposed</td>
<td>2,550</td>
<td>5,250</td>
</tr>
<tr>
<td>Net loss on disposal of assets</td>
<td>(460)</td>
<td>(3,477)</td>
</tr>
</tbody>
</table>

Note 5  Employee costs

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and allowances</td>
<td>7,990,265</td>
<td>2,383,132</td>
</tr>
<tr>
<td>Fees for setting, vetting and assessing examinations</td>
<td>4,684,382</td>
<td>942,981</td>
</tr>
<tr>
<td>Associated salary oncosts</td>
<td>1,943,276</td>
<td>516,831</td>
</tr>
<tr>
<td>Other</td>
<td>89,033</td>
<td>29,366</td>
</tr>
<tr>
<td></td>
<td>14,706,956</td>
<td>3,872,250</td>
</tr>
</tbody>
</table>
Note 6  Depreciation and amortisation provided

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amortisation of leasehold improvements</td>
<td>217,356</td>
<td>73,432</td>
</tr>
<tr>
<td>Depreciation of equipment</td>
<td>270,616</td>
<td>91,807</td>
</tr>
<tr>
<td></td>
<td>487,972</td>
<td>165,239</td>
</tr>
</tbody>
</table>

Note 7  Supplies and services

Major items of expenditure included the following:

<table>
<thead>
<tr>
<th>Note</th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit fees – Auditor-General</td>
<td>19,909</td>
<td>15,000</td>
</tr>
<tr>
<td>Audit fees – Internal auditor (DE&amp;T)</td>
<td>2,546</td>
<td>12,000</td>
</tr>
<tr>
<td>Consultants and contractors</td>
<td>1,967,882</td>
<td>1,181,205</td>
</tr>
<tr>
<td>Grants to schools – examination supervision</td>
<td>1,411,519</td>
<td>305,575</td>
</tr>
<tr>
<td>Grants to schools</td>
<td>937,365</td>
<td>259,695</td>
</tr>
<tr>
<td>Computer maintenance and upgrades</td>
<td>473,230</td>
<td>235,763</td>
</tr>
<tr>
<td>Travel and accommodation expenses</td>
<td>241,068</td>
<td>45,169</td>
</tr>
<tr>
<td>Printing and production</td>
<td>1,657,653</td>
<td>572,366</td>
</tr>
<tr>
<td>Freight and cartage</td>
<td>410,117</td>
<td>76,233</td>
</tr>
<tr>
<td>Hire and leasing of venues for exams</td>
<td>116,866</td>
<td>10,499</td>
</tr>
<tr>
<td>Utilities</td>
<td>541,110</td>
<td>94,049</td>
</tr>
<tr>
<td>AIM development</td>
<td>5,035,402</td>
<td>1,409,249</td>
</tr>
<tr>
<td>Property rentals and outgoings</td>
<td>1,363,169</td>
<td>459,081</td>
</tr>
<tr>
<td>Relocation expenses</td>
<td>–</td>
<td>81,386</td>
</tr>
<tr>
<td>Doubtful debts</td>
<td>32,750</td>
<td>26,018</td>
</tr>
<tr>
<td>Bad debts</td>
<td>–</td>
<td>545</td>
</tr>
<tr>
<td>Operating leases – motor vehicles</td>
<td>48,016</td>
<td>12,417</td>
</tr>
<tr>
<td>Other expenses</td>
<td>893,985</td>
<td>263,493</td>
</tr>
<tr>
<td></td>
<td>15,152,587</td>
<td>5,059,743</td>
</tr>
</tbody>
</table>
### Note 8 Receivables

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee-paying overseas students</td>
<td>82,011</td>
<td>90,634</td>
</tr>
<tr>
<td>Operating appropriation receivable</td>
<td>2,889,355</td>
<td>2,691,997</td>
</tr>
<tr>
<td>Other</td>
<td>519,257</td>
<td>86,303</td>
</tr>
<tr>
<td></td>
<td><strong>3,490,623</strong></td>
<td><strong>2,868,934</strong></td>
</tr>
<tr>
<td>Less provision for doubtful debts</td>
<td>40,372</td>
<td>26,018</td>
</tr>
<tr>
<td></td>
<td><strong>3,450,251</strong></td>
<td><strong>2,842,916</strong></td>
</tr>
</tbody>
</table>

### Note 9 Equipment

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>At cost</td>
<td>2,288,149</td>
<td>1,942,080</td>
</tr>
<tr>
<td>Less accumulated depreciation</td>
<td>1,638,838</td>
<td>1,467,381</td>
</tr>
<tr>
<td></td>
<td><strong>649,311</strong></td>
<td><strong>474,699</strong></td>
</tr>
</tbody>
</table>

Movements during the reporting period

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Opening written-down value</th>
<th>Additions</th>
<th>Disposals</th>
<th>Depreciation</th>
<th>Closing written-down value</th>
</tr>
</thead>
<tbody>
<tr>
<td>At cost</td>
<td>474,699</td>
<td>447,778</td>
<td>(2,550)</td>
<td>(270,616)</td>
<td>649,311</td>
</tr>
<tr>
<td>Total</td>
<td>474,699</td>
<td>447,778</td>
<td>(2,550)</td>
<td>(270,616)</td>
<td>649,311</td>
</tr>
</tbody>
</table>

### Note 10 Leasehold improvements

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>At cost</td>
<td>1,086,778</td>
<td>1,086,778</td>
</tr>
<tr>
<td>Less accumulated amortisation</td>
<td>316,977</td>
<td>99,621</td>
</tr>
<tr>
<td></td>
<td><strong>769,801</strong></td>
<td><strong>987,157</strong></td>
</tr>
</tbody>
</table>

Movements during the reporting period

<table>
<thead>
<tr>
<th>Leasehold improvements</th>
<th>Opening written-down value</th>
<th>Additions</th>
<th>Disposals</th>
<th>Amortisation</th>
<th>Closing written-down value</th>
</tr>
</thead>
<tbody>
<tr>
<td>At cost</td>
<td>987,157</td>
<td>–</td>
<td>–</td>
<td>(217,356)</td>
<td>769,801</td>
</tr>
<tr>
<td>Total</td>
<td>987,157</td>
<td>–</td>
<td>–</td>
<td>(217,356)</td>
<td>769,801</td>
</tr>
</tbody>
</table>
Note 11 Payables

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade creditors</td>
<td>4,469,805</td>
<td>2,612,636</td>
</tr>
<tr>
<td>Accrued salaries</td>
<td>823,238</td>
<td>542,600</td>
</tr>
<tr>
<td>Fees in advance</td>
<td>428,459</td>
<td>–</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5,721,502</td>
<td>3,155,236</td>
</tr>
</tbody>
</table>

Note 12 Provision for employee entitlements

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current liability – long-service leave</td>
<td>205,073</td>
<td>125,863</td>
</tr>
<tr>
<td>Current liability – recreation leave</td>
<td>441,092</td>
<td>439,695</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>646,165</td>
<td>565,558</td>
</tr>
<tr>
<td>Non-current liability – long-service leave</td>
<td>1,503,862</td>
<td>1,447,421</td>
</tr>
</tbody>
</table>

Note 13 Contributed capital

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance 1 July 2001</td>
<td>4,698,492</td>
<td>–</td>
</tr>
<tr>
<td>Contributions of equity from the Board of Studies</td>
<td>–</td>
<td>4,698,492</td>
</tr>
<tr>
<td><strong>Balance 30 June 2002</strong></td>
<td><strong>4,698,492</strong></td>
<td><strong>4,698,492</strong></td>
</tr>
</tbody>
</table>

Note 14 Accumulated deficit

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accumulated deficit at 1 July 2001</td>
<td>(418,337)</td>
<td>–</td>
</tr>
<tr>
<td>Net result</td>
<td>(2,153,182)</td>
<td>(418,337)</td>
</tr>
<tr>
<td>Accumulated deficit at 30 June 2002</td>
<td>(2,571,519)</td>
<td>(418,337)</td>
</tr>
</tbody>
</table>
**Note 15 Leasing commitments**

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

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not later than one year</td>
<td>–</td>
<td>50,095</td>
</tr>
<tr>
<td>Later than one year and not later than five years</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not later than one year</td>
<td>158,108</td>
<td>632,430</td>
</tr>
<tr>
<td>Later than one year and not later than five years</td>
<td>–</td>
<td>158,108</td>
</tr>
</tbody>
</table>

**Note 16 Financial instruments**

**(a) Interest rate risk**

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

<table>
<thead>
<tr>
<th>Financial instruments</th>
<th>Floating interest rate</th>
<th>Non-interest bearing</th>
<th>Total carrying amount as per statement of financial position</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Financial assets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>4,259,332</td>
<td>4,942,580</td>
<td>800</td>
</tr>
<tr>
<td>Receivables</td>
<td>–</td>
<td>–</td>
<td>3,450,251</td>
</tr>
<tr>
<td>Total financial assets</td>
<td>4,259,332</td>
<td>4,942,580</td>
<td>3,511,051</td>
</tr>
<tr>
<td>(ii) Financial liabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payables</td>
<td>–</td>
<td>–</td>
<td>5,293,043</td>
</tr>
<tr>
<td>Total financial liabilities</td>
<td>–</td>
<td>–</td>
<td>5,293,043</td>
</tr>
<tr>
<td>(iii) Weighted average interest rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>4.3%</td>
<td>4.5%</td>
<td></td>
</tr>
</tbody>
</table>
(b) Net fair values
The aggregate net fair value of financial assets and financial liabilities, both recognised and unrecognised at balance date, are as follows:

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

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

**Recognised financial instruments**
- Cash and investments: The carrying amount approximates fair value because of their short-term maturity.
- Receivables and payables: The carrying amount approximates fair value.
Note 17  Disclosures relating to Ministers and Responsible Persons

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

(a) Responsible persons

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

Responsible Minister
Minister for Education and Training
The Hon. Lynne Kosky, MP 11 February 2002 to 30 June 2002

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

Authority members
Professor Kwong Lee Dow, Chair 1 July 2001 to 30 June 2002
Ms Christine Burnup 18 June 2002 to 30 June 2002
Professor Merran Evans 1 July 2001 to 31 December 2001
Mr Stuart Hamilton 1 July 2001 to 30 June 2002
Mr Leon Klidea 1 July 2001 to 30 June 2002
Mr John Maddock 1 July 2001 to 30 June 2002
Mr Garry McLean 19 November 2001 to 30 June 2002
Mr Peter McMullin 18 June 2002 to 30 June 2002
Ms Jane O’Shannessy 1 July 2001 to 30 June 2002
Professor Robert Pargetter 1 July 2001 to 30 June 2002
Professor Helen Praetz 1 July 2001 to 30 June 2002
Ms Joanne Roberts 4 June 2002 to 30 June 2002
Ms Kylie Sanders 4 June 2002 to 30 June 2002
Mr Andrew Skourdoumbis 1 July 2001 to 31 May 2002
Mr John Sweetman 1 July 2001 to 31 May 2002
Ms Bronwyn Valente 1 July 2001 to 31 May 2002
Ms Lynette Watts 1 July 2001 to 31 May 2002
Professor Sue Willis 4 June 2002 to 30 June 2002

Ms Susan Pascoe as Chief Executive Officer was in attendance and remuneration for the CEO is included under the Executive Officers’ remuneration.
Note 17 Disclosures relating to Ministers and Responsible Persons (continued)

(b) Remuneration of Responsible Persons

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

<table>
<thead>
<tr>
<th>Income band</th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0–$9,999</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>$10,000–$19,999</td>
<td>–</td>
<td>1</td>
</tr>
<tr>
<td>$50,000–$59,999</td>
<td>1</td>
<td>–</td>
</tr>
</tbody>
</table>

Total remuneration received, or due and receivable by Responsible Persons amounted to:

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total remuneration</td>
<td>$84,121</td>
<td>$27,746</td>
</tr>
</tbody>
</table>

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

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

(c) Retirement benefits of Responsible Persons

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

(d) Other transactions

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

(e) Executive Officers’ remuneration

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$30,000–$39,999</td>
<td>–</td>
<td>2</td>
</tr>
<tr>
<td>$40,000–$49,999</td>
<td>–</td>
<td>1</td>
</tr>
<tr>
<td>$110,000–$119,999</td>
<td>2</td>
<td>–</td>
</tr>
<tr>
<td>$130,000–$139,999</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>$160,000–$169,999</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Total numbers</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Total amount $</td>
<td>$533,260</td>
<td>$125,872</td>
</tr>
</tbody>
</table>
FINANCIAL REPORT FOR THE YEAR ENDED 30 JUNE 2001

In the opinion of the Authority:

a) the financial report of the VCAA presents fairly the financial transactions during the year ended 30 June 2002 and the financial position as at that date

b) the financial report has been drawn up in accordance with applicable Australian Accounting Standards, the Financial Management Act 1994 and all other mandatory reporting requirements.

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

For and on behalf of the VCAA:

Professor Kwong Lee Dow
Chair

Susan Pascoe
Chief Executive Officer

Jenny Jones
Principal Accounting Officer

Date: 1 October 2002
AUDITOR GENERAL
VICTORIA

AUDITOR-GENERAL’S REPORT

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

Audit Scope

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

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

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

Audit Opinion

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

MELBOURNE
4/10/2002

J.W. CAMERON
Auditor-General

Victorian Auditor-General’s Office  Level 34, 140 William Street, Melbourne Victoria 3000
Telephone (03) 8601 7000  Facsimile (03) 8601 7010  Email comments@audit.vic.gov.au  Website www.audit.vic.gov.au
Broadening of study options such as VCE VET improves student retention and participation in post-school pathways.

1 Index of compliance 66
2 VCE convenors 68
3 VCE Review committees 2001–02 68
4 Student participation in the VCE Season of Excellence 71
5 Publications 75
# Appendix 1: Index of compliance

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

## Report of operations

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

### Basis of preparation and other compliance details

<table>
<thead>
<tr>
<th>Clause</th>
<th>Disclosure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.2 (ii) (a)</td>
<td>Accrual basis of accounting</td>
<td>53–4</td>
</tr>
<tr>
<td>9.2.2 (ii) (b)</td>
<td>Compliance with Australian Accounting Standards and other authoritative pronouncements</td>
<td>53</td>
</tr>
<tr>
<td>9.2.2 (ii) (c)</td>
<td>Compliance with Ministerial Directions and Accounting and Financial Reporting Bulletins</td>
<td>53</td>
</tr>
<tr>
<td>9.2.2 (ii) (d)</td>
<td>Adoption of the historical cost convention, except for specified assets</td>
<td>53</td>
</tr>
<tr>
<td>9.2.2 (iii)</td>
<td>Rounding of amounts</td>
<td>n/a</td>
</tr>
<tr>
<td>9.2.2 (i) (d)</td>
<td>Notes to the financial statements (contents page)</td>
<td>52</td>
</tr>
<tr>
<td>9.2.2 (iv)</td>
<td>Accountable officer's declaration</td>
<td>63</td>
</tr>
</tbody>
</table>

### Statement of financial performance

<table>
<thead>
<tr>
<th>Clause</th>
<th>Disclosure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.2 (i) (a)</td>
<td>Statement of financial performance</td>
<td>48</td>
</tr>
<tr>
<td>9.2.3 (ii) (a)</td>
<td>Operating revenue by class</td>
<td>48, 54–5</td>
</tr>
<tr>
<td>9.2.3 (ii) (b)</td>
<td>Investment income by class</td>
<td>48</td>
</tr>
<tr>
<td>9.2.3 (ii) (c)</td>
<td>Other material revenue, including disposal of non-current assets</td>
<td>48, 55</td>
</tr>
<tr>
<td>9.2.3 (ii) (e)</td>
<td>Depreciation</td>
<td>48, 56</td>
</tr>
<tr>
<td>9.2.3 (ii) (f)</td>
<td>Bad and doubtful debts</td>
<td>56</td>
</tr>
<tr>
<td>9.2.3 (ii) (g)</td>
<td>Financing costs</td>
<td>n/a</td>
</tr>
<tr>
<td>9.2.3 (ii) (h)</td>
<td>Net increment or decrement on revaluation recognised in the statement of financial performance</td>
<td>n/a</td>
</tr>
<tr>
<td>9.2.3 (ii) (i)</td>
<td>Audit expense</td>
<td>56</td>
</tr>
<tr>
<td>9.7.2 (i) (ii)</td>
<td>Motor vehicle lease commitments</td>
<td>56</td>
</tr>
</tbody>
</table>

### Statement of financial position

<table>
<thead>
<tr>
<th>Clause</th>
<th>Disclosure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.2 (i) (b)</td>
<td>Statement of financial position</td>
<td>49</td>
</tr>
<tr>
<td>9.2.3 (iii) (a) (i)</td>
<td>Cash at bank and funds held in trust</td>
<td>49, 50–1, 53, 59–60</td>
</tr>
<tr>
<td>9.2.3 (iii) (a) (ii)</td>
<td>Inventories by class</td>
<td>49, 53</td>
</tr>
<tr>
<td>9.2.3 (iii) (a) (iii)</td>
<td>Receivables, including trade debtors, loans and other debtors</td>
<td>49, 51, 53, 57, 59–60</td>
</tr>
<tr>
<td>9.2.3 (iii) (a) (iv)</td>
<td>Other assets, including prepayments</td>
<td>49, 51</td>
</tr>
<tr>
<td>9.2.3 (iii) (a) (v)</td>
<td>Investments</td>
<td>53</td>
</tr>
<tr>
<td>9.2.3 (iii) (a) (vi)</td>
<td>Property, plant and equipment</td>
<td>49, 50, 57</td>
</tr>
<tr>
<td>9.2.3 (iii) (a) (vii)</td>
<td>Intangible assets</td>
<td>n/a</td>
</tr>
<tr>
<td>9.2.3 (iii) (b) (i)</td>
<td>Overdrafts</td>
<td>n/a</td>
</tr>
<tr>
<td>9.2.3 (iii) (b) (ii)</td>
<td>Other loans</td>
<td>n/a</td>
</tr>
<tr>
<td>9.2.3 (iii) (b) (iii)</td>
<td>Trade and other creditors</td>
<td>49, 51, 54, 58, 59–60</td>
</tr>
<tr>
<td>9.2.3 (iii) (b) (iv)</td>
<td>Finance lease charges</td>
<td>n/a</td>
</tr>
<tr>
<td>9.2.3 (iii) (b) (v)</td>
<td>Provisions, including employee entitlements</td>
<td>49, 51, 53, 54, 58</td>
</tr>
<tr>
<td>9.2.3 (iii) (c) (i) (ii)</td>
<td>Contributed capital</td>
<td>49, 58</td>
</tr>
<tr>
<td>9.2.3 (iii) (d) (i) (iv)</td>
<td>Reserves, and transfers to and from reserves</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Statement of cash flows

<table>
<thead>
<tr>
<th>Clause</th>
<th>Disclosure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.2 (i) (c)</td>
<td>Statement of cash flows during the year</td>
<td>50–1</td>
</tr>
</tbody>
</table>

### Other disclosures in notes to the financial statements

<table>
<thead>
<tr>
<th>Clause</th>
<th>Disclosure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.3 (iv) (a)</td>
<td>Liability secured by a charge over assets</td>
<td>n/a</td>
</tr>
<tr>
<td>9.2.3 (iv) (b)</td>
<td>Contingent liabilities</td>
<td>n/a</td>
</tr>
<tr>
<td>9.2.3 (iv) (c)</td>
<td>Commitments for expenditure</td>
<td>59</td>
</tr>
<tr>
<td>9.2.3 (iv) (d)</td>
<td>Government grants received or receivable</td>
<td>48, 50, 57</td>
</tr>
<tr>
<td>9.2.3 (iv) (e)</td>
<td>Employee superannuation funds</td>
<td>54</td>
</tr>
<tr>
<td>9.2.3 (iv) (f)</td>
<td>Assets received without adequate consideration</td>
<td>n/a</td>
</tr>
<tr>
<td>9.4</td>
<td>Responsible person-related disclosures</td>
<td>61–2</td>
</tr>
</tbody>
</table>
### Appendix 2: VCE convenors

<table>
<thead>
<tr>
<th>Subject</th>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing Arts</td>
<td>Ms Sue Tweg</td>
<td>Monash University</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Dr Christopher Marshall</td>
<td>University of Melbourne</td>
</tr>
<tr>
<td>English</td>
<td>Professor Peter Austin</td>
<td>University of Melbourne</td>
</tr>
<tr>
<td>Health and PE</td>
<td>Dr Sara Glover</td>
<td>Centre for Adolescent Health</td>
</tr>
<tr>
<td>LOTE</td>
<td>Professor Philip Thomson</td>
<td>Monash University</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Dr Michael Evans</td>
<td>Scotch College</td>
</tr>
<tr>
<td>Science</td>
<td>Dr John Loughran</td>
<td>Monash University</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>Mr Robert Taylor</td>
<td>Victorian University of Technology</td>
</tr>
<tr>
<td>Studies of Society and Environment: Business</td>
<td>Mr Mike Rowland</td>
<td>Victorian Commercial Teachers’ Association</td>
</tr>
<tr>
<td>Studies of Society and Environment: Humanities</td>
<td>Dr Adrian Jones</td>
<td>La Trobe University</td>
</tr>
<tr>
<td>Technology</td>
<td>Mr Robert Timmer-Arends</td>
<td>Brighton Secondary College</td>
</tr>
<tr>
<td>VCE VET</td>
<td>Ms Pamela St Leger</td>
<td>University of Melbourne</td>
</tr>
</tbody>
</table>

### Appendix 3: VCE Review committees 2001–02

**VCE Accounting Review Committee**
- Ms Vicki Baron: Korowa Anglican Girls’ School
- Ms Kerry Canty: Scoresby Secondary College
- Ms Patricia Daniels: Killester College
- Ms Mary Faroone: Business Skills Victoria
- Mr Geoff Ferris: Mill Park Secondary College
- Mr David Fraser: Holmesglen Institute of TAFE
- Mr Timothy Habben: Melbourne Grammar School
- Mr Phillip Hutton: Camberwell Grammar School
- Mr Keith King: Diamond Valley Secondary College
- Mr Mike Rowland: Victorian Commercial Teachers’ Association
- Dr Trevor Wise: University of Melbourne

**VCE Art Review Committee**
- Dr Christopher Marshall: University of Melbourne
- Ms Patricia McCormack: St Bede’s College
- Mr Larry Parkinson: Swinburne University of Technology TAFE Division
- Mr Greg Smith: Geelong College
- Ms Lena Torikov: Thomastown Secondary College
- Mr Bruce Wilson: Kingswood College

**VCE Economics Review Committee**
- Mr Ross Booth: Monash University
- Mr David Bradshaw: Catholic Ladies’ College
- Ms Anita Forsyth: Monash University
- Mr Peter Kerwan: University of Ballarat
- Ms Shula Lazar: Leibler Yavneh Secondary College
- Mr Chris Mannix: Wesley College
- Mr Jeff Oughton: National Australia Group
- Mr Mike Rowland: Victorian Commercial Teachers’ Association
- Ms Wendy Smith: Mac.Robertson Girls’ High School
- Ms Robyn Stanton: Lyndale Secondary College
VCE English Expert Studies Committee
Dr Catherine Beavis          Deakin University
Mr Dale Bennett              Carey Baptist Grammar School
Ms Karen Dymke               Donvale Living and Learning Centre
Ms Prue Gill                 Victorian Association for the Teaching of English
Ms Fiona Gordon              Wesley College
Mr David Grant               North Geelong Secondary College
Ms Meredith Maher            Mullauna Secondary College
Ms Valerie Mayer             Lilydale High School
Ms Rosemary McLoughlin       Catholic Education Office
Ms Marion Meiers             Australian Council for Educational Research
Mr Jim Murphy                Parade College
Mr Denis O’Donnell           Department of Education & Training
Ms Caroline Thomas           Camberwell High School

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

VCE Information Processing and Management Review Committee
Ms Lisa Bolton               Swinburne University
Mr Peter Dalman             Department of Education & Training
Mr David Dimsey              Ivanhoe Grammar School
Associate Professor         Australian Catholic University
Carolyn Dowling             Mill Park Secondary College
Mr Ern Reichelt              Marcellin College
Mr Mark Stanton             Australian Children’s Television Foundation
Ms Charmaine Taylor         Brighton Secondary College

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

VCE Information Technology Expert Studies Committee
Mr Peter Dalman             Department of Education & Training
Mr David Dimsey              Ivanhoe Grammar School
Associate Professor         Australian Catholic University
Carolyn Dowling             Mill Park Secondary College
Ms Claudia Graham            Marcellin College
Ms Sean McCormick            Australian Children’s Television Foundation
Mr Mark Stanton             Brighton Secondary College

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

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

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

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

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

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

VCE Visual Communication and Design Review Committee
Mr Greg Branson Mackay Branson Design
Ms Kristen Guthrie Woodleigh School
Ms Dorothy Henwood Parkwood Secondary College
Mr Michael Kan Mentone Girls’ Secondary College
Ms Christine Lloyd Mac.Robertson Girls’ High School
Ms Jeanette McWhinney RMIT University TAFE Design Group
Mr David Murray RMIT University
Ms Patricia Portbury Mount Lilydale Mercy College
Appendix 4: Student participation in the VCE Season of Excellence

Top Designs
Sarah Allardice Eltham College
Will Barry Swinburne Senior Secondary College
Krizia Bergamin Methodist Ladies’ College
Bonnie Birkett-Rees Eltham High School
Barry Brauer Oberon High School
Simon Brook Carey Baptist Grammar School
Mark Cameron Catholic Regional College
Angelle Camilleri Maranatha Christian School
Sophie Canter Our Lady of Sion College
Stephanie Caruso Wangaratta High School
Adrian Cerbu Maramatha Christian School
Richard Chandler Carey Baptist Grammar School
Ronald Chong Parade College
Lee Cohen Macleod College
Zara Costello Ballarat Grammar School
Jarrod Crivelli St Helena Secondary College
Lauren Daly Swinburne Senior Secondary College
Ashley Dearden Healesville High School
Chris Drobnik Yarra Valley Grammar School
Melanie Dry Ave Maria College
Caitlin Lakin Plenty Valley Christian School
Thomas Firth Swinburne TAFE
Kate Fisher Star of the Sea College
Wesley Franklin St Leonard’s College
Megan Gallagher Wangaratta High School
David Gardner Eildon College
Adam Gaspari St Joseph’s College
Matthew Gonzalez Geelong College
Charles Gordon Swinburne Senior Secondary College
Jessie Graham St Joseph’s College
Kerryn Greenham Geelong College
Nicole Hay Healesville High School
Sam Haywood Ballarat Grammar School
Holly Hockley Lauriston Girls’ School
Keir Houghton Swinburne Senior Secondary College
Julian Hutchens Xavier College
Tina Huynh Mac.Robertson Girls’ High School
Amy Ingles Oberon High School
Elisa Irvin Siena College
Meagan Jamieson Box Hill Senior Secondary College
Amy Janetzki Ballarat Grammar School
Dorothy Jelonkiewicz Star of the Sea College
André Jewson Western Heights College
Robyn-Jane Lacey Santa Maria College
Zev Landes Mount Scopus College
Amanda Leonardia Swinburne Senior Secondary College
Ben Liney Upper Yarra Secondary College
Catherine Linklater Eltham College
Charlene Loh Catholic Regional College
Georgia Manderson Sydenham
Thomas Marminc Mt Lilydale Mercy College
Virginia Martin Swinburne Senior Secondary College
Erin Mathews Siena College
Amy Mattes-Harris Canterbury Girls’ Secondary College
Gillian McDermott Billanook College
Brent McKee Caulfield Grammar School
Dougal McMurchy Swinburne Senior Secondary College
Keiran McSwiney Swinburne Senior Secondary College
Morgan Metius Swinburne Senior Secondary College
Nick Milwright Eltham High School
Fergus Munro Preshil, The Margaret Lyttle Memorial School
Ray Mutch St Helena Secondary College
Bianca Nichols Methodist Ladies’ College
Jacqueline O’Brien Mount Lilydale Mercy College
Suni Overend Healesville High School
Zaiga Padjoms St Leonard’s College
Peter Pan Camberwell Grammar School
Alice Patterson Methodist Ladies’ College
Sarah Payne Princes Hill Secondary College
David Pelling Lilydale High School
Sonia Pezzano Ave Maria College
Holly Pleming Healesville High School
Daniel Pusvaciatis Huntingtower School
Sharlene Rapa Marian College
Claire Reuss Strathtona Baptist Girls Grammar School
Kate Richardson Methodist Ladies’ College
Vanessa Riley Methodist Ladies’ College
Nicole Robinson Carey Baptist Grammar School
Eleanor Russell Methodist Ladies’ College
Sophia Saly Penola Catholic College
Elizabeth Sarsfield Our Lady of Sion College
Dario Schiavone Parade College
Christopher Sciberras Emmanuel College
Katrina Scott Wangaratta High School
Andrew Serong Swinburne Senior Secondary College
Jun-Chul (David) Shin St Joseph’s College
Amber Stewart Strathcona Baptist Girls’ Grammar School
Christopher Stewart Scotch College
Erin Stewart Preshil, The Margaret Lyttle Memorial School
Loren Stewart Box Hill Senior Secondary College
Barney Stonier Melbourne Grammar School
Diana Szabo Mount Lilydale Mercy College
Danusia Szafranski Tintern School
Mia Timpano Melbourne Girls’ College
Hanh Trieu Marian College
James Try Camberwell Grammar School
Anna Van Gremert Methodist Ladies’ College
Peter Voids Vy Vy
Vy Yu Emmaus College
Laurine Walker Overnewton College
Stephen Wallace St Kevin’s College
Jennifer Walsh Eltham College
Natalie Walsh Dromana Secondary College
Rachel Ward Methodist Ladies’ College
Rebecca Warren Mentone Girls’ Secondary College
Larissa Watt Bendigo Senior Secondary College
Scott Whelan Woodleigh School
Matthew White Upwey High School
Jeff Williams St Paul’s Anglican Grammar
Hayley Wilkins Swinburne Senior Secondary College
Dale Wilson St Joseph’s College
Jeanine Yeoh Santa Maria College

Top Screen
Sarah Allardice Eltham College
Will Barry Swinburne Senior Secondary College
Barry Brauer Oberon High School
Sophie Canter Our Lady of Sion College
Thomas Firth Swinburne TAFE
Julian Hutchens Xavier College
Robyn-Jane Lacey Santa Maria College
Zev Landes Mount Scopus College
Charlene Loh Catholic Regional College
Georgia Manderson Methodist Ladies’ College
Nick Milwright Eltham High School
Elizabeth Sarsfield Our Lady of Sion College
Mia Timpano Melbourne Girls’ College
Laurine Walker Overnewton College

Top Class Performance of Dance, Drama, Music Performance: Solo, Group and Theatre
Caitlin Adams Genazzano FCJ College
Elenor Adams Our Lady Of Sion College
Ozgur Akdeniz Balwyn High School
Samuel Anderson Xavier College
Timothy Blosfelds Geelong Grammar School
Michael Brooks Reid Melbourne High School
Anthony Callea Mackillop Catholic Regional College Werribee
Stephanie Caruso Wangaratta High School
Chantelle Casey Sacre Coeur
Nicholas Casey Maffra Secondary College
Marion Chan Tintern Schools
Alinta Chidzey VCA Secondary School
Julia Cleghorn Ruyton Girls’ School
Andrew Collyer Lutheran College
Emma Cotsell Christian College, Highton
Jacob Cunningham St Kevin’s College
Jenna Cute St Leonards College
Huw Dann Sandringham College
Philippa Davis Blackburn High School
Felicity Dandle Ballarat Grammar School
Tegan Dimble Methodist Ladies’ College
Quang Dinh VCA Secondary School
John Disisto Xavier College
Glenn Doig Catholic Regional College
Annabel Eastham Traralgon

Appendices
Tegan Dimble VCA Secondary School
Quang Dinh Xavier College
John Disisto Sandringham College
Glenn Doig Ballarat Grammar School
Annabel Eastham Methodist Ladies’ College

72
<table>
<thead>
<tr>
<th>Name</th>
<th>School/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Harrison</td>
<td>Wangaratta High School</td>
</tr>
<tr>
<td>Ye Lian He</td>
<td>Scotch College</td>
</tr>
<tr>
<td>Galen Herten-Crabb</td>
<td>VCA Secondary School</td>
</tr>
<tr>
<td>Melissa Higgins</td>
<td>Geelong Grammar School</td>
</tr>
<tr>
<td>Carl Hirst</td>
<td>St Francis Xavier College</td>
</tr>
<tr>
<td>Carly Hobbs</td>
<td>Sandringham Secondary College</td>
</tr>
<tr>
<td>Clinton Holt</td>
<td>Rowville Secondary College</td>
</tr>
<tr>
<td>Alan Horner</td>
<td>VCA Secondary School</td>
</tr>
<tr>
<td>Yi-Yin Hsu</td>
<td>VCA Secondary School</td>
</tr>
<tr>
<td>Nicole Jacobsson</td>
<td>Damascus College</td>
</tr>
<tr>
<td>André Jewson</td>
<td>Western Heights College</td>
</tr>
<tr>
<td>Stefanie Kechayas</td>
<td>Bialik College</td>
</tr>
<tr>
<td>Galit Klas</td>
<td>Mac. Robertson Girls’ High School</td>
</tr>
<tr>
<td>Simone Krause</td>
<td>Eltham High School</td>
</tr>
<tr>
<td>Thomas Lambert</td>
<td>VCA Secondary School</td>
</tr>
<tr>
<td>Irena Laska</td>
<td>Melbourne Girls’ Grammar School</td>
</tr>
<tr>
<td>Leah Lim</td>
<td>Loreto Mandeville Hall</td>
</tr>
<tr>
<td>Oscar Lopaczuk</td>
<td>Billanook College</td>
</tr>
<tr>
<td>Thomas Mainwaring</td>
<td>University High School</td>
</tr>
<tr>
<td>Kimberley Mannaa</td>
<td>Essendon East Keilor District Secondary School</td>
</tr>
<tr>
<td>Kate Martin</td>
<td>Christian College, Highton</td>
</tr>
<tr>
<td>Cassandra Mason</td>
<td>Luther College</td>
</tr>
<tr>
<td>Jessica Matthews</td>
<td>Brauer College</td>
</tr>
<tr>
<td>Verity Maxwell</td>
<td>VCA Secondary School</td>
</tr>
<tr>
<td>Erin McNamara</td>
<td>Bendigo Senior Secondary College</td>
</tr>
<tr>
<td>Sylvie Meltzer</td>
<td>Mowbray College</td>
</tr>
<tr>
<td>Jennifer Molloy</td>
<td>Notre Dame College</td>
</tr>
<tr>
<td>Christopher Morrissey</td>
<td>VCA Secondary School</td>
</tr>
<tr>
<td>Heidi Norindr</td>
<td>Dandenong High School</td>
</tr>
<tr>
<td>Lauren Oldham</td>
<td>Mooroolbark Heights Secondary College</td>
</tr>
<tr>
<td>Glen Oliver</td>
<td>VCA Secondary School</td>
</tr>
<tr>
<td>Jensen Overend</td>
<td>Brighton Grammar School</td>
</tr>
<tr>
<td>Adam Pallozzi</td>
<td>Eltham College</td>
</tr>
<tr>
<td>Jules Pascoe</td>
<td>McKinnon Secondary College</td>
</tr>
<tr>
<td>Bonnie Piesse</td>
<td>Melbourne Rudolf Steiner School</td>
</tr>
<tr>
<td>Elizabeth Powis</td>
<td>St Michael’s Grammar School</td>
</tr>
<tr>
<td>Gideon Preiss</td>
<td>McKinnon Secondary College</td>
</tr>
<tr>
<td>Alice Ramshaw</td>
<td>Lowther Hall Anglican Grammar School</td>
</tr>
<tr>
<td>Joshua Richardson</td>
<td>Brighton Grammar School</td>
</tr>
<tr>
<td>Ellen Rijs</td>
<td>Marist-Sion College</td>
</tr>
<tr>
<td>Carlye Rogan</td>
<td>VCA Secondary School</td>
</tr>
<tr>
<td>Eric Ronald</td>
<td>Brauer College</td>
</tr>
<tr>
<td>Steven Russell</td>
<td>Melbourne High School</td>
</tr>
<tr>
<td>Anatoly Sawenko</td>
<td>Girton Grammar School</td>
</tr>
<tr>
<td>Derek Shi</td>
<td>Melbourne High School</td>
</tr>
<tr>
<td>Eve Silver</td>
<td>VCA Secondary School</td>
</tr>
<tr>
<td>Holly Smart</td>
<td>Academy of Mary Immaculate</td>
</tr>
<tr>
<td>Kim Smith</td>
<td>Traralgon Secondary College</td>
</tr>
<tr>
<td>Kathryn Smyth</td>
<td>Balwyn High School</td>
</tr>
<tr>
<td>Kate Speechley</td>
<td>Caulfield Grammar School</td>
</tr>
<tr>
<td>James Stephens</td>
<td>Wheelers Hill</td>
</tr>
<tr>
<td>Anthony Street</td>
<td>Camberwell Grammar School</td>
</tr>
<tr>
<td>Rebecca Sullivan</td>
<td>Brighton Grammar School</td>
</tr>
<tr>
<td>Pei-Jun Tan</td>
<td>Tintern Schools</td>
</tr>
<tr>
<td>Kathryn Tassone</td>
<td>Caulfield Grammar School</td>
</tr>
<tr>
<td>Joshua Terlich</td>
<td>Wheelers Hill</td>
</tr>
<tr>
<td>Samuel Tovey</td>
<td>Melbourne Girls’ College</td>
</tr>
<tr>
<td>Jacqueline Uren</td>
<td>Wodonga High School</td>
</tr>
<tr>
<td>Jesse Velic</td>
<td>Xavier College</td>
</tr>
<tr>
<td>Renee Von Senden</td>
<td>Ivanhoe Girls’ Grammar School</td>
</tr>
<tr>
<td>Allen Wang</td>
<td>Bialik College</td>
</tr>
<tr>
<td>Yi Ning Wang</td>
<td>Mount St Joseph Girls’ College</td>
</tr>
<tr>
<td>Kingsley Williams</td>
<td>Scotch College</td>
</tr>
<tr>
<td>Jonathan Wong</td>
<td>Mac. Robertson Girls’ High School</td>
</tr>
<tr>
<td>Agatha Yim</td>
<td>St Michael’s Grammar School</td>
</tr>
<tr>
<td>Mimi Zaetta-Thomas</td>
<td>St Michael’s Grammar School</td>
</tr>
<tr>
<td>Scott Zimmer</td>
<td>Genazzano FCJ College</td>
</tr>
<tr>
<td>Top Acts</td>
<td>Ruyton Girls’ School</td>
</tr>
<tr>
<td>Samuel Anderson</td>
<td>St Francis Xavier College</td>
</tr>
<tr>
<td>Stephanie Caruso</td>
<td>Melbourne Girls’ College</td>
</tr>
<tr>
<td>Nicholas Casey</td>
<td>Wodonga High School</td>
</tr>
<tr>
<td>Andrew Collyer</td>
<td>Xavier College</td>
</tr>
<tr>
<td>Jacob Cunningham</td>
<td>Wangaratta High School</td>
</tr>
<tr>
<td>Huw Dann</td>
<td>Maffra Secondary College</td>
</tr>
<tr>
<td>Glenn Doig</td>
<td>Luther College</td>
</tr>
<tr>
<td>Anne Genio</td>
<td>St Leonard’s College</td>
</tr>
<tr>
<td>Timothy Grace</td>
<td>Blackburn High School</td>
</tr>
<tr>
<td>Jane Harrison</td>
<td>Wangaratta High School</td>
</tr>
<tr>
<td>Ye Lian He</td>
<td>Catholic Ladies’ College</td>
</tr>
<tr>
<td>Nicole Jacobsson</td>
<td>Newcomb Secondary College</td>
</tr>
<tr>
<td>André Jewson</td>
<td>Wangaratta High School</td>
</tr>
<tr>
<td>Leah Lim</td>
<td>Melbourne Girls’ College</td>
</tr>
<tr>
<td>Christopher Morrissey</td>
<td>VCA Secondary School</td>
</tr>
<tr>
<td>Adam Pallozzi</td>
<td>Eltham College</td>
</tr>
<tr>
<td>Bonnie Piesse</td>
<td>Melbourne Rudolf Steiner School</td>
</tr>
<tr>
<td>Alice Ramshaw</td>
<td>Lowther Hall Anglican Grammar School</td>
</tr>
<tr>
<td>Ellen Rijs</td>
<td>Marist Sion College</td>
</tr>
<tr>
<td>Steven Russell</td>
<td>Melbourne High School</td>
</tr>
<tr>
<td>Holly Smart</td>
<td>Academy of Mary Immaculate</td>
</tr>
<tr>
<td>Kim Smith</td>
<td>Traralgon Secondary College</td>
</tr>
<tr>
<td>Mimi Zaetta-Thomas</td>
<td>Ruyton Girls’ School</td>
</tr>
</tbody>
</table>
Mark Kwong Scotch College
Yani Lathouris The Melbourne Rudolf Steiner School
Sean Layh
Michelle Lee
XiaXi (Lucy) Liu
Katya Livaditis
Charlene Loh
Kristian Lukas
Marc Lyons
Emily Mackie
Benjamin Malin
Sonia Marinelli
Virginia Martin
Willy Maurice-Beluïte
Lucy McNamara
Chase Morilly
Laura Nelson
Garth Nichol
Lauren Pimm
Chloe Podalokin
Michael Porter
Kate Powers
Liana Raschilla
Leah Robertson
Jake Ryan
Katherine Sainsbery
Shona Scott
Rene Sephton
Nadia Sharaf
Olivia Rose Sheed
Madeleine Simson
Matthew Skinner
Deane Sobey
Erin Stewart
Stephen Stupuras
Glenn Triggs
Irene Vincent
Jessica Williamson
Kate Woolley
David Yule

Appendices

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

Scotch College
The Melbourne Rudolf Steiner School
Billanook College
Presbyterian Ladies’ College
Presentation College Windsor
Camberwell Girls’ Grammar
Catholic Regional College
Sunbury Downs Secondary School
St Helena Secondary College
St Catherine’s School
Camberwell Grammar School
McKinnon Secondary College
Swinburne Senior Secondary College
Albert Park College
Loreto Mandeville Hall
Luther College
Caulfield Grammar School
Wodonga High School
Berwick Secondary College
Loreto Mandeville Hall
Presentation College Windsor
Box Hill Senior Secondary College
Ballarat Grammar School
Bayside Christian College
The Melbourne Rudolf Steiner School
Ivanhoe Girls’ Grammar School
Kooweerup Secondary College
Ivanhoe Girls’ Grammar School
Melbourne Girls’ College
Ballarat Grammar School
St Catherine’s School
Galen College
Westbourne Grammar
Preskil, The Margaret Lyttle Memorial School
Seymour Technical High School
Box Hill Senior Secondary College
Beechworth Secondary College
Box Hill Senior Secondary College
Ivanhoe Girls’ Grammar School
Scotch College
Appendix 5: Publications

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

VCE

VCE Bulletin including Supplements and Lift-outs for July, August, September, October, November, December and Exam Issue 2001: February, March, April, May, June 2002
VCE Administrative Handbook 2002
Guide to the VCE 2002
2002 VCE Calendar
Report for Teachers 2001: Mid-year Examinations
Getting your VCE brochure
Statement of Results brochure
Results and PRES brochure
GAT brochure 2002
ACACA Conference brochure
Statistical Moderation brochure
VCE for Adults booklet
VCE Examinations and GAT 2001 CD-ROM
2002 VCE Examination and GAT Student Information booklet and Timetable
Advice for Teaching VCE 2002
Auslan Grammar video
VCE Assessment Support Material: Contemporary Australian Society; Drama; Industry and Enterprise Studies; Outdoor and Environmental Studies; Philosophy; Religion and Society; Technology – Design and Technology, Food and Technology; Theatre Studies
VASS 21 Users Guide CD-ROM
e-merging Perspectives on Information and Communications Technology – Teaching and Learning in the VCE

VCE study designs
Auslan
Reaccredited study designs: Accounting and Information Technology

VCE VET

Task Samples: Business (Office Administration), Arts (Interactive Multimedia), Furnishing
Program booklets: Certificate IV in Food Technology, Seafood Industry, Sports and Recreation

VCE Season of Excellence

Top Designs 2002 catalogue
Top Arts 2002 catalogue
Top Acts 2002 program
Top Class 2002 program
Annual Program Guide 2002 brochure

CSF II

Annotated Work Samples Professional Development Program 2002: English, Mathematics, Science
LOTE Compendium
Sample programs Maths Years 3–4

AIM

Year 7 English and Mathematics Assessment Program brochure
Information for Principals: Year 3 and Year 5 Statewide Testing Program 2002
Information for Principals: Year 7 Statewide Testing Program 2002
2002 Guide for Principals and Teachers – English and Mathematics Testing Component Year 3 and Year 5
2002 Guide for Principals and Teachers – English and Mathematics Testing Component Year 7

Most Authority titles can be found on the Authority’s website at <www.vcaa.vic.edu.au>. The site also contains other material and advice regarding all aspects of the Authority’s curriculum and assessment programs.

Acknowledgements

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

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