October 2003

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

Dear Minister

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

Yours sincerely

Professor Kwong Lee Dow
Chair, VCAA Board
The VCAA is an independent statutory body responsible for providing the curriculum and assessment used across year levels P–12 in all government, Catholic and independent Victorian schools. It is responsible for the construction and monitoring of the Victorian Certificate of Education (VCE), the Curriculum and Standards Framework (CSF) and the Achievement Improvement Monitor (AIM).

The VCAA also supports and facilitates cross-sectoral curriculum and resource development in collaboration with other national and State authorities where appropriate, and curriculum development work commissioned by education and training authorities.

As well as taking responsibility for curriculum and assessment, the VCAA also:

- plays a vital role in monitoring patterns of participation in schools
- maintains records of student achievement
- provides information to the public on general student performance within Victorian schools
- conducts research relating to these core functions
- conducts professional development.

The VCAA works closely with teachers, schools, government departments and other statutory authorities to form an education sector that is dynamic, cooperative, accessible and beneficial to all Victorians.

The VCAA contributes considerably to the capacity of Victoria to be a global leader in education, and ultimately a creative, productive and entrepreneurial community. To achieve this, the VCAA ensures that:

- knowledge and skills in the foundation areas of literacy and numeracy are clearly identified and built into P–12 curriculum
- information and communication technology (ICT) and innovative thinking are embedded in the curriculum
- curriculum and assessment across all Key Learning Areas is accessible by all Victorians
- rigorous international education standards are set and schools supported to meet these standards
- generic competencies and attributes for success in the economy and within the community are emphasised and supported
- opportunities are provided so that the full potential of individuals can be realised with more students staying on to complete Year 12 or its equivalent
- there is strong, widespread public understanding of, and support for, the Victorian P–12 curriculum, standards and assessment procedures.

As the only body with direct operational and policy links to all Victorian schools, the VCAA has a vital role to play in the development of an outstanding education system for all Victorians and in the realisation of the attainment of the education goals and targets set by the Government:

- by 2005, Victoria will be at or above national benchmark levels for reading, writing and numeracy, as they apply to primary students
- by 2010, 90 per cent of young people in Victoria will complete Year 12 or its equivalent
- by 2005, the percentage of young people aged 15 to 19 in rural and regional Victoria engaged in education and training will increase by 6 per cent.
Quality education is vital for the ongoing development and well-being of the Victorian community. In order to participate effectively in a vigorous global economic environment, we need to build and maintain a sound infrastructure and a strong skills and technology base.

The VCAA’s vision is consistent with the Government’s direction and envisages a future in which schools will have greater curriculum flexibility in the compulsory years of schooling, as well as a broader range of study options in the post-compulsory years. In addition, assessment of student performance will be conducted more flexibly as greater use of online assessment becomes more available.

The VCAA plays a pivotal role in the provision of high-quality curriculum and assessment for students in the P–12 years. As a leading player in the development of excellence and innovation in student achievement, the VCAA has continued to provide greater educational opportunities, particularly for those students at risk in Years 9 and 10.

At the same time, the VCAA has ensured that curriculum developed for the middle years is both relevant and intellectually rigorous, so that young people remain engaged with schooling.

With over 130 study options available in the VCE, the VCAA provides students with a broad spectrum of curriculum options designed to involve students and support greater study options.

Student participation rates and enrolment figures continue to expand as the VCAA offers flexible and stimulating study options designed to enable participation by all students in the government, Catholic and independent sectors.

The VCAA is well placed to develop and implement a curriculum and assessment program designed to focus on the educational achievement and future success of all young Victorians.

### Board membership

The membership of the VCAA Board is drawn from a diverse background of educationalists and members of the community. Current Board members are as follows:

- Professor Kwong Lee Dow, Board Chair;
- Mr John Fry, teacher and City of Whittlesea councillor;
- Mr Grant Hehir, Secretary, Department of Education & Training;
- Mr Leon Kildea, Senior Education Officer, Department of Education & Training;
- Mr John Maddock, Chief Executive Officer, Box Hill Institute of TAFE;
- Mr Garry McLean, Coordinating Chair, Curriculum and Support Services, Catholic Education Office;
- Mr Peter McMullin, lawyer and member of Victoria University Council;
- Professor Robert Pargetter, Principal, Haileybury College;
- Professor Helen Praetz, Chair, Victorian Qualifications Authority (VQA);
- Ms Joanne Roberts, Assistant Principal, The Grange P–12 College;
- Ms Kylie Sanders, teacher, Corryong College;
- Professor Sue Willis, Dean, Faculty of Education, Monash University.

A number of changes to Board membership occurred during the reporting period. Mr Grant Hehir replaced Ms Jennifer Westacott, who resigned as Department of Education & Training Secretary in May 2003. Ms Westacott had replaced Mr Stuart Hamilton, who left the position of Secretary on 14 December 2002.

Ms Christine Burnup resigned her membership on 21 October 2002 and Ms Jane O’Shannessy in January 2003.

In June 2003, the Minister approved the reappointment of Mr John Maddock until 31 May 2006.

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Professor Kwong Lee Dow
The Government’s vision for Victoria as a learning community is embedded in all VCAA policy and practice. In order to achieve this vision, the VCAA works in partnership with all sectors of the education and training community to improve student access to high-quality education programs, foster excellence and innovation, and increase the rate of successful completion of secondary education.

The VCAA’s functions of standards setting, monitoring progress, conducting research and delivering professional development enables it to work directly with teachers and principals to improve professional practice. This, in turn, cultivates innovative, successful schools and a well-educated and motivated student population.

Key initiatives for 2002–03

**Improved pathways to completion**

In order to further expand pathways for post-compulsory students, the VCAA enabled block credit arrangements to be put in place. The implementation of block credit allowed students to obtain credit in the VCE from a range of programs, including vocational education and training (VET) and the Victorian Certificate of Applied Learning (VCAL).

In addition, ten VCE VET programs offered students the option of scored assessment of Unit 3–4 sequences. The score allows students to use VCE VET programs for direct contribution to their tertiary entrance rank, giving greater flexibility to students completing their VCE through a vocational pathway.

**Updated study designs**

The VCAA published new study designs for VCE Accounting and Information Technology, and developed professional development programs to support teachers in delivering these new studies. A further six VCE studies were reviewed for implementation in 2004, namely Art, Studio Arts, Visual Communication and Design, Economics, Health and Human Development, and Physics. The review of VCE Psychology also commenced.

The VCAA also began a review of 16 VCE studies in Languages other than English to ensure that these studies meet the needs of all students. To support its policy of providing the widest possible access to the completion of Year 12, the VCAA leads the way in the development of studies for Auslan and Indigenous Languages.

The VCE Season of Excellence celebrated the achievements of students across all VCE visual and performing arts streams. Increased participation in the programs and increased attendance rates reflect the positive impact of the Season. There was also a significant increase in the numbers attending education programs associated with Season events.
Increased student retention
The success of expanded pathways in post-compulsory programs is reflected in the continual improvement in student retention rates. The retention rate for Victorian school students from Years 7 to 12 increased from 79.3 per cent in 2001 to 80.9 per cent in 2002, while the retention rate for Years 10 to 12 in the same period increased from 81.6 per cent to 82.9 per cent. Both of these rates exceed the national rates of 75.1 per cent for retention from Year 7 and 77 per cent for retention from Year 10 in 2002 (Source: ABS Schools Australia).

Compulsory years
The VCAA continued developing curriculum and assessment materials to support schools in delivering high-quality programs to engage students in the compulsory years of schooling.
In order to do this, 17 vocational learning sample units were produced on CD-ROM to support teachers in the delivery of activity-based learning across the Key Learning Areas. In addition, 33 sample units in English and Mathematics were developed to engage those students in the middle years at risk of discontinuing their education. Forty-eight sample units were developed across the eight Key Learning Areas to integrate ICT into the curriculum.
Other achievements included the publication of annotated work samples and associated assessment tasks in Languages other than English (LOTE), Health and Physical Education, Studies of Society and Environment, and Technology, exemplifying the standards of the CSF across selected levels and strands.
Statewide professional development programs were developed for teachers across Victoria in conjunction with these studies.

Achievement Improvement Monitor
Participation in the AIM statewide testing at Year 7 increased from 53 per cent in 2001 to 75 per cent in 2002. There was a 35 per cent increase in student numbers participating in English and Mathematics compared to the 2001 figures.
Trialing continued in the AIM Online Year 7 statewide program with over 10,000 students participating. The VCAA provided schools with detailed data on the performance of each student and of the school compared with other schools in order to assist teachers in making the best possible decisions about their teaching and learning practices.
The VCAA also provided parents with individual reports on their child’s progress compared to the statewide performance.

National benchmarking
To improve the quality of statewide data and the national benchmarking process, the VCAA extended AIM testing to Year 7 to provide a baseline for monitoring the effectiveness of the Middle Years program. Improved methodologies were developed to report national benchmarks in reading and Mathematics. To facilitate teachers’ understanding of the AIM Online program, professional development activities were offered to over 2000 teachers, principals and curriculum leaders.

Outlook
The VCAA will continue to build on its achievements by developing flexible curriculum programs designed to engage students, enhancing quality assurance in VCAA statewide assessment of the AIM and VCE, and improving strategic reporting frameworks and reporting to parents on student performance against national benchmarks.
I would like to take the opportunity to thank Susan Pascoe, the CEO until December 2002, for her work in leading the VCAA to a successful year.

Michael White
The VCAA’s Strategic Plan articulates the goals and targets set by the Government for education and training and outlines the VCAA’s contribution towards fulfilling the Government’s education agenda.

Guiding principles
In performing its functions the VCAA is guided by the following beliefs.

Excellence
• The establishment of strong learning foundations and the assessment and recognition of students’ educational achievements are crucial to the successful participation of individuals in changing work and social environments.
• The provision to stakeholders of detailed and reliable information on student achievement leads to improved learning and a continuing collaboration with the entire education community.

Innovation
• Innovative, inclusive programs that are recognised internationally enable the needs of students and their communities to be met.

Access
• All students should have access to knowledge and skills irrespective of background or circumstances.
• Policies and procedures that govern organisations should be clearly documented and regularly evaluated.
• Victorians expect to have a high level of knowledge about the curriculum, assessment and standards frameworks being used in Victorian schools.

Achievement outcomes
The major outcomes achieved by the VCAA in 2002–03 are set out under each of the VCAA’s 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.

The VCAA has an ongoing program of developing curriculum and assessment material designed to support schools in improving their program delivery and assist teachers in their assessment of student work against standards in the CSF.

In the reporting period the VCAA:
• published 17 vocational learning sample units on CD-ROM, designed to support teachers of students in Years 9 and 10 in the delivery of activity-based learning across the Key Learning Areas
• published two print publications in Mathematics – Reasoning and Strategies Levels 1–6 and Sample Programs in Years 7–10
• developed 33 sample units in English and Mathematics, to be published on CD-ROM in Semester 2, 2003 that are designed to engage students in Years 8 to 10 who are at risk of not continuing with post-compulsory education
• developed 48 sample units scheduled for publication on CD-ROM across the eight Key Learning Areas that integrate ICT.
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 and the provision of support for teachers.

During the reporting period:

• the retention rate for Victorian school students from Years 7 to 12 increased to 80.9 per cent in 2002 with the retention rate for Years 10 to 12 increasing to 82.9 per cent over the same period
• retention rates exceeded the national rates of 75.1 per cent for retention from Year 7 and 77 per cent for retention from Year 10 in 2002 (Source: ABS Schools Australia)
• the number of 19-year-olds who completed the VCE rose from 46,442 in 2001 to 47,626 in 2002, although the proportion remained stable at 70 per cent over this time.

In order to support schools and systems in the retention of students and their transition to work or further study the VCAA:

• provided block credit recognition in the VCE for all VET training, alongside the suite of approved VCE VET programs
• broadened VCE VET certificates to encourage more students to continue with post-compulsory schooling
• redeveloped a number of training packages
• provided high-quality support materials, workshops and briefings to those delivering VCE VET programs.

In supporting the expansion of pathways for students the VCAA:

• provided support to the VQA in the coordination of VCAL development and trialing through:
  – the provision of enrolment procedures and delivery of VCAL results to Year 2002 students
  – the provision of advice in relation to the development of accreditation guidelines and VCAL units of study
• raised the profile of VCE visual and performing arts studies through the VCE Season of Excellence program, resulting in an increase in both the number of applications received for participation in the events, and in attendance figures at all venues, with the most significant increase in the number of, and participation in, education programs delivered in association with the Season.

In order to ensure that the VCE remains relevant to both students and the world of work and study the VCAA:

• evaluated the ICT content and pathways available in VCE English and Mathematics studies in preparation for the planned review of these two studies in 2004
• conducted a pilot program in VCE of Maths Methods Computer Algebra System (CAS), placing Victoria as one of the leading school systems internationally in the use of CAS in schools: three pilot schools delivered the program at Units 3 and 4 level and 20 additional schools piloted the program at Units 1 and 2 level, taking the program on to Units 3 and 4 in 2003
• published new study designs and assessment guides for the revised studies of VCE Accounting and Information Technology and provided extensive professional development to teachers prior to the implementation of the revised studies in 2003
• reviewed six VCE studies for implementation in 2004: Art, Studio Arts, Visual Communication and Design, Economics, Health and Human Development and Physics, providing opportunity for stakeholders to have extensive input
• commenced the review of VCE Psychology and completed the first round of consultation
• provided teachers with extensive support in the delivery of curriculum in 46 VCE LOTE studies through workshops and development of resource materials
• commenced research into ways of increasing the flexibility of VCE delivery.

Assessment of student performance

To provide students with increased flexibility of assessment delivery which is valid, fair and equitable and to report on students’ educational outcomes.

The scope of the statewide assessments conducted by the VCAA increased significantly in 2002. Examples of this include:

• increased participation in AIM statewide testing at Year 7, from 53 per cent of schools participating in 2001 to more than 75 per cent in 2002
• the development and delivery of a statewide professional development program to support schools in using CSF annotated work samples and assessment tasks in Health and Physical Education, Studies of Society and Environment, and Technology that exemplify the standards of the CSF across selected levels and strands
• an increase of 35 per cent from 2001 to 2002 in the number of students participating in Year 7 AIM testing in English and Mathematics
• an increase from 10 per cent in 2001 to over 15 per cent in 2002 of VCE VET students undertaking scored assessment
• a successful trial of the AIM Online Year 7 statewide program in 71 schools.

The VCAA has an ongoing program in place to assist teachers in their assessment of student work against core standards in the CSF. This continued in the reporting period with the following achievements:
• the development and delivery of statewide professional development to support schools in CSF annotated work samples in English, Mathematics and Science
• the publication of LOTE annotated work samples on CD-ROM that exemplify the standards of the CSF in all four strands of French, Chinese and Indonesian
• the publication of Studies of Society and Environment annotated work samples in print and on CD-ROM and distribution to approximately 2500 primary and secondary schools across all three sectors.

The VCAA also increased the flexibility of assessment procedures to offer more responsive programs for students. Particular initiatives in 2002-03 included:
• the development of new policy on special provision for VCE assessment, giving schools greater responsibility for their school-based assessment and streamlining special provision procedures for examinations
• the delivery of the VCE VET multimedia exam by CD-ROM to 626 students in 2002 compared to 270 in 2001. The number of students undertaking this study rose from 452 in 2001 to 698 in 2002.
• the conducting of field trials in 20 schools of a model for assessing and reporting the achievement of key competencies and employability skills, in conjunction with the Australian Council for Educational Research.

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.

In reporting on the performance of students through its statewide testing programs, the VCAA has sought to give key stakeholders the best information on which to base decisions and responses. During the reporting period the VCAA:
• provided accurate and timely reports to the Minister, the Office of School Education and the Catholic Education Office on aggregate performance of students in AIM
• provided data on AIM performance to school systems to support schools in strengthening programs in literacy and numeracy
• developed a more comprehensive approach to the public reporting of students’ and schools’ VCE performance that was supported by schools, parents and the media
• provided detailed information on VCE performance online to schools through the VCE Data Service to assist them in evaluating and strengthening their programs.

6 Organisational capability
To ensure that the resources of the VCAA are effectively managed and support the achievement of the organisation’s educational goals.

During the reporting period the VCAA:
• reviewed computer systems to ensure effective delivery of VCAA services through the integration of existing VCAA databases
• provided IT training and professional development on VCE Administrative Software System (VASS) to 300 new school users
• responded to 12,000 Help Desk transactions
• increased public understanding of the VCAA’s role and programs through improved information services, which responded to nearly 8000 public queries
• reviewed the Risk Management Register including its policy and procedures.
The 2002–03 financial year was the second full year for the VCAA. The main source of funding for the VCAA’s operations was the Department of Education & Training through operational and project grants. Revenue was also derived from a number of external sources, including overseas student fees, publication sales and student services.

Total revenue received increased to $31.9 million, compared with $28.2 million in the previous year. This was due to increases in grants, overseas student fees and student services, royalties and copyright, free-of-charge resources offset against expenditure and earned interest.

In 2002–03, expenditure totalled $32.8 million (including project costs of $1.6 million), an excess over revenue of $0.9 million. This compared with 2001–02 expenditure of $30.3 million (including $4.0 million project costs) and a recorded deficit of $2.1 million. The $0.9 million deficit resulted in a reduction in the VCAA’s accumulated surplus to $1.2 million (down from $2.1 million last year).

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

During the 2002–03 financial year, the VCAA undertook a data system review, purchased a new records management system, finalised the development of AIM Online (Year 7), implemented new VCE exam security measures and further developed the VCE and CSF.

The management systems used by the VCAA are an essential component of its operations and serve to meet all client requirements, reduce risk, improve performance and demonstrate responsible administration to all stakeholders. A future direction is to integrate the VCAA’s systems to include its business operations.

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

The VCAA is currently investigating:
- possible commercial markets for its products
- ways in which it might record intellectual property in future years.

### Summary of financial position

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<th>Expenses $</th>
<th>Assets $</th>
<th>Liabilities $</th>
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### Performance against budgetary objectives as at 30 June 2003 and 30 June 2002

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<th>Actual $</th>
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<td>Operating result</td>
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The mission of the VCAA is to provide all Victorian students with the highest quality curriculum and assessment and to recognise their educational achievements.

The actions of the VCAA are underpinned by the following core values: Leadership, Excellence, Innovation, Creativity and Design, Professionalism, International Perspective, Quality Management.

**Governance**

The VCAA is responsible to the Minister for Education and Training.

**Objectives**

The objectives of the VCAA, as set out in section 5 of the Victorian Curriculum and Assessment Authority Act 2000 (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 VCAA, set out in section 6 of the Act, are to:

- develop policies, criteria and standards for curriculum, assessments and courses for school 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 VET in Schools courses
– the quality of outcomes of courses including VET in Schools 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 VET in Schools 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 VCAA 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

any other function conferred on or delegated to the VCAA under this or any other Act.

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

**Powers**

Section 7 of the Act sets out the powers of the VCAA. For the purpose of performing its functions, the VCAA 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 VCAA is to provide all Victorian students with the highest quality curriculum and assessment and to recognise their educational achievements.

The actions of the VCAA are underpinned by the following core values:

• **leadership** – by providing leadership to schools, and being responsive to community needs, in the areas of curriculum, assessment and reporting
• **excellence** – in fostering world-class standards of curriculum, assessment, reporting and performance, and the equitable delivery of high-quality, efficient services
• **innovation, creativity and design** – through services and programs which 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, the VCAA 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 which 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.

**VCAA 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 in that university from 1978 to 1998. He was appointed Chair of the VCAA at its inception, having earlier been Chair of the VCAA’s predecessor, the Board of Studies, since 1997. Other current appointments include Chair of Commonwealth Review of Teaching and Teacher Education, a patron of the 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.

**Mr John Fry**

BA, DipEd, GradDipCareersEd, MAICD

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

**Mr Grant Hehir**

Mr Grant Hehir became Secretary of the Department of Education & Training in May 2003, following a career in public sector budget management and policy development. He joined the Department of Treasury and Finance in 1998 as Deputy Secretary, Budget and Financial Management Division. In this role, he provided advice to the Government on State budget strategy and management and advised on emerging policy issues. In early 2003, Mr Hehir joined the Department of Premier and Cabinet as Deputy Secretary, Strategic, Economic and Social Policy, advising the Premier on social and economic policy matters. Prior to moving to Melbourne, he worked in Canberra for the Commonwealth, holding senior positions in the Department of Finance and Administration.

**Mr Leon Kildea**

BEd, DipEd, GradDipEd

Mr Leon Kildea was a teacher for 23 years and the Principal of Wangaratta High School for five years. His involvement in curriculum development has included membership of the Principals Group for the Revised VCE Implementation, the CSF II Steering Committee, and a Regional VCE VET Consultative Committee. He has headed the Curriculum Committee of the Victorian Association of State Secondary Principals as well as being secretary...
Overview of the Victorian Curriculum and Assessment Authority

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

Mr John Maddock is the Chief Executive Officer of Box Hill Institute of TAFE. His involvement in the vocational education and training 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, a member of the Institute of Public Administration Australia, 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, the Information Technology and Telecommunications Industry Training Advisory Board, the Deakin University Council, the Centre for Economics of Education and Training, VET Advisory Committee, and is an executive member of the Post-Secondary International Network for Presidents and Chief Executive Officers.

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

Mr Garry McLean taught at a number of parish primary schools before being appointed Principal of St Mary’s School, West Melbourne in 1984. He was appointed Principal of St Joseph the Worker School, Reservoir North in 1990 and was awarded life membership of the Australian Primary Principals’ Association. In 1995, Mr McLean was appointed to the Catholic Education Office in the role of Chairperson, Special Programs. He was appointed to his current position as Coordinating Chairperson, 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 director of the Education Foundation Inc. and a council member of Victoria University.

Professor Robert Pargetter
BSc, DipEd, MA, PhD

Professor Robert Pargetter is Professor of Philosophy at Monash University and Principal of Haileybury College. He is also a Director of the Australian Institute of Management. He was formerly Deputy Vice-Chancellor at Monash University 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 (Students) at RMIT, and Chair of the VQA. Professor Praetz has extensive experience in education as an academic and senior manager. She was the Dean of the Faculty of Education and Training (RMIT) and is also a member of the Victorian Learning and Employment Skills Commission (VLESC).

Ms Joanne Roberts
CertAEd, DipEd, GradDipCompEd

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

**Ms Kylie Sanders**  
BEd, DipEd

Ms Kylie Sanders joined the VCAA with extensive experience as a primary teacher. Currently Ms Sanders teaches at Corryong College. She is a trained Middle Years Literacy Leader and Civics and Citizenship Leader. 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 Evaluation, the Australian Council of Adult Literacy and the Australian Curriculum Studies Association.

**Audit Committee**

In June 2003, the Board formed a new Audit Committee as the responsible body for the governance, risk management, business assurance and oversight of the financial management of the VCAA. New audit arrangements were established by the Department of Education & Training for the Education Portfolio and a Service Level Agreement was developed between the VCAA Audit Committee and the Portfolio Audit Committee.

The VCAA’s new Audit Committee will comprise three Board members: Mr Peter McMullin, Committee Chair, Professor Sue Willis, and Mr John Maddock. An additional independent member will be coopted to the Committee.

The Audit Committee is a fundamental part of the VCAA’s corporate governance. The prime functions of the Committee are to ensure that internal control structures and processes are appropriate for the VCAA’s activities and that risk management strategies are adequate and appropriate.

**Curriculum and Assessment committees**

In April, 2003 the Minister for Education and Training approved the establishment of the P–10 Curriculum and Assessment Committee and the Post-Compulsory Curriculum and Assessment Committee to replace the VCAA Curriculum and Assessment committees.

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

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

**VCAA Board committees**

**Executive Committee**

The Executive Committee consists of the VCAA Chair, its Chief Executive Officer and three Board members – Professor Robert Pargetter, Principal of Haileybury College, Mr Garry McLean, Coordinating Chair, Curriculum and Support Services at the Catholic Education Office, and Mr Grant Hehir, Secretary, Department of Education & Training.
The Post-Compulsory Curriculum and Assessment Committee provides expert advice and makes recommendations to the VCAA Board on:

- the development, evaluation and approval of curriculum for courses normally undertaken in the post-compulsory years
- policies, criteria and standards for curriculum, assessments and courses designed to be undertaken in the post-compulsory years
- policy and procedures for the design, delivery and evaluation of assessments and assessment products and services for the VCE, VCAL and other post-compulsory qualifications available to students
- patterns of participation and quality of outcomes relating to courses of study in the post-compulsory years
- the provision of material for schools and professional development for teachers to support the implementation of post-compulsory curriculum and assessment programs
- research on matters relating to post-compulsory curriculum and assessments.

**Discipline Committee**

The VCAA Discipline Committee was established to:

- determine student appeals against school decisions and against penalties imposed by schools for alleged breaches of the VCAA's rules relating to assessment
- hear and determine alleged breaches of VCE examination rules, as well as allegations of cheating or dishonesty in relation to such examinations
- cancel or alter any Statement of Results relating to the VCE assessment program, and to advise the VQA accordingly, if satisfied that the results were, or the certificate was, obtained by fraudulent, illegal or unfair means.

The Discipline Committee is composed of three members; the Chair, who is a VCAA Board member, and two other Committee members who can be either Board members or senior VCAA staff.

**Other committees**

**VCE Expert Studies and Review committees**

The VCAA commissioned VCE Expert Studies committees to investigate and make recommendations on the broader issues for each study area and to set directions for review.

Study Review committees were established to review and evaluate VCE studies and to prepare proposals for new and revised studies for the approval of the VCAA Board. These committees included practising VCE teachers from each sector, academic and curriculum experts, and business and training sector representatives. In accordance with the accreditation periods of VCE studies, the VCAA established six Expert Studies committees and five Study Review committees for 2002–03.

The VCE Expert Studies committees established during this period considered the studies of History, Mathematics, Music, Science (for the studies of Chemistry, Biology and Environmental Science), Technology (for the studies of Agricultural and Horticultural Studies, Design and Technology, Food and Technology, and Systems and Technology) and Citizenship and Globalisation (for the studies of Contemporary Australian Society, International Studies, Legal Studies and Political Studies).

The VCE Study Review committees were established for Business Management, Indigenous Languages, LOTE, Media, and Psychology.

The list of members of these committees appears in Appendix 2.

**Senior officers**

**Chief Executive Officer 2002**

**Ms Susan Pascoe**

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

Ms Susan Pascoe was the Chief Executive Officer of the VCAA for 18 months to December 2002. 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.
Chief Executive Officer

Mr Michael White

BA, DipEd, MEd

Mr Michael White is the Chief Executive Officer of the VCAA. From May 2000 until December 2002, he was the Director of School Education in Victoria. Previously he held the position of Executive Director of Education and Training in the ACT. Mr White commenced his career as a secondary teacher in Victorian government schools before teaching for 15 years in teacher education programs at both pre-service and Masters degree level. In addition to his work in teacher education, Mr White lectured in Human Development with a particular emphasis on early childhood development. He held a number of senior positions in human services in which he led programs including child protection, youth justice, family support, child-care and community development.

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, VCE Expert Studies and Review committees, VCE Convenors and the Vocational Education Reference Group. These committees provide advice and recommendations to the VCAA on the development and implementation of the VCE and development, implementation and monitoring of the VCE and 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, a member of the Australian Quality Training Framework Reference Group and a member of the Enterprise and Vocational Education Working Group of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Taskforce on Transition from Schools.

Assistant General Manager, Assessment

Ms Elaine Wenn

BSc, DipEd, GradDipSocSc

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

Assistant General Manager, Operations

Mr Vincent McPhee

BA, DipT, GAICD

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

Assistant General Manager, Educational Measurement and Research

Dr Glenn Rowley

BSc, BEd, MA, PhD

Dr Glenn Rowley is responsible for maintaining the quality of educational measurement and statistical analysis in the VCE and P–10 programs, and for the overall direction of research, evaluation, policy issues and strategic reporting. Dr Rowley has responsibility for the implementation and monitoring of the AIM testing program in Years 3, 5 and 7.
VCAA staff establishment

During the 2002–03 reporting period, the VCAA operated with an establishment of 149.7* equivalent full-time (EFT) positions. For filled positions, the gender distribution was 61 per cent female and 39 per cent male. This compared with an establishment of 143.1 EFT in the previous year, and a gender distribution of 63 per cent female and 37 per cent male.

During the reporting period, the VCAA also employed approximately 270 casual employees, 600 special arrangement supervisors, and over 3000 sessional employees. Sessional employees were engaged in the following employment categories:

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

*This includes the Chair’s position.

Organisation chart as at 30 June 2003
VCAA operations are subject to rigorous quality assurance processes, ensuring that the highest quality curriculum and assessment standards are available to all Victorian students to prepare them for active and full participation in a democratic society.

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 46 VCE LOTE studies, 30 VCE VET programs and 13 part-time apprenticeships. Implementation of revised VCE studies continued over 2002–03. VCE VET programs are fully integrated and provide students with credit within the VCE and nationally through training credentials issued within the Australian Qualifications Framework.

VCE study options

The VCE curriculum is subject to rigorous quality assurance processes through both annual monitoring activities and cyclical evaluation and reaccreditation. This ensures that the highest quality curriculum is available to all Victorian students regardless of location and background. Broader study options underpin the flexibility that is required in preparing all students for active and full participation in a democratic society.
Support for the delivery of the VCE curriculum includes advice and resources for teachers, and timely and free access to all VCAA curriculum materials and resources on the VCAA website. Statewide professional development sessions are conducted to accompany the introduction of all revised VCE studies.

In 2002, six studies – Art, Studio Arts, Visual Communication and Design, Health and Human Development, Physics, and Economics – were reviewed, consultation conducted, and study designs published and distributed to schools. The previously reaccredited studies of Accounting and Information Technology were implemented in 2003 with workshops conducted for teachers on the newly published assessment handbooks.

An important part of the review procedure is consultation with key stakeholders. To ensure that there is broad agreement on the development of the study designs, the consultation needs to be as extensive as possible so that all points of view are heard during the process. In 2003, consultation with teachers and other relevant parties and individuals took place for the following studies: Media, Business Management, and LOTE. Information seminars were organised across the State to discuss the implementation of the VCE study, Indigenous Languages of Victoria: Revival and Reclamation Pathways. Subsequent to consultation on the proposed Psychology study design, a second draft study design was developed and a further round of consultation commenced.

Professional development workshops introducing teachers to new study designs were held for Visual Communication and Design, Art, Economics, Health and Human Development, and Physics. The English Expert Studies Committee presented its final report in October 2002 while the Mathematics, Technology and Science Expert Studies committees submitted progress reports to the Board in May 2003.

**VCE statistical results 2002**

Nearly 145,000 students participated in the VCE in 2002; just over half of them were female (52.1 per cent).

The number of students who were eligible to complete the VCE in 2002 was 50,262; 54.3 per cent of these were female. Overall, 48,561 graduated successfully in 2002, 96.6 per cent of those who were eligible.

Most students study more than one unit so the number of unit enrolments is greater than the number of students. The average number of units per student is between 10 and 11 for Units 1 and 2, while for Units 3 and 4 the average is between six and seven units per student. The total number of unit enrolments in 2002 was over 1.25 million. Of these, 94.8 per cent were completed successfully.

### VCE student data, 2002

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Students enrolled in the VCE</td>
<td>75,506</td>
<td>52.1</td>
<td>69,328</td>
</tr>
<tr>
<td>Students enrolled in Units 3 and 4</td>
<td>42,805</td>
<td>53.8</td>
<td>36,748</td>
</tr>
<tr>
<td>Students with a previous VCE pass</td>
<td>683</td>
<td>58.2</td>
<td>491</td>
</tr>
</tbody>
</table>

### VCE students eligible for satisfactory completion, 2002

<table>
<thead>
<tr>
<th></th>
<th>Eligible</th>
<th>Graduating</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>No.</td>
<td></td>
</tr>
<tr>
<td>VCE only students¹</td>
<td>48,180</td>
<td>46,799</td>
<td>97.1</td>
</tr>
<tr>
<td>Adult students²</td>
<td>1,253</td>
<td>960</td>
<td>76.6</td>
</tr>
<tr>
<td>Past results students³</td>
<td>97</td>
<td>93</td>
<td>95.9</td>
</tr>
<tr>
<td>Block credit students⁴</td>
<td>732</td>
<td>709</td>
<td>96.9</td>
</tr>
<tr>
<td>Total</td>
<td>50,262</td>
<td>48,561</td>
<td>96.6</td>
</tr>
</tbody>
</table>

¹Continuing students
²At least 18 years of age and returning to study after one or more years
³Have credit for results of pre-VCE Year 12 subjects studied in Victoria
⁴Have credit for results from interstate or overseas
Graded assessments in the VCE

For each VCE study with a Unit 3 and 4 sequence, there are three graded assessments (VCE VET studies with scored assessment have only two). The graded assessment for each study includes at least one external examination and school-assessed coursework or school-assessed tasks. These graded assessments are combined to calculate a study score for each study. These study scores are passed on to the Victorian Tertiary Admissions Centre (VTAC) for calculation of an Equivalent National Tertiary Entrance Rank (ENTER).

Each student undertaking graded assessment in Units 3 and 4 is awarded a grade from A+ to E, UG for an ungraded assessment or NA if the unit is not assessed.

Successful completions1 of VCE by age, 30 June 1996–2002

<table>
<thead>
<tr>
<th>Year</th>
<th>Under 16</th>
<th>16 years</th>
<th>17 years</th>
<th>18 years</th>
<th>19 years</th>
<th>Over 192</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>46,442</td>
</tr>
<tr>
<td>2002</td>
<td>24</td>
<td>687</td>
<td>34,952</td>
<td>10,214</td>
<td>1,088</td>
<td>661</td>
<td>47,626</td>
</tr>
</tbody>
</table>

1Students who have already completed the VCE successfully in a previous year are excluded
2Students over the age of 19 are categorised as adult VCE students


<table>
<thead>
<tr>
<th>Year</th>
<th>19-year-olds who have successfully completed</th>
<th>Target population1</th>
<th>VCE completion rate (%)</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>61,469</td>
<td>68.5</td>
</tr>
<tr>
<td>2000</td>
<td>43,039</td>
<td>62,110</td>
<td>69.3</td>
</tr>
<tr>
<td>2001</td>
<td>44,010</td>
<td>62,529</td>
<td>70.4</td>
</tr>
<tr>
<td>2002</td>
<td>44,796</td>
<td>63,774</td>
<td>70.2</td>
</tr>
</tbody>
</table>

1Source: ABS figures for 1999–2001 were revised in 2003.
Enrolments 2003

Most popular studies in 2003

The table below shows the most popular Unit 3 studies in 2002 and 2003 by Key Learning Area. It shows the number of enrolments as well as the number of providers (schools, TAFE institutions, adult community education providers). Shading indicates gender bias. The most extreme gender bias is found in Systems and Technology, where more than 97 per cent of enrolments are male.

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Study</th>
<th>Enrolments 2002</th>
<th>Enrolments 2003</th>
<th>Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>Art</td>
<td>4,219</td>
<td>3,847</td>
<td>275</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>1,768</td>
<td>1,887</td>
<td>174</td>
</tr>
<tr>
<td></td>
<td>Media</td>
<td>4,476</td>
<td>4,443</td>
<td>189</td>
</tr>
<tr>
<td></td>
<td>Music Performance: Solo</td>
<td>1,098</td>
<td>1,170</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>Studio Arts</td>
<td>6,765</td>
<td>6,584</td>
<td>356</td>
</tr>
<tr>
<td></td>
<td>Theatre Studies</td>
<td>1,357</td>
<td>1,170</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Visual Communication and Design</td>
<td>6,661</td>
<td>6,909</td>
<td>406</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>46,242</td>
<td>45,594</td>
<td>511</td>
</tr>
<tr>
<td></td>
<td>English (ESL)</td>
<td>3,011</td>
<td>3,323</td>
<td>276</td>
</tr>
<tr>
<td></td>
<td>English Language</td>
<td>975</td>
<td>1,183</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>5,961</td>
<td>5,810</td>
<td>362</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Health and Human Development</td>
<td>9,787</td>
<td>10,091</td>
<td>391</td>
</tr>
<tr>
<td></td>
<td>Outdoor and Environment Studies</td>
<td>2,433</td>
<td>2,493</td>
<td>149</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>7,051</td>
<td>7,326</td>
<td>411</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>Chinese(^{1})</td>
<td>2,142</td>
<td>2,547</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>1,385</td>
<td>1,551</td>
<td>146</td>
</tr>
<tr>
<td></td>
<td>Indonesian(^{2})</td>
<td>1,082</td>
<td>1,022</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Japanese(^{2})</td>
<td>1,348</td>
<td>1,228</td>
<td>126</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Further Mathematics</td>
<td>21,003</td>
<td>22,108</td>
<td>493</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods</td>
<td>18,266</td>
<td>18,154</td>
<td>483</td>
</tr>
<tr>
<td></td>
<td>Specialist Mathematics</td>
<td>6,229</td>
<td>6,376</td>
<td>401</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>11,135</td>
<td>11,579</td>
<td>466</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>8,359</td>
<td>8,725</td>
<td>453</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>7,641</td>
<td>7,876</td>
<td>447</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>14,034</td>
<td>14,787</td>
<td>432</td>
</tr>
<tr>
<td>Studies of Society and Environment</td>
<td>Accounting</td>
<td>6,273</td>
<td>6,043</td>
<td>375</td>
</tr>
<tr>
<td></td>
<td>Australian History</td>
<td>2,255</td>
<td>2,042</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td>Business Management</td>
<td>11,482</td>
<td>11,279</td>
<td>375</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>3,164</td>
<td>2,834</td>
<td>176</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>2,771</td>
<td>2,720</td>
<td>172</td>
</tr>
<tr>
<td></td>
<td>History: Revolutions</td>
<td>3,598</td>
<td>4,000</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>International Studies</td>
<td>1,427</td>
<td>1,426</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
<td>8,427</td>
<td>8,595</td>
<td>412</td>
</tr>
<tr>
<td></td>
<td>Religion and Society</td>
<td>2,381</td>
<td>2,439</td>
<td>59</td>
</tr>
<tr>
<td>Technology</td>
<td>Design and Technology</td>
<td>4,203</td>
<td>4,316</td>
<td>306</td>
</tr>
<tr>
<td></td>
<td>Food and Technology</td>
<td>4,473</td>
<td>4,329</td>
<td>291</td>
</tr>
<tr>
<td></td>
<td>Info Tech: Information Systems</td>
<td>3,229</td>
<td>2,986</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>Info Tech: Processing and Management</td>
<td>12,292</td>
<td>10,215</td>
<td>435</td>
</tr>
<tr>
<td></td>
<td>Info Tech: Systems and Technology</td>
<td>1,430</td>
<td>1,303</td>
<td>121</td>
</tr>
</tbody>
</table>

\(^{1}\)Approximately greater than 1000 enrolments

\(^{2}\)Includes first and second language speakers

\[\text{Enrolment more than 60 per cent female} \]

\[\text{Enrolment more than 60 per cent male} \]
Vocational education and training in the VCE

VCE VET programs enable students to include employment-related study in the VCE. Students are able to select from areas of industry approved by the VCAA. Successful completion of VCE VET provides students with credit towards their VCE and a VET certificate.

Students value VCE VET programs because they:
• allow them to combine general and vocational studies
• give them direct experience of business and industry, which employers value in selection.

Employers value VCE VET programs because they:
• contribute to the development of entry-level skills for their industry
• provide students with a practical and focused introduction to workplace requirements
• enable employers to use the program for selection purposes
• enable industry to influence educational programs in schools
• provide useful training and supervisory experience for existing employees
• give industry the opportunity to participate in local community networks.

In 2002, there were 28,323 certificate enrolments in VCE VET. The number of enrolments for each certificate is shown opposite.
VCE examinations 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 General Achievement Test (GAT).

All assessors were trained and monitored in the consistent application of marking schemes for the examinations. A total of 3,110 assessors were engaged for the October–November 2002 and the June 2003 assessment period. This total included 605 LOTE oral assessors and 240 performance assessors.

In October 2002, there were 5360 arts performance examinations for six studies completed over 27 days at 48 venues across metropolitan and regional areas. LOTE oral examinations in 42 languages were completed by 10,200 students over 17 days at 13 venues across metropolitan and regional areas. Forty-five LOTE written examinations were also conducted.

In November 2002, there were 74 written examinations conducted over 15 days. All examinations were processed and assessed and scores finalised over a period of 32 days.

The table below indicates the scope of the task for 2002–03:

Key examination facts

<table>
<thead>
<tr>
<th>Total number of written examinations</th>
<th>107</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of examination setters</td>
<td>380</td>
</tr>
<tr>
<td>Number of examination vetters</td>
<td>300</td>
</tr>
<tr>
<td>Number of assessors – written examinations (November 2002 and June 2003)</td>
<td>2,265</td>
</tr>
<tr>
<td>Number of assessors – LOTE oral examination (October and November 2002)</td>
<td>605</td>
</tr>
<tr>
<td>Number of assessors – performance (October and November 2002)</td>
<td>240</td>
</tr>
<tr>
<td>Total number of assessors</td>
<td>3,110</td>
</tr>
<tr>
<td>Number of examination centres</td>
<td>484</td>
</tr>
<tr>
<td>Number of examination centre supervisors (June 2003)</td>
<td>5,800</td>
</tr>
<tr>
<td>Number of examination centre supervisors (October and November 2002)</td>
<td>21,200</td>
</tr>
<tr>
<td>Total number of examination papers marked</td>
<td>445,000</td>
</tr>
<tr>
<td>Total number of written examination markings</td>
<td>1,088,500</td>
</tr>
<tr>
<td>Number of students sitting examinations interstate (November 2002)</td>
<td>19</td>
</tr>
<tr>
<td>Number of students sitting examinations interstate (June 2003)</td>
<td>16</td>
</tr>
<tr>
<td>Number of students sitting examinations overseas (November 2002)</td>
<td>58</td>
</tr>
<tr>
<td>Number of students sitting examinations overseas (June 2003)</td>
<td>600</td>
</tr>
<tr>
<td>Number of students with special examination arrangements (June 2003)</td>
<td>1,500</td>
</tr>
<tr>
<td>Number of students with special examination arrangements (November 2002)</td>
<td>2,000</td>
</tr>
<tr>
<td>Number of students with applications for Derived Examination Score in June 2003</td>
<td>520</td>
</tr>
</tbody>
</table>

VET in Schools

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

The VCAA continues to broaden the options for students in the post-compulsory years and to improve participation and achievement in education and training. Students are able to gain credit in their VCE for vocational education and training undertaken in any industry and in any training setting.

VCE VET programs

The VCAA approves industry-supported certificates for recognition in the VCE. These are available as VCE VET programs or through school-based new apprenticeships.

The VCAA provides recognition arrangements that enable senior secondary students to undertake nationally recognised VCE VET certificates as part of their VCE. Students may engage in a VET training program at school, at a TAFE institution or at a registered training organisation. Recognition is provided at both Unit 1 and 2 and Unit 3 and 4 levels. There are 30 approved VCE VET programs and 13 approved school-based new apprenticeships.

In late 2002, the VCAA introduced another recognition pathway through which school students can receive credit in their VCE. Block credit recognition is available to those students who are taking VET training outside the suite of approved VCE VET and school-based new apprenticeships, therefore providing students with access to a greater range of VET certificates. Block credit recognition is particularly responsive to the Local Learning and Employment Networks and local industry initiatives and encourages growth in student uptake of school-based new apprenticeships.

The total number of VCE students enrolled in VCE VET certificates in June 2003 was over 28,000, an increase of 10 per cent on 2002 figures.

Program review

As part of the ongoing work of the VET Unit, programs were updated or replaced as national training packages were endorsed or reviewed for currency, and curriculum was reaccredited or replaced. In 2002–03, programs were modified or redeveloped and program booklets published in Building and Construction, Business Administration, Equine Industry, Information Technology, Multimedia and Retail Operations.
Revision work for the Clothing Design and Production, Furnishing, and Community Services programs also commenced.

**Scored assessment**

In 2002–03, ten VCE VET programs provided students with the option of undertaking scored assessment of the designated Unit 3–4 sequence. The study score for a VCE VET program is calculated through assessments of levels of performance on a set of coursework tasks and an examination at the end of the year. The score allows students to use their VCE VET program for direct contribution to their ENTER.

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

Assessment guides were written and published for Financial Services, the revised Hospitality program, and Laboratory Skills. The task samples booklet for Community Services was published and work commenced on the task samples booklet for Information Technology.


**Professional development and educational leadership**

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

- briefings on VCE VET programs and changes to be implemented in 2003 were delivered to 750 VCE coordinators, VET coordinators and teachers in all regions at 13 locations during August 2002
- scored assessment information days for 100 new assessors were conducted in December 2002
- consensus moderation workshops for assessors in seven scored VCE VET programs were conducted for 250 assessors from private providers, TAFE institutions and schools over five days in April 2003
- high-quality materials were developed to support the implementation of training packages in VCE VET programs
- VCAA staff conducted professional development days for teachers involved in new or revised VCE VET programs
- VCAA staff participated regularly in Workplace Learning Coordinator forums, the Post-compulsory Regional Working Party (Department of Education & Training), subject association events, TAFE network meetings, Department of Education & Training regional briefings, career education forums, Group Training Australia and industry-sponsored professional development events
- VCAA staff maintained a close collaboration with the Office of Training and Tertiary Education, the Office of School Education, Catholic and independent sector authorities, as well as industry training boards and national industry training advisory bodies and curriculum maintenance managers located in TAFE institutions.

**Key competencies**

Trialing commenced on whole-school assessment and reporting of student achievement against the major key competencies. In collaboration with the Australian Council for Educational Research, the VCAA is field-testing software that enables schools to make valid, global judgements on student achievements and abilities outside the formal construct of Key Learning Areas and subject-specific curriculum. The field test is targeting Year 10 students.

Outcomes of the 2002 trial indicate considerable potential for wide application of the software and demonstrate the capacity of this assessment and reporting process to inform teaching and learning practices in schools.

**Forward strategies**

The future focus of VCE VET will be to:

- evaluate the full suite of VCE VET programs and their credit arrangements 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
- develop implementation strategies for the continued roll-out of the VCAL, particularly in relation to the VET components of the new certificate
- further develop arrangements and support materials for scored assessment and extend the availability of this option to a wider range of VCE VET studies in 2003–04
- implement a wider communication strategy for all stakeholders
- develop ways of recognising vocational learning through programs developed for the middle years of schooling
- expand and refine the methodology for assessment and reporting of achievements against the key competencies
Review of operations

• continue involvement in national forums on assessment and program development
• develop proposals for VCE VET programs in areas of skills shortage.

Distribution of VCE results 2002
From December 2002 to May 2003, 79,000 statements of results were mailed to students at their home address and 69,000 via the students’ home schools.

Home schools distributed 48,000 Victorian Certificates of Education on behalf of the VCAA. The VCAA and VTAC again collaborated to provide a telephone and Internet results service. The telephone service received 19,782 calls and 12,204 students accessed the Internet service. The short message service (SMS) option, available for the first time in 2002, was used by 10,265 students.

Student enrolments in post-compulsory programs 2003
Schools use the VASS system to enter enrolment and results data on the VCAA database. By 6 June 2003 there were 278,799 VCE unit enrolments at the Year 12 level with 26,200 VCE student enrolments and 5189 VCAL student enrolments in one or more of 184 VET certificates.

VCE enrolment data, June 2003

<table>
<thead>
<tr>
<th>Study</th>
<th>North-east Victoria</th>
<th>Gippsland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>Biology</td>
<td>45</td>
<td>79</td>
</tr>
<tr>
<td>Chemistry</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Physics</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>Psychology</td>
<td>46</td>
<td>101</td>
</tr>
</tbody>
</table>

The number of students enrolled in the June exam studies from the affected schools were:

Response to bushfires
The VCAA responded to the bushfires in rural Victoria with the provision of revision lectures for the June exams for students from 11 secondary schools affected by the fires. These lectures were conducted by experienced teachers who travelled to north-east Victoria and Gippsland during weekends to ensure students were not disadvantaged by the bushfires.

VCE Season of Excellence
The VCE Season of Excellence continues to give a representative sample of the most talented students the opportunity to show their work in mainstream venues, provide low-cost, accessible professional development for teachers and maximise learning opportunities for students, while promoting the VCAA curriculum in the community.

The Season celebrates students’ achievements through a series of exhibitions, performances and screenings of outstanding student work in technology, design, multimedia, and in the cinematic, visual and performing arts. The associated education programs and publications, including online material, offer professional development for teachers and extensive learning opportunities for students.

Three hundred and thirty-five student artists, designers, filmmakers and performers participated in Season 2003. In total, audiences exceeded 450,000 and student bookings for Season events increased by 45 per cent. Student applications for Top Designs increased by 95 per cent and for Top Arts by 28 per cent.

Season events took place in some of Melbourne’s most prestigious cultural venues with Season participants working with professional artistic and technical staff. Top Screen films were viewed at the Australian Centre for the Moving Image; Top Arts was held at the Ian Potter Centre at the National Gallery of Victoria in Federation Square.

The involvement of VCAA chief assessors and state reviewers in the planning, selection and delivery of Season events guaranteed the highest standard of performances and visual material exhibited.

The production of high-quality catalogues for Top Designs and Top Arts and programs for Top Class, Top Screen and Top Acts, and the Top Acts video ensured the extended use of Season resources in schools.

The Age newspaper was the corporate media sponsor for Season 2003 and published a range of
advertisements in the Saturday Extra and Education Age sections throughout the Season.

The Season program of events consisted of the following programs.

**Top Arts: The Ian Potter Centre, National Gallery of Victoria**

**Federation Square, 6 March – 18 May 2003**

The Top Arts exhibition of VCE Art and Studio Arts is managed by the Education and Public Programs Department at the National Gallery of Victoria. Works by 92 student artists were exhibited, including paintings, sculptures, short films, glasswork, ceramics, wearable art, digital imaging, photography, artists’ books and drawings. A 48-page, full-colour catalogue and online resources were produced.

The Minister for Education and Training, Lynne Kosky, officially launched the VCE Season of Excellence with the opening of Top Arts on 5 March. Over 700 guests including the artists, their teachers, principals, key representatives from government, Catholic and independent sectors and art educationalists attended.

A total of 12,264 VCE students booked to see the exhibition, a 41 per cent increase on 2002 figures. Of these students, 7075 attended education programs. As well, 15,830 students from the early and middle years viewed Top Arts. During the exhibition period visitors to the National Gallery of Victoria numbered over 400,000, many of whom would also have viewed Top Arts.

**Top Class: Dance, National Theatre, St Kilda, 15 March**

**Top Class: Drama and Theatre Studies, National Theatre, 29 March**

**Top Class: Music Performance: Solo and Group, Iwaki Auditorium, 29 March**

Top Class performances presented eight concerts over three weekends. Performances in VCE Dance, Drama, Theatre Studies, Music: Solo and Group Performance were compered by the chief assessor in each study. The Dance, Drama and Theatre Studies concerts were held at the National Theatre to accommodate the increasing number of bookings. Three 2-page, 2-colour programs were produced. Attendances at Top Class totalled 3827, a 51 per cent increase on 2002.

**Top Designs: Melbourne Museum, Carlton Gardens, 26 March – 13 July**

An exhibition of VCE Media, Design and Technology, Food and Technology, Systems and Technology, and Visual Communication and Design was held at the Melbourne Museum.

Works by 111 exhibitors were shown. These included works in wood, fabrics and metal, multimedia, photography, short films, print layout, electronic and mechanical projects, and visual design presentations with the majority of works accompanied by folios and design plans. An audio work was presented for the first time. A 24-page full-colour catalogue was produced to support the exhibition.

Textile designer, Nicola Cerini, launched the exhibition on Wednesday 26 March to 700 guests including the artists, their families, teachers, principals, representatives from government, Catholic and independent sectors and art educationalists. A world music group of students from VCA Secondary College entertained guests. Catering was undertaken by students from Staughton Secondary College in Melton South.

Bookings for the exhibition were made by 11,540 students, a 49 per cent increase on last year, and 3160 students attended education programs. Public attendance at the museum during the exhibition period was 150,724 and most of these visitors would have viewed Top Designs. Entry was made free for students in May and this stimulated an increase in visitation and revisitation in the last weeks of the exhibition.

**Top Screen: Australian Centre for the Moving Image, Federation Square, 5–7 May**

Six screenings of short films created by VCE Media students were shown at the Australian Centre for the Moving Image. Launched by filmmaker Adam Elliot on 5 May, the program screened documentaries, short narratives, experimental films, music video clips and animation. Staughton College students catered for the launch. An A3 double-sided, 2-colour program was produced and the centre’s education staff developed and delivered associated education programs. The attendance was 1273, a 71 per cent increase on the previous year.

**Top Acts: Melbourne Concert Hall, 16 May**

VCE Music, Dance, Drama and Theatre Studies performances selected from Top Class were presented at the Melbourne Concert Hall. Launched by Professor Kwong Lee Dow, the Top Acts concert was held on 1 May and presented 23 performances. An 8-page, 2-colour program with photos of each performer was produced. The attendance was 1820, a 59 per cent increase on last year. There was also a significant increase in the number of school staff and students from regional areas attending the event.
Achievements

Ongoing collaboration with education staff at Season venues led to an increase in the range and effectiveness of education programs presented with Season events. Education programs were held for the first time with Top Screen. These included industry panels with directors, animators and sound designers.

Information on copyright responsibilities for future Top Screen applicants was presented prior to all screenings by Australian Centre for the Moving Image staff.

Top Designs became part of the Designed to Inspire initiative at Melbourne Museum, an ongoing calendar of exhibitions, forums and events that celebrate national and international design.

Top Design education programs included introductory slide talks and focus sessions for students presented by VCAA state reviewers and professional designers. Programs were specifically designed for trainee teachers and technology teachers.

Top Designs was incorporated into the Department of Education & Training’s Developing Victoria’s Design Capabilities professional development program that was attended by 75 teachers.

Inaugural programs for Food and Technology were conducted for teachers and students. The teacher program attracted 80 participants and the student program 300 participants.

ArtEd continued the Dance, Drama and Theatre Studies workshops held during the day prior to Top Acts and these attracted 91 participants.

Evaluation was undertaken at Top Class, Top Designs, Top Screen and Top Acts in the form of a questionnaire completed by visitors. Results indicated a very favourable response to events. Teachers recorded a high level of satisfaction with the curriculum and assessment information disseminated through Season events and publications.

Access for regional visitors was encouraged by extensive advance publication of events to assist forward planning and reduced ticket prices were made available for teachers and students living over 100 kilometres from the GPO.

The Department of Education & Training’s Media Unit assisted with publicity and worked with public relations staff from the National Gallery of Victoria and the Melbourne Museum. A media release was circulated prior to each event and CD-ROMs were included in the media kits for Top Arts, Top Designs and Top Acts. Television exposure for Top Designs included coverage on Channel 9 news and on the youth program Pluck TV on Channel 31.

Forward strategies

In 2003, VET Dance was trialed in the Season with three VET Dance performers included in the Top Class concert. Further ways to accommodate VCE VET scored studies in future Season events are to be investigated.

Use of the VCAA website in promoting and documenting Season events is to increase, and will include the uploading of selected pages from folios and design plans exhibited in Top Designs.

Student appeals and breaches of rules

The Manager, Corporate Governance, administered the VCE Discipline Committee process and handled student appeals against school-imposed penalties on VCE results due to breaches of rules.

Penalties available to schools if a student breaches the assessment 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 VCAA on two grounds: that the breach did not occur and/or that the penalty imposed was too severe.

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

For the same period, 40 reports were received from schools and/or assessors of alleged breaches of examination rules.

Of the 28 cases that went before the Discipline Committee, 26 were found to have breached VCE examination rules.
VCE exam security breach
In November 2002, an independent investigation was conducted of a possible VCE exam security breach following information received by the VCAA and a subsequent database analysis.

The investigation found no conclusive evidence of the original source of the exam breach or any evidence of criminal conduct.

A total of 50 students were asked to appear before the Discipline Committee. Of these, 44 students attended hearings. The outcome of these hearings was that two students were reprimanded, 13 students had their grades reduced, five students had a subject cancelled and one student had all results cancelled.

Victorian Certificate of Applied Learning
At the beginning of 2003 the VCAA and the VQA began the process of transferring responsibility for the ongoing management of the VCAL to the VCAA.

The VCAA will progressively assume responsibility for developing, evaluating and approving the curriculum and assessment procedures for the VCAL. It will oversee the delivery of the VCAL assessment program and the quality assurance of assessment in schools and other providers, manage the enrolment of students and, under delegation from the VQA, issue certificates to students who have successfully completed the VCAL.

Curriculum and Standards Framework
The CSF describes what students should know and be able to do in the eight Key Learning Areas at regular intervals from P–10. 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.

Achievements
During 2002–03, work in the P–10 curriculum area focused on developing high-quality curriculum and assessment resources, designing professional development to support schools in the flexible implementation of the CSF, and improving student engagement with learning.

Major achievements were:
• publication of annotated work samples that exemplify the standards of the CSF in LOTE (French, Chinese and Indonesian), Health and Physical Education, Studies of Society and Environment, and Technology
• publication of exemplary assessment tasks in Health and Physical Education, Studies of Society, and Environment and Technology
• delivery of resource materials and a statewide professional development program to support the annotated work samples in Health and Physical Education, Studies of Society and Environment, and Technology
• publication of sample units that integrate vocational learning across the CSF
• publication of Mathematics teacher resources for the Reasoning and Strategies strand from CSF levels 1–6 and sample programs for Years 7–10
• development of sample units designed to engage students in the middle years of secondary school at risk of discontinuing with post-compulsory education.

VCAL 2003 enrolments by sector and certificate level, 30 June 2003

<table>
<thead>
<tr>
<th>Provider type</th>
<th>Total providers</th>
<th>Foundation level</th>
<th>Intermediate level</th>
<th>Senior level</th>
<th>Total enrolments</th>
<th>% Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government schools</td>
<td>168</td>
<td>1632</td>
<td>1953</td>
<td>269</td>
<td>3854</td>
<td>74.3</td>
</tr>
<tr>
<td>Catholic schools</td>
<td>32</td>
<td>60</td>
<td>321</td>
<td>47</td>
<td>429</td>
<td>8.2</td>
</tr>
<tr>
<td>TAFE institutions</td>
<td>18</td>
<td>358</td>
<td>319</td>
<td>54</td>
<td>731</td>
<td>14.1</td>
</tr>
<tr>
<td>ACE centres</td>
<td>5</td>
<td>105</td>
<td>8</td>
<td>6</td>
<td>119</td>
<td>2.3</td>
</tr>
<tr>
<td>Others</td>
<td>9</td>
<td>13</td>
<td>44</td>
<td>0</td>
<td>57</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>232</td>
<td>2168</td>
<td>2645</td>
<td>376</td>
<td>5189</td>
<td>–</td>
</tr>
<tr>
<td>% All levels</td>
<td>–</td>
<td>41.8</td>
<td>51.0</td>
<td>7.2</td>
<td>–</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Annotated work samples

Annotated work samples in the Key Learning Areas of Health and Physical Education, Studies of Society and Environment, and Technology were published in Term 1, 2003. Consisting of a print publication and accompanying CD-ROM, each of the resources provides clear examples of student work in response to tasks designed to assess learning outcomes.

An additional feature of these publications is a set of teacher guides to the assessment tasks that were used to generate the work samples. Comprehensive support for teachers is provided in the form of suggested teaching and learning activities that set the context for the assessment task, associated student worksheets, assessment guides and resource lists.

Schools have welcomed the resources as valuable aids in assisting their assessment of student work when measured against the CSF.

Annotated work samples and assessment tasks in the Music strand of the Arts at CSF levels 4, 5 and 6 were developed for electronic publication. Work samples include multimedia samples of students discussing, composing, rehearsing and performing their own music compositions. This resource will be distributed to schools during 2003–04.

Sample units

Vocational learning sample units that aim to support teachers in the delivery of vocational learning across the Key Learning Areas were published on CD-ROM. The units are designed to provide Years 9 and 10 students with opportunities to understand and practise the behaviours, competencies, skills and attributes necessary to succeed in the world of work. These were supported by VCAA workshops at vocational education conferences organised by the Department of Education & Training.

Development of sample units of work for students in Years 8, 9 and 10 at risk of not continuing in schooling continued. These focus on the English and Mathematics Key Learning Areas and are designed to engage students and assist schools to better prepare these students for post-compulsory studies or successful post-school transition. Following the initial phase of the project in which materials were trialed in schools, drafts were posted on the VCAA website for further feedback in relation to content and online presentation. As a result of these consultations, an online and print publication format was developed and further sample units in English and Mathematics were commissioned. These will be published progressively on the VCAA website and followed by the publication of a CD-ROM containing the complete collection of units.

Professional development

To support teacher use of the resources in Health and Physical Education, Studies of Society and Environment, and Technology, the VCAA developed a statewide professional development strategy. Half-day workshop activities designed to familiarise teachers with the resources and assist their assessment of student work against the CSF were offered in 15 locations. The sessions utilised the ‘train-the-trainer’ model and targeted curriculum and Key Learning Area leaders. Reference materials and workshop activities were published in print, on CD-ROM and on the VCAA website to enable curriculum leaders to run similar programs with their own staff. Kits of these materials were provided to participants and also distributed to schools unable to attend the VCAA workshops. The workshops were well received with over 540 schools and 1160 teachers attending.

To support teachers of Mathematics, two resources were published and made available on the VCAA website. The first was designed to provide Mathematics teachers with assistance in planning, teaching and assessing the Reasoning and Strategies strand of the Mathematics CSF. The second provides teachers with a framework for eight semesters of work from Years 7 to 10 that translate CSF levels 5 and 6 Mathematics into teaching programs.

Forward strategies

Work in the P–10 curriculum area in 2003–04 will continue to focus on the publication of teacher resources and associated professional development programs designed to support teachers in implementing the CSF. Resources will be published progressively online and on CD-ROM. They include exemplary assessment tasks and annotated work samples in the Arts (Music); sample units that integrate ICT across the Key Learning Areas; sample units in English and Mathematics for students in Years 8 to 10; and sample units that model an integrated approach to teaching and learning across the Key Learning Areas. The VCAA will also evaluate the curriculum resources and professional development activities delivered in 2002–03.

As part of the Government’s ongoing commitment to improving student outcomes, Minister Kosky announced the development of Terms of Reference for curriculum reform in the middle years. Increased flexibility within the framework will allow for greater engagement in Years 9 and 10 to boost student success and ultimately increase retention rates.
Achievement Improvement Monitor

The AIM is an integrated set of assessment and monitoring programs for measuring student progress and achievement. A targeted group of VCAA staff was consolidated to continue the development and delivery of the AIM. The VCAA delivered the AIM at Years 3, 5 and 7 on 5 and 6 August 2002, employing quality-assured testing tools and accurate assessment, and distributed correct results by the published dates. Participation rates for the Year 7 testing increased as more schools from the government, Catholic and independent sectors joined the assessment program.

Achievements

Key achievements in the reporting period included:

- delivery of the AIM in literacy and numeracy to over 120,000 students in Years 3 and 5 and close to 45,000 students in Year 7
- delivery of the AIM internationally to Years 3 and 5 students at the Saudi Arabian International School
- provision of comprehensive reporting to parents and schools in 2002
- delivery of computer-adaptive testing (AIM Online) to Year 7 students in 71 schools involving over 10,000 students
- provision of professional development activities for over 1500 teachers, principals and curriculum leaders at 90 sessions across the State, to support implementation of the AIM, promote data analysis and assist school improvement plans
- establishment of 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 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 and at any time calibrated tests for teachers to use in the classroom. Investigations have begun into ways of extending the facility to access AIM Online much more widely.

Research and equating studies will be undertaken to provide comparative data and 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 implementing the AIM, understanding results, using in-house data and results analysis services.

At the end of 2002, the first year of offering AIM in-house, staff of the P–10 Unit conducted a thorough review of the processes used. This review focused on the operation of the statewide assessment in August, the procedures used for test development, the psychometric analyses and the reports provided to parents, schools and system authorities. Immediate needs identified in this review have led to changes in procedure for AIM 2003, while projects have been put in place that will result in significant improvements in AIM reporting and test design in 2004.
Overseas programs

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

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

Details of these overseas programs are outlined below.

Indonesia

Sekolah Global Jaya

Sekolah Global Jaya, an independent school in Tangerang, Indonesia, is a recognised VCE provider. Twelve students completed their VCE at the end of the 2002 school year.

Sekolah Ciputra

Sekolah Ciputra in Surabaya, Indonesia, is the sister school of Sekolah Global Jaya. The school conducted the VCE for the first time in the 2002 school year and ten students completed their VCE.

China

Haileybury Tianjin Wansheng

The VCAA provided an independent Victorian school, Haileybury College, with a licence to deliver the VCE in China through an offshore campus at Tianjin Wansheng Senior School. Seven students are studying for their VCE at Units 3 and 4 in 2003 at the Chinese school.

Tianjin Economic Development Area International School

A licence was granted to an independent Victorian school, The Peninsula School, to deliver the VCE in China at the Tianjin Economic Development Area International School. In 2003, the TEDA International School is teaching VCE subjects to 38 local students at Units 1 and 2 level.

South Africa

Crawford Colleges

The VCAA evaluated exam papers in 15 subjects being taught at the Year 12 level at six secondary schools, the Crawford Colleges, in South Africa. Advice was provided to the colleges on the equivalence of the South African examinations with the VCE examinations in similar subjects. A sample of end-of-year exam papers was marked by the VCAA for each subject to determine that the marking standards were also equivalent to those expected of VCE examinations.

Around 420 Crawford College students sat the GAT in 2002. The Colleges consider the GAT a worthwhile educational exercise for their Year 12 students.

Saudi Arabia

Saudi Arabian International School

The VCAA continued its partnership with the Department of Education & Training's International Division and the Saudi Arabian International School in Riyadh to use the CSF as the basis of their P–10 curriculum. Students at the Saudi school, who in past years have undertaken the AIM tests at Years 3 and 5 level, were not able to do so in 2003 due to the unstable political situation in that country at the time that the tests were to have been administered.
The VCAA develops quality programs and assessment for P–10, VCE and VET, showcases excellence and recognises student achievement.

Focus on people

The 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 on P–10, VCE and VCE VET respectively, complement their work.

Senior Secondary Curriculum Unit

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

The Unit manages a range of publications including leaflets produced annually with advice for VCE teachers, study designs, assessment guides, implementation support materials, the VCE study web pages and the VCE Later Years Series in Education Times.

The Unit develops procedures and guidelines for the review of senior secondary studies and provides executive support to the VCAA Post-compulsory Curriculum and Assessment Committee, VCE Convenors meetings, Expert and Study Review committees and the Senior Secondary Management Team.
The P–10 Curriculum Unit develops curriculum and effective resources to assist teachers in using the CSF to improve educational outcomes for students. Curriculum materials are supported by the delivery of professional development programs for teachers and the publication of associated professional development resources.

During 2002–03, the major work of the P–10 Curriculum Unit team focused on the development of support materials and delivery of professional development activities for teachers to assist them to improve the accuracy of their assessment of student work against the CSF. Sample units of work and programs were also developed and published to assist teachers to develop programs that increase student engagement with their schooling and better prepare students in secondary schools for post-compulsory studies or successful post-school transition.

**VET Unit**

The VET Unit is responsible for the development of programs and maintenance of the approved suite of 30 VCE VET programs and 13 school-based new apprenticeships.

VCE VET programs are developed and maintained through regular collaboration between the VCAA and industry, the TAFE sector and education sector representatives, and in the process fostering links between schools, business and local communities.

VCAA staff provide detailed and timely advice to the full range of stakeholders in vocational education and training engaged in delivery of vocational certificates to students as part of the senior secondary certificates. The expertise of the staff has broadened to include liaison with schools for the delivery of the VCAL.

The VET Unit supports schools and TAFE providers to improve student participation and achievement in the senior secondary certificates.

**Assessment Branch**

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

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

The Branch is also responsible for the collection and processing of students’ enrolment data and assessment results for the VCE and VCAL and for the maintenance of student records. Under delegation from the VQA, the body responsible for secondary qualifications in Victoria, the Branch issues the VCE and VCAL certificates to students.

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

**VCE Assessment Unit**

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.

The VCE Assessment Unit operates on two sites: East Melbourne and Camberwell. The Unit prepares and assesses all VCE written examinations, including VCE VET examinations, performance examinations in the Arts and LOTE, and school-assessed tasks in a number of studies. The Unit provides the data that is used to
prepare statements of results for VCE students and for the issue of the final certificates on behalf of the VQA. The Unit conducts audits of school coursework and prepares reports to schools on the outcomes of these. It also provides the operational requirements of the AIM tests, including contracts, appointments, marking and the provision of data.

Assessment Operations Unit

The Assessment Operations Unit operates at the Camberwell site and manages the administration, security, conduct and processing of VCE examinations, AIM tests and school assessment coursework and visitation. The Assessment Operations Unit is responsible for:

- managing the VCAA Assessment Centre and warehouse facility and administering examination centres
- processing and distributing all examination papers, including LOTE and performance exams
- managing and processing the AIM tests in Years 3, 5 and 7
- monitoring and updating the VCAA database for all VCE assessments
- administering audits of school-assessed coursework
- developing examination timetables and scheduling all related assessment procedures
- processing and awarding special provision arrangements.

The Assessment Operations Unit has undertaken a review of security arrangements in regard to the administration, dispatch, collection and processing of VCE examinations. The revised examination security procedures include:

- development of improved, tamper-evident packaging of examination papers and delivery containers
- development of VCAA-specified minimum secure storage requirements in schools for VCE examination materials
- briefing school principals regarding tighter security arrangements
- creating a single examination manual of operating procedures for the conduct and administration of VCE examinations in consultation with school representatives
- conducting Chief Supervisor and school personnel training in May, with all examination centres represented
- undertaking school visits by VCAA personnel to review arrangements for VCE examinations. (All schools will be visited over the next three years and all new schools have been visited in the first year.)

Student Records and Results Unit

The Student Records and Results Unit is responsible for the record-keeping of enrolments and results for VCE and VCAL students. The Unit processed over 1.2 million enrolment records and the results of VCE examinations and school-assessed tasks in the reporting year.

The Unit mails Year 12 statements of results to students’ homes and all other statements of results and VCE and VCAL certificates to students’ home schools.

The Unit has a range of associated responsibilities, including liaison with the universities on the VCE Extension Studies program, processing applications for second-language status, statements of marks and replacement statements of results and certificates. It also manages the formation of partnerships between schools with study enrolments of less than five students and plays a key role in the statistical moderation of school results.
Focus on people

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 VCAA’s work, and for the development of research and measurement capacity within the VCAA. Strategic reporting provided by the Branch provides data that is used to monitor progress towards Government targets.

The Branch brings together the work of the P–10 Assessment Unit, the Educational Measurement Unit and the Research and Evaluation Unit.

P–10 Assessment Unit

The P–10 Assessment Unit has responsibility for the implementation of the AIM. 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, when fully operational will also provide teachers with the opportunity to develop and administer online tests of their own choosing and at times that best suit them.

In 2003, the P–10 Assessment Unit trialed the delivery of essay topics online to students in schools. In this innovative assessment, students receive an essay topic to which they respond on their computers. These essays are then uploaded to the VCAA over the Internet for marking.

The AIM testing was brought in-house at the start of 2002, and this placed heavy demands on the staff of the Unit. The development, trialing and production of the 2002 AIM tests were completed within the budget and within an extremely tight schedule.

By the end of 2003 the AIM Online program will have provided about 70 schools with facilities for online adaptive testing that will meet their own needs as well as the requirements of statewide testing.

Educational Measurement Unit

The Educational Measurement Unit provides specialist advice and support to the VCAA’s assessment and reporting programs.

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 project. The Unit has been directly involved in the calculation of performance data against national literacy and numeracy benchmarks. Additionally, the Unit provided measurement support for VCE activities through a working party on the publication of VCE data, the VCE Data Service, assistance in examination setting, data analysis and statistical issues that arise during moderation and maintenance of data quality.

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

Assessment Operations Unit members (from left): Glenn Martin, Angie Siolis

Student Records and Results Unit members (from left) back row: Simone Johnson, Rebekah Taylor, Rosaleen Padget, Chris Marquardt (from left) front row: Gwen Cornelius, Angela Burton, Jan Visall-Richardson, Chak Synaphet
Research and Evaluation Unit

The Research and Evaluation Unit contributes to operations of the VCAA by:

- providing research and information services to internal units, including data extraction from administrative systems, advice and assistance in evaluation, and monitoring of implementation strategies
- implementing statistical procedures that are essential to the VCE assessment process, for example identification of school-assessed task results for review using the GAT, statistical moderation of school-assessed coursework, and analysis of multiple-choice examination items
- providing information to parents, teachers, schools and school education sectors about school curriculum provision in the VCE and student and VCE outcomes
- providing information for educational research to academic institutions, their staff and students about student participation and outcomes in the VCE
- providing data for reporting on Government targets
- providing information on a cost-recovery basis to commercial businesses involved in selling products and services to schools.

Operations Branch

The Operations Branch has responsibility for the delivery of key products and services of the VCAA. It incorporates the work of the following:

- Finance, Human Resources and Administration Unit
- Information Technology Group
- Executive Services Unit
- Website 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 statements of accounts, human resource functions and maintenance of the VCAA’s two locations
- coordination of the management of VCAA contracts
- provision of IT services to the organisation
- provision of administrative support and governance advice to the VCAA Board, its members, its Committees, and senior management
- communication to the public through an information service of the VCAA’s key activities via telephone, print, website and other forms of publication.

Finance, Human Resources and Administration Unit

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

Finance and administration

Managers and officers in the Unit are very much customer-service and best-practice focused. 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
Focus on people

• 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
• annual financial report was ready for audit within 12 working days of the end of the financial year
• financial audit was completed by 31 July
• financial report was signed off by the Auditor-General in September
• approximately 4000 payment summaries/group certificates were issued to sessional and casual staff within ten working days of the end of the financial year
• PAYG payments to the Australian Taxation Office were made within one week of deduction
• A GST Assurance Review by Ernst & Young concluded that the GST, FBT and PAYG processes and procedures employed by the VCAA complied with the Department of Treasury and Finance’s Tax Compliance Framework
• Business Activity Statements were submitted to the Australian Taxation Office within ten working days of the end of the month
• Superannuation Guarantee contributions were paid within one week of the end of the month.

Human resources management

The VCAA completed a project to review the position specifications and the work levels of all VCAA staff as part of its Human Resources strategy. The objectives of the review were to:

• ensure that job specifications were up to date and reflected actual duties undertaken by staff
• assess the work level of each role to ensure positions were appropriately classified within the five levels of the Victorian Public Service (VPS) structure.

Five VCAA positions were reclassified with higher VPS classifications as a result of the review.

Information Technology Group

The Information Technology (IT) Group 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 VCAA
• applications used within the VCAA and the VASS used in schools.

The VCAA is required to conduct, in an efficient and effective manner, the annual VCE, VET, VCAL, AIM and GAT assessment programs, and to deliver assessment outcomes on time, accurately and within budget. The following were major contributions from the IT Group:

• provision of enhanced features and new functionality in the administrative applications used by both school and VCAA staff, including the VCAL subsystem
• the management of many of the previously outsourced processes involved in the production and delivery of AIM reports to schools
• provision of hands-on training to 343 new school users and 7837 help desk transactions in implementing these systems.

The IT Group contributed to the efficiency of the VCAA’s organisational and resource management by:

• installing a new VCE exams server and strengthening security over VCE exam preparation
• implementing the VCE data services system
• assisting with the data and systems review
• assisting the Department of Education & Training with the development of the ICT Strategic Plan 2003–2008 and the Business Continuity Plan
• maintaining a high availability and performance of the VCAA’s technical infrastructure, including local area network, file servers, PCs and printers.

Information Technology Group members
(from left) back row: George Davidson, Greg Davis, Ling Cao, Michael Dredge, Rama Sharma, Gary Perks
(from left) front row: Margaret Coker, Frank Lepore, David Fenton and Sivasubramaniam Sathiyaseelan
Executive Services Unit
The Executive Services Unit provides administrative and policy support to the VCAA Board, its committees and to the VCAAs executive management. It is responsible for ensuring that the development of policy and procedures complies with all relevant legislation, Government guidelines and Ministerial directions. Specifically, Executive Services protects the legal and corporate interests of the VCAA in the following areas:
- strategic planning and annual reporting
- Freedom of Information
- equal opportunity and anti-discrimination legislation
- privacy legislation
- intellectual property matters
- overseas programs
- Discipline Committee process and student appeals
- VCE Achiever Awards.

Website Unit
The Website Unit provides in-house publishing and production services to the VCAA websites. This includes providing expertise in editorial, design and usability services by focusing on the presentation of information, development of user-centred communication and consideration of the various audience relationships. This enables the Unit to provide quality services to each of the key VCAA operational areas and create better links between schools, business and communities.

Over the reporting period, the Unit has endeavoured to increase efficiency and functionality by:
- updating, redesigning and promoting the staff internal website to allow more rapid and easier access to information with a view to increasing productivity
- conducting a content audit of the external website in order to identify key content requirements and develop a new structure
- drafting online publishing policies incorporating government and legislative requirements.

Information Services Unit
The Information Services Unit plays a key role in providing the public with a high level of knowledge about the curriculum, assessment and standards being used in schools. Unit staff do this by delivering an efficient customer service by telephone, fax, electronic and postal mail and personal contact. During 2002–03, the Unit:
- responded to 6708 telephone calls, 1074 emails and 70 face-to-face enquiries in 2002–03
- conducted the Post Results Enquiry Service jointly with VTAC between 16 and 19 December during which a total of 6201 calls were made to the service, an increase of 1479 on the previous year.

In order to provide published information to the public, the Unit produced:
- Where to Now? a guide to the VCE, VCAL and Apprenticeships and Traineeships, in collaboration with the VQA and Office of Training and Tertiary Education
- VCE for Adults, in collaboration with Adult, Community and Further Education Division, VTAC and the Centre for Adult Education
- a promotional flyer, Who Are We and What Do We Do?, that was distributed to all Victorian students in Years Prep and 7 at the start of the school year and to students, teachers and the general public at educational events, professional development workshops, conferences and seminars.

VCAA Information Services Unit enquiry source summary for the year ending June 2003

13% Other
4% VCE Coordinator/Principal
29% Teacher
18% Current student
13% Previous student
23% Parent/relative

1Category of ‘Other’ typically includes friends, consultants, other educational bodies, tutors and members of the public.
Focus on people

The Unit also managed and produced a range of events that highlighted the VCAA’s curriculum development and assessment procedures. These included:

• the 2002 Annual Conference of the Australasian Curriculum Assessment and Certification Authorities
• the VCAA Plain English Speaking Awards.

In addition, the Unit staff supported the VCE Season of Excellence program by producing the concerts of Top Class and Top Acts, and also participated in The Age VCE Careers Expo.

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

Production Unit

The Production Unit manages the provision of in-house and external services for publishing, printing and distribution across many areas of the VCAA. The Unit is also responsible for the compilation and publishing of the VCAA Bulletin (previously the VCE Bulletin), and the production of corporate identity and corporate promotional material. Unit staff are responsible for editorial, design, desktop publishing and administrative functions.

The year 2002–03 has seen an increase in the volume of published material with particular achievements in the following:

• a program of publishing reaccredited VCE study designs, incorporating new editorial and design formats
• increased in-house provision of publishing services for the AIM Years 3, 5 and 7 testing programs in English and Mathematics
• improvements in production of operational manuals for assessment requirements
• a comprehensive review of service provider panels for security and non-security printing in order to achieve high-quality, efficient print services
• improved in-house design of the VCE examinations and GAT on CD-ROM to include new interface and navigation features, enabling greater Intranet functionality for VCE providers wishing to place data on school networks
• 10 per cent reduction in mail-out costs through the increased use of bar code postage for mailing VCAA publications to schools.

VCE Season of Excellence

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

External contractors who assisted with the program included a graphic designer, artistic director, production manager, lighting designer, stage manager, exhibition designer and project photographers.

Technical staff at Season venues were employed for installation and production work. Casual staff assisted with assembly, processing and dispersal of artworks, bookings and ticket sales.

Panels for the selection of Season participants comprised state assessors and state reviewers, representatives from subject associations and teachers.

VCAA reviewers and teachers worked with education staff at Season venues to devise and deliver associated education programs.
The VCAA ensures the needs of all Victorian students are met by setting standards of excellence embodied in a strong, supportive framework.

Diversity

The VCAA’s activities parallel the initiative of the Department of Victorian Communities, which ensures that government departments and statutory bodies are addressing cultural and linguistic diversity as well as the needs of women, youth and Indigenous people.

Cultural and linguistic diversity

The VCAA 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 provided for schools, as well as within its own administrative structures and procedures. The Government’s 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.
As a result of extensive consultation and advice from those with specific expertise in the field of multiculturalism, the VCAA made every attempt 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 2002–03 has been on the production of curriculum and assessment support materials, the provision of professional development, and support for the ongoing implementation of the CSF and VCE.

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

In 2002–03:
- a CD-ROM containing CSF annotated work samples for French, Chinese and Indonesian was produced and distributed to schools
- a LOTE Review Committee was set up and the review of 16 VCE LOTE studies began
- a working party was set up to investigate the criteria governing eligibility of students to enrol in first and second language VCE LOTE courses and a statewide consultation conducted on this matter
- a professional development program on course writing was provided for teachers and writers of VCE LOTE courses from approximately 80 single study provider schools
- the reaccredited Auslan study design was successfully implemented and adopted by an increasing number of providers, and the Auslan grammar video that accompanies the study design was very well received both in Victoria and other States
- AIM reports to schools provided comparisons of all students with State and like-school data, and school staff could compare the performance of LOTE students with other LOTE students across the State.

**Indigenous groups**

The VCAA consulted widely with Indigenous groups during 2002–03:
- consultation seminars with Koorie communities were held across Victoria on the proposed VCE Indigenous Languages of Victoria: Retrieval and Reclamation Pathways study design, with approximately 130 people representing Koorie community groups participating
- AIM tests were assessed for cultural bias through consultation with Koorie educators
- AIM reports to schools provided comparisons of all students with State and like-school data, giving school staff the opportunity to compare the performance of their own Aboriginal and Torres Strait Islander (ATSI) students with other ATSI students across the State.

**Women**

The VCAA provides gender education, policy advice and curriculum strategies to support schools in furthering gender equity in education. Specifically, it has provided:
- AIM tests that are assessed for gender and cultural bias
- terms of reference for the review of two VCE studies Design and Technology and Systems and Technology, which include increasing the number of girls who undertake these studies as a key priority
- a pilot project in five schools aimed at increasing the engagement of girls in the study of Economics.

**Youth**

To develop support for young people’s learning outcomes by developing more flexible resourcing models for education and training, the VCAA will engage in the following activities:
- participation in the Photonics project, funded by Science in Schools, which connects young people to innovative and emerging industries
- participation in the development of an interactive learning community based on waste minimisation in the aluminium smelting industry through Alcoa and the Environment Protection Authority.

The VCAA aims for a coordinated approach to skills development across Victoria, informed by the needs of individuals, diverse groups of young people, local communities, industries and an innovation economy. In keeping with this principle, the VCAA conducted the:
- Maths Methods (CAS) pilot project that provided youth with access to high-stakes Mathematics studies using the latest developments in ICT
- 8–10 Connections project, developing cross-curriculum, vocationally oriented units of work for middle years students, particularly students at risk of not continuing in education.
VCAA Plain English Speaking Award

In 2003, the VCAA took over the management in Victoria of the Plain English Speaking Award, now in its 26th year. The Award provides an excellent opportunity for students to build self-confidence and extend their skills in oral communication, speech writing and research. Students between the ages of 15 and 18 years are eligible to participate and teachers can incorporate the Award into the English Effective Oral Communication area of study in Units 1 and 3 of VCE English.

During June 2003, schools conducted their own plain English speaking competition and selected one or two students to go on to regional finals held in centres across the State. Winners of the regional finals will come to Melbourne for the Victorian State semi-finals and finals in August. The State finalist goes on to the national finals that rotate the states on an annual basis. In August 2003 the VCAA will conduct the national final in Melbourne.

VCE Achiever Awards

The VCE Achiever Awards commenced in 1997 to acknowledge the commitment of VCE students to community service in what is already a challenging period of their lives. Students who qualify for these awards demonstrate leadership in such activities as assistance to those who are disadvantaged, fundraising, public speaking, and volunteer work for the environment, local council or charities.

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

The 2002 winner of the overall VCE Achiever Award was Tran Siu from Sunshine Secondary College for his work with the Brimbank Council Youth Advisory Committee in establishing a range of social outlets for young people in the Sunshine area. He spent each weekend coordinating activities for people with disabilities at the West Sunshine Community Centre through Boccia Victoria. Tran participated in a number of student leadership networks and was awarded the 2002 Sunshine Lions Club Youth of the Year Quest.

Merit and equity

The Merit Protection Boards provided training in merit-based selection for VCAA and Department of Education & Training staff.

Twelve VCAA staff completed the accreditation training during the reporting period. Coupled with the 46 staff who have already received training, a total of 58 members of staff are now fully trained in merit-based selection procedures.

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

Public accountability and compliance

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

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

The Risk Management policy was updated in 2002–03. The primary emphasis of the policy is ensuring ‘first order’ risks faced by the VCAA are effectively managed.

The policy covers the broad range of risks faced by the VCAA, including personal injury and asset risks, corporate, financial and commercial exposures, information technology and program delivery risks.

The policy expresses the VCAA’s commitment to manage risks in accordance with a systematic risk management process encompassing:

• identification of risks
• analysis of risks
• assessment and prioritising of risks
• development of action plans to treat risks
• monitoring of risks and review of risk management strategies
• provision of feedback to improve risk management
• integration of risk management into the VCAA’s business planning and monitoring process, with roles and responsibility for risk management being clearly defined.

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 which is published elsewhere in this report.

Queries about the availability of and charges for other material prepared under Part II of the FOI Act should be directed to the following postal or email address:

Manager, Corporate Governance
Victorian Curriculum and Assessment Authority
41 St Andrews Place
East Melbourne Vic 3002
Telephone (03) 9651 4311
Email: foi.vcaa@edumail.vic.gov.au

Categories of documents

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

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

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

Personnel documents

Paper records on remuneration and appointments to the VCAA are maintained in registered files.

Accounting records

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

Student records

VCE enrolment records, school assessment grades and examination grades for current and past students of Victorian Year 11 and 12 courses are maintained on VASS, a web-based system which provides direct communication between the VCAA and VCE 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 VCAA about its operations covers 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 VCAA’s publications appears in Appendix 4.

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

Freedom of Information arrangements

Access to records

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

**Requesting access under the FOI Act**

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

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

**Fees**

An application fee of $20 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.

**Correction of personal information**

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

**Summary for the year**

For the year ending 30 June 2003, two applications were received under the FOI Act.

Full access was granted for one request.

Access to the second request was denied on the grounds that the information requested was exempt under the following sections of the Act:

- section 28 (extracts from documents prepared on behalf of the Minister for consideration by Cabinet or a Committee of Cabinet)
- section 35 (documents containing information communicated in confidence and disclosure of which would be contrary to the public interest as it would impair the ability of the agency to obtain similar information in the future).

The applicant sought an internal review and the original decision was confirmed.

An application was received for the VCAA’s Part II Statements and this request was still being processed at the end of the reporting period.

**VCAA Privacy policy**

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

The *Information Privacy Act 2000* does not replace the VCAA’s obligation to comply with existing legislation such as the FOI Act governing access to records in the public sector and with other laws requiring mandatory reporting or release of personal information.

**Privacy protection**

**Principles**

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

**Collection**

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

**Use and disclosure**

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

**Data quality**

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

**Data security**

Reasonable steps are taken to ensure that personal and health information is not misused, lost, accessed or modified without authority. Information is maintained in accordance with the *Public Records Act 1973*. 
Openness
The VCAA Privacy policy clearly expresses how personal and health information is managed. This policy is available to the public on request and can also be accessed via the VCAA website at <www.vcaa.vic.edu.au>.
Privacy notices are provided to individuals whenever personal or health information is collected.

Access and correction
Individuals have the right to seek access to the personal and health information that is held by the VCAA and its correction if inaccurate. Access to documentation is generally handled under the Victorian FOI Act.
Requests for access to personal and health information held by the VCAA are made in writing to the following postal or email address:
Manager, Corporate Governance
Victorian Curriculum and Assessment Authority
41 St Andrews Place
East Melbourne 3002
Email: privacy.vcaa@edumail.vic.gov.au

Student enrolment ID
The student enrolment ID has been adopted by the VCAA to identify all students who have previously been enrolled, or are currently enrolled, in the VCE, the VCE VET or the VCAL, as well as students who have undertaken the GAT. Use of the ID enables the VCAA to carry out its functions effectively under the VCAA Act.

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

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

Sensitive information
The collection of sensitive personal information, such as an individual’s indigenous status, country of birth and language(s) spoken, is restricted to the following:

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

Complaints handling procedures

Contacting the VCAA
The VCAA makes every attempt to settle queries or complaints about privacy through direct communication with the party involved. First contact is made through the Information Services Unit on 9651 4328 or via email: privacy.vcaa@edumail.vic.gov.au.
If, through informal discussion, a complaint is not resolved to the satisfaction of the complainant, then a written complaint is lodged with the VCAA.

Lodging a complaint in writing
Written complaints are lodged with:
Manager, Corporate Governance
Victorian Curriculum and Assessment Authority
41 St Andrews Place
East Melbourne 3002
Details provided in the complaint include:
- name and address of person lodging the complaint
- privacy concern(s)
- if applicable, how concern(s) could be remedied.

Confirmation from VCAA
Within 14 days of receipt of a complaint, the Manager, Corporate Governance:
- confirms receipt of the complaint in writing
- informs the complainant that an investigation will be conducted and a response provided as soon as practicable, but in no more than 45 days from the day the complaint is received at the VCAA
- commences an investigation into the complaint.

Investigation and response
As a result of the investigation of a complaint the Manager, Corporate Governance:
- responds to the complainant informing him or her that no further action will be taken on the matter
- makes a formal apology to the complainant and/or
- takes such remedial action as thought appropriate by the VCAA and/or
- provides undertakings that the conduct will not occur again and/or
- implements administrative procedures within the VCAA to ensure that the conduct will not occur again.

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

Summary for the year
For the year ending 30 June 2003, no written complaints were lodged with the VCAA.

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

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

The VCAA extended the lease of its Camberwell site in October 2002 for a further two years. In late 2002, the VCAA also took occupation of a single warehouse facility to cater for the organisation’s storage needs.

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

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

• to comply with all statutory requirements with regard to Acts and Regulations, codes of practice and standards.

To fulfil these objectives the VCAA has:

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

Major initiatives

• The OHS Risk Register was updated and refined.
• The OHS Committee was expanded to include representation from the VQA and the Camberwell Assessment Centre.
• Two committee members (staff and management representatives) attended Victorian Trades Hall Council (VTHC) OHS training courses, and two other committee members enrolled in forthcoming courses.
• Regular OHS inspections of the workplace were conducted to identify any problems or issues.
• Noel Arnold & Associates were engaged in the appraisal of workstation environments for all staff.
• OHS information was included on the VCAA’s Intranet, including details of OHS Committee members, dates of meetings and minutes of previous meetings, and links to other useful OHS information.
• Free influenza immunisation shots were offered to all staff.
OHS targets

OHS performance met or exceeded its targets in 2002–03. During the reporting period the VCAA received no standard claims and no Improvement and Prohibition Notices were issued to the VCAA. The target for 2003–04 is to reasonably maintain this standard.

Environmental Management strategy

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

Consultancies and major contracts

There were no consultancies with an individual value greater than $100,000 commissioned by the VCAA during 2002–03. There were five consultancies costing less than $100,000 each, at a total cost of $124,844 for the same period. The VCAA did not enter into contracts greater than $10 million in value during 2002–03.

Professional development and training

VCAA staff participated in professional development and training activities as part of the individual learning and development planning process. VCAA staff attended a range of courses and conferences. The following are examples of courses made available to staff during the reporting period:

- Building Manager Capability – Performance Indicators for VPS5 and Executive Officers
- Gaining the Edge
- Contract, Purchasing and Payments
- Assessment and Workplace Training
- Finance for Non-finance Executives
- Merit Protection and Accreditation program
- Negotiation and Conflict Resolution seminar
- VTHC OHS training
- Project Management in the Department of Education & Training
- RecFind Training
- Negotiation and Conflict Resolution
- Possible parliamentary questions training session.

Industrial disputes and time lost due to injury

Industrial disputes

There were no 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 VCAA has prepared material on the following topics, details of which, if not published in the annual report, are available to the public on request.

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

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

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

Manager, Corporate Governance
Victorian Curriculum and Assessment Authority
41 St Andrews Place
East Melbourne 3002
Telephone (03) 9651 4311
Email: vcaa@edumail.vic.gov.au
The VCAA provides a positive and supportive work environment with management practices that promote efficient expenditure of public monies for the benefit of the Victorian community.
## Statement of financial performance
for the year ended 30 June 2003

<table>
<thead>
<tr>
<th>Notes</th>
<th>2002–03</th>
<th>2001–02</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Revenues from ordinary activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating grant</td>
<td>2</td>
<td>25,994,791</td>
</tr>
<tr>
<td>Capital grant</td>
<td>2</td>
<td>1,700,000</td>
</tr>
<tr>
<td>Resources received free of charge</td>
<td>3</td>
<td>1,771,063</td>
</tr>
<tr>
<td>Interest</td>
<td></td>
<td>270,200</td>
</tr>
<tr>
<td>User charges</td>
<td>4</td>
<td>2,170,984</td>
</tr>
<tr>
<td>Proceeds from disposal of fixed assets</td>
<td>5</td>
<td>3,214</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>31,910,252</strong></td>
</tr>
<tr>
<td><strong>Expenses from ordinary activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee costs</td>
<td>6</td>
<td>17,656,502</td>
</tr>
<tr>
<td>Depreciation and amortisation provided</td>
<td>7</td>
<td>577,147</td>
</tr>
<tr>
<td>Supplies and services</td>
<td>8</td>
<td>14,598,973</td>
</tr>
<tr>
<td>Written-down value of assets disposed</td>
<td>5</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>32,832,622</strong></td>
</tr>
<tr>
<td><strong>Net result for the reporting period</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(922,370)</td>
<td>(2,153,182)</td>
</tr>
<tr>
<td>Adjustment resulting from change in accounting policy</td>
<td>1(k)</td>
<td>(10,611)</td>
</tr>
<tr>
<td><strong>Total changes in equity other than those resulting from transactions with the Victorian State Government as owner</strong></td>
<td>1</td>
<td>(932,981)</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 2003**

<table>
<thead>
<tr>
<th>Notes</th>
<th>2002–03</th>
<th>2001–02</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Current assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash assets</td>
<td>10</td>
<td>2,688,441</td>
</tr>
<tr>
<td>Other financial assets</td>
<td>11</td>
<td>3,000,000</td>
</tr>
<tr>
<td>Receivables</td>
<td>12</td>
<td>633,349</td>
</tr>
<tr>
<td>Inventories</td>
<td></td>
<td>54,887</td>
</tr>
<tr>
<td>Prepayments</td>
<td>13</td>
<td>171,510</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td></td>
<td>6,548,187</td>
</tr>
</tbody>
</table>

| | | |
| **Non-current assets** | | |
| Equipment | 14 | 730,030 | 649,311 |
| Leasehold improvements | 15 | 552,445 | 769,801 |
| **Total assets** | | 1,282,475 | 1,419,112 |

| | | |
| **Current liabilities** | | |
| Payables | 16 | 4,144,902 | 5,721,502 |
| Provision for employee benefits | 17 | 743,070 | 646,165 |
| **Total liabilities** | | 4,887,972 | 6,367,667 |

| | | |
| **Non-current liabilities** | | |
| Provision for employee benefits | 17 | 1,748,698 | 1,503,862 |
| **Total liabilities** | | 6,636,670 | 7,871,529 |

| | | |
| **Net assets** | | 1,193,992 | 2,126,973 |

<table>
<thead>
<tr>
<th>Notes</th>
<th>2002–03</th>
<th>2001–02</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Net equity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributed capital</td>
<td>18</td>
<td>4,698,492</td>
</tr>
<tr>
<td>Accumulated deficit</td>
<td>19</td>
<td>(3,504,500)</td>
</tr>
<tr>
<td><strong>Total equity</strong></td>
<td></td>
<td>1,193,992</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 2003

<table>
<thead>
<tr>
<th>Notes</th>
<th>2002–03</th>
<th>2001–02</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Cash flows from operating activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Receipts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government contributions</td>
<td>31,396,147</td>
<td>25,269,454</td>
</tr>
<tr>
<td>Interest</td>
<td>270,137</td>
<td>161,930</td>
</tr>
<tr>
<td>User charges</td>
<td>2,050,357</td>
<td>1,656,936</td>
</tr>
<tr>
<td><strong>Payments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee costs</td>
<td>(17,151,397)</td>
<td>(14,435,388)</td>
</tr>
<tr>
<td>Supplies and services</td>
<td>(14,710,866)</td>
<td>(12,897,410)</td>
</tr>
<tr>
<td><strong>Net cash inflow (outflow) from operating activities</strong></td>
<td>24</td>
<td>(244,479)</td>
</tr>
<tr>
<td></td>
<td>1,854,378</td>
<td></td>
</tr>
<tr>
<td><strong>Cash flows from investing activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payments for equipment</td>
<td>(431,373)</td>
<td>(438,469)</td>
</tr>
<tr>
<td>Proceeds from sale of equipment</td>
<td>5,304</td>
<td>–</td>
</tr>
<tr>
<td><strong>Net cash used in investing activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(426,069)</td>
<td>(438,469)</td>
</tr>
<tr>
<td><strong>Net increase/(decrease) in cash held</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash at beginning of the financial year</td>
<td>4,260,132</td>
<td>4,943,080</td>
</tr>
<tr>
<td>Cash at end of the financial year</td>
<td>5,688,441</td>
<td>4,260,132</td>
</tr>
</tbody>
</table>

The above statement of cash flows should be read in conjunction with the accompanying notes.
## Notes to and forming part of the financial statements
for the year ended 30 June 2002

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8. Supplies and services 55
9. Remuneration of auditors 55
10. Cash assets 55
11. Other financial assets 56
12. Receivables 56
13. Prepayments 56
14. Equipment 56
15. Leasehold improvements 57
16. Payables 57
17. Provision for employee benefits 57
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20. Financial instruments 58
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Note 1 Statement of significant accounting policies

The financial report is a general-purpose financial report, which has been prepared in accordance with the requirements of the Financial Management Act 1994, Australian Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board (AASB), and Urgent Issues Group Consensus Views.

The financial report has been 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 Department of Education & Training, over the last two years, has requested that the VCAA draw on accumulated reserves to fund operation activities. In support the Department has provided a letter of comfort agreeing to fund any operational shortfall, should it occur, to enable the VCAA to meet its financial commitments as and when they fall due.

(a) Cash assets
Cash includes cash at bank and 11 a.m. deposits at cost. Funds in the VCAA's bank account at balance date were covered by a corporate facility with the National Australia Bank.

(b) 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.

(c) Inventories
Inventories that comprise finished items of publications for sale have been valued at the lower of cost (first in, first out method) or net realisable value.

(d) Depreciation of equipment
The VCAA's policy is to record in the asset register items with a value in excess of $1000. Material and attractive items with an individual value less than $1000 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:

- software: two years
- computer equipment: three years
- general equipment: five years

(e) 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.

(f) Revenue recognition
Government grants are 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.

(g) Employee benefits
Provision is made for the VCAA'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 amounts expected to be paid when the liabilities are settled. 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 4.6 per cent per annum discounted by the future bond rates as at 30 June 2003.

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

(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.

(j) 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.
Note 1 Statement of significant accounting policies (continued)

(k) Change in accounting policy note for employee benefits (annual leave)
In the reporting periods prior to 30 June 2003, provisions for employee benefits (annual leave) were measured using remuneration rates current at reporting date.
For the period ending 30 June 2003, the VCAA is required by AASB 1028 ‘Employee Benefits’ to measure provisions for employee benefits at remuneration rates expected to apply when the obligation is settled, including the expected future increase in remuneration rates.
The transitional arrangements of AASB 1028 on adoption at 1 July 2002 give rise to an adjustment to the opening annual leave liabilities and a corresponding change to the accumulated deficit (see note 19).
The impact of this change is:
Increase Accumulated deficit $10,611
Increase Annual leave provision $10,611

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

Note 2 Operating and capital grant

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating grant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current year</td>
<td>25,994,791</td>
<td>18,291,813</td>
</tr>
<tr>
<td>Forward grant</td>
<td></td>
<td>2,000,000</td>
</tr>
<tr>
<td></td>
<td>25,994,791</td>
<td>20,291,813</td>
</tr>
<tr>
<td>Capital grant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIM development</td>
<td>1,200,000</td>
<td>3,415,000</td>
</tr>
<tr>
<td>Other</td>
<td>500,000</td>
<td>1,760,000</td>
</tr>
<tr>
<td></td>
<td>1,700,000</td>
<td>5,175,000</td>
</tr>
</tbody>
</table>

Note 3 Resources received free of charge

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property rentals and outgoings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,771,063</td>
<td>1,363,169</td>
</tr>
<tr>
<td></td>
<td>1,771,063</td>
<td>1,363,169</td>
</tr>
</tbody>
</table>

These amounts relate to two separate building occupancy arrangements:
• a lease on the VCAA’s Assessment Centre at Camberwell
• occupancy of 41 St Andrews Place, East Melbourne.
Property rentals and outgoings were paid on the VCAA’s behalf by the Department of Education & Training. These amounts have been recognised in the statement of financial performance as expenditure offset by an increase to revenue as resources received free of charge.
Note 4 User charges

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee-paying overseas students</td>
<td>1,193,806</td>
<td>633,168</td>
</tr>
<tr>
<td>Publication sales</td>
<td>106,660</td>
<td>86,732</td>
</tr>
<tr>
<td>Student services</td>
<td>200,818</td>
<td>178,654</td>
</tr>
<tr>
<td>VCE results hotline</td>
<td>87,371</td>
<td>63,141</td>
</tr>
<tr>
<td>Miscellaneous income</td>
<td>582,329</td>
<td>241,186</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,170,984</strong></td>
<td><strong>1,202,881</strong></td>
</tr>
</tbody>
</table>

Note 5 Disposal of fixed assets

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment Proceeds from sale of fixed assets</td>
<td>3,214</td>
<td>2,090</td>
</tr>
<tr>
<td>Less written-down value of fixed assets disposed</td>
<td>–</td>
<td>2,550</td>
</tr>
<tr>
<td><strong>Net profit (loss) on disposal of assets</strong></td>
<td><strong>3,214</strong></td>
<td><strong>(460)</strong></td>
</tr>
</tbody>
</table>

Note 6 Employee costs

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and allowances</td>
<td>9,824,046</td>
<td>7,990,265</td>
</tr>
<tr>
<td>Fees for setting, vetting and assessing examinations</td>
<td>5,337,125</td>
<td>4,684,382</td>
</tr>
<tr>
<td>Associated salary oncosts</td>
<td>2,406,428</td>
<td>1,943,276</td>
</tr>
<tr>
<td>Other</td>
<td>88,903</td>
<td>89,033</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17,656,502</strong></td>
<td><strong>14,706,956</strong></td>
</tr>
</tbody>
</table>

Note 7 Depreciation and amortisation provided

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amortisation of leasehold improvements</td>
<td>217,356</td>
<td>217,356</td>
</tr>
<tr>
<td>Depreciation of equipment</td>
<td>359,701</td>
<td>270,616</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>577,147</strong></td>
<td><strong>487,972</strong></td>
</tr>
</tbody>
</table>
Note 8 Supplies and services

Major items of expenditure included the following:

<table>
<thead>
<tr>
<th>Description</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative expenses</td>
<td>555,722</td>
<td>384,413</td>
</tr>
<tr>
<td>AIM development</td>
<td>2,777,319</td>
<td>5,035,402</td>
</tr>
<tr>
<td>Computer and Internet expenses</td>
<td>807,928</td>
<td>473,230</td>
</tr>
<tr>
<td>Contractors and consultants</td>
<td>1,839,012</td>
<td>2,017,930</td>
</tr>
<tr>
<td>Doubtful debts</td>
<td>32,750</td>
<td></td>
</tr>
<tr>
<td>Exam centre supervisor grants</td>
<td>1,652,712</td>
<td>1,411,519</td>
</tr>
<tr>
<td>Freight and cartage</td>
<td>406,070</td>
<td>410,117</td>
</tr>
<tr>
<td>Furniture and equipment</td>
<td>85,240</td>
<td>35,689</td>
</tr>
<tr>
<td>Hire and leasing of venues</td>
<td>169,211</td>
<td>163,266</td>
</tr>
<tr>
<td>Hospitality</td>
<td>183,746</td>
<td>135,712</td>
</tr>
<tr>
<td>Office supplies</td>
<td>207,280</td>
<td>132,741</td>
</tr>
<tr>
<td>Operating leases – motor vehicles</td>
<td>54,472</td>
<td>48,016</td>
</tr>
<tr>
<td>Printing and production</td>
<td>1,936,648</td>
<td>1,657,653</td>
</tr>
<tr>
<td>Property leases rentals and outgoings</td>
<td>1,771,063</td>
<td>1,363,169</td>
</tr>
<tr>
<td>Staff training</td>
<td>191,655</td>
<td>93,541</td>
</tr>
<tr>
<td>Teacher release and development grants</td>
<td>970,217</td>
<td>937,366</td>
</tr>
<tr>
<td>Travelling and personal expenses</td>
<td>235,417</td>
<td>241,068</td>
</tr>
<tr>
<td>Utilities</td>
<td>588,584</td>
<td>541,110</td>
</tr>
<tr>
<td>Warehouse rental and outgoings</td>
<td>76,677</td>
<td>37,895</td>
</tr>
<tr>
<td></td>
<td>14,598,973</td>
<td>15,152,587</td>
</tr>
</tbody>
</table>

Note 9 Remuneration of auditors

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

<table>
<thead>
<tr>
<th>Description</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current year</td>
<td>27,091</td>
<td>19,909</td>
</tr>
<tr>
<td>Prior year</td>
<td>1,991</td>
<td>–</td>
</tr>
</tbody>
</table>

Note 10 Cash assets

<table>
<thead>
<tr>
<th>Description</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash on hand</td>
<td>600</td>
<td>800</td>
</tr>
<tr>
<td>Cash at bank</td>
<td>2,187,841</td>
<td>4,259,332</td>
</tr>
<tr>
<td>11 a.m. deposits at cost</td>
<td>500,000</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td>2,688,441</td>
<td>4,260,132</td>
</tr>
</tbody>
</table>
### Note 11 Other financial assets

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank bills</td>
<td>3,000,000</td>
<td>–</td>
</tr>
</tbody>
</table>

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

### Note 12 Receivables

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee-paying overseas students</td>
<td>252,933</td>
<td>82,011</td>
</tr>
<tr>
<td>Operating grant receivable</td>
<td>–</td>
<td>2,889,355</td>
</tr>
<tr>
<td>Other</td>
<td>402,616</td>
<td>519,257</td>
</tr>
<tr>
<td></td>
<td><strong>655,549</strong></td>
<td><strong>3,490,623</strong></td>
</tr>
<tr>
<td>Less provision for doubtful debts</td>
<td>22,200</td>
<td>40,372</td>
</tr>
<tr>
<td></td>
<td><strong>633,349</strong></td>
<td><strong>3,450,251</strong></td>
</tr>
</tbody>
</table>

### Note 13 Prepayments

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>171,510</td>
<td>145,536</td>
</tr>
<tr>
<td>AIM development</td>
<td>–</td>
<td>651,111</td>
</tr>
<tr>
<td></td>
<td><strong>171,510</strong></td>
<td><strong>796,647</strong></td>
</tr>
</tbody>
</table>

### Note 14 Equipment

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>At cost</td>
<td>2,667,074</td>
<td>2,288,149</td>
</tr>
<tr>
<td>Less accumulated depreciation</td>
<td>1,937,044</td>
<td>1,638,838</td>
</tr>
<tr>
<td></td>
<td><strong>730,030</strong></td>
<td><strong>649,311</strong></td>
</tr>
</tbody>
</table>

**Movements during the reporting period**

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Opening WDV $</th>
<th>Additions $</th>
<th>Disposals $</th>
<th>Depreciation $</th>
<th>Closing WDV $</th>
</tr>
</thead>
<tbody>
<tr>
<td>At cost</td>
<td>649,311</td>
<td>440,510</td>
<td>–</td>
<td>359,791</td>
<td>730,030</td>
</tr>
<tr>
<td>Total</td>
<td>649,311</td>
<td>440,510</td>
<td>–</td>
<td>359,791</td>
<td>730,030</td>
</tr>
</tbody>
</table>
Note 15 Leasehold improvements

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</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>$534,333</td>
<td>$316,977</td>
</tr>
<tr>
<td></td>
<td>$552,445</td>
<td>$769,801</td>
</tr>
</tbody>
</table>

Movements during the reporting period

<table>
<thead>
<tr>
<th>Leasehold improvements</th>
<th>Opening WDV $</th>
<th>Additions $</th>
<th>Disposals $</th>
<th>Amortisation $</th>
<th>Closing WDV $</th>
</tr>
</thead>
<tbody>
<tr>
<td>At cost</td>
<td>769,801</td>
<td>–</td>
<td>–</td>
<td>217,356</td>
<td>552,445</td>
</tr>
<tr>
<td>Total</td>
<td>769,801</td>
<td>–</td>
<td>–</td>
<td>217,356</td>
<td>552,445</td>
</tr>
</tbody>
</table>

Note 16 Payables

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade creditors</td>
<td>$1,812,199</td>
<td>$4,469,805</td>
</tr>
<tr>
<td>Operating grant payable</td>
<td>$812,000</td>
<td>–</td>
</tr>
<tr>
<td>Accrued salaries</td>
<td>$997,213</td>
<td>$823,238</td>
</tr>
<tr>
<td>Fees in advance</td>
<td>$523,490</td>
<td>$428,459</td>
</tr>
<tr>
<td></td>
<td>$4,144,902</td>
<td>$5,721,502</td>
</tr>
</tbody>
</table>

Note 17 Provision for employee benefits

(a)

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current liability – long-service leave</td>
<td>$194,300</td>
<td>$205,073</td>
</tr>
<tr>
<td>Current liability – annual leave</td>
<td>$548,770</td>
<td>$441,092</td>
</tr>
<tr>
<td></td>
<td>$743,070</td>
<td>$646,165</td>
</tr>
</tbody>
</table>

(b) Government Employees’ Superannuation Fund

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 VCAA were made by the Department of Education & Training. The Department was reimbursed an amount of $907,082 at balance date for these contributions, which have been calculated at an average rate of 10.77 per cent of actual salaries.

In addition to the above, the VCAA paid contributions of $474,708 direct to VicSuper and $6248 direct to the Tertiary Education Super Scheme on behalf of eligible casual and sessional employees at a rate of 9 per cent pursuant to the provisions of the Superannuation Guarantee Act 1992.

The VCAA has no loans from the employee superannuation funds.
Note 18 Contributed capital

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance 1 July</td>
<td>4,698,492</td>
<td>4,698,492</td>
</tr>
<tr>
<td>Contributions of equity</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Balance 30 June</td>
<td>4,698,492</td>
<td>4,698,492</td>
</tr>
</tbody>
</table>

Note 19 Accumulated deficit

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accumulated deficit at the beginning of the financial year</td>
<td>(2,571,519)</td>
<td>(418,337)</td>
</tr>
<tr>
<td>Net result for the reporting period</td>
<td>(922,370)</td>
<td>(2,153,182)</td>
</tr>
<tr>
<td>Adjustments resulting from change in accounting policy</td>
<td>(10,611)</td>
<td>–</td>
</tr>
<tr>
<td>Accumulated deficit at the end of the financial year</td>
<td>(3,504,500)</td>
<td>(2,571,519)</td>
</tr>
</tbody>
</table>

Note 20 Financial instruments

(a) Interest rate risk
The VCAA’s exposure to interest rate risks and the effective interest rates of financial assets and financial liabilities, recognised at balance date, are as follows:

<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>5,687,841</td>
<td>4,259,332</td>
<td>600</td>
</tr>
<tr>
<td>Receivables</td>
<td>–</td>
<td>–</td>
<td>633,349</td>
</tr>
<tr>
<td>Total financial assets</td>
<td>5,687,841</td>
<td>4,259,332</td>
<td>633,949</td>
</tr>
<tr>
<td>(ii) Financial liabilities</td>
<td>–</td>
<td>–</td>
<td>3,621,412</td>
</tr>
<tr>
<td>Payables</td>
<td>–</td>
<td>–</td>
<td>3,621,412</td>
</tr>
<tr>
<td>Total financial liabilities</td>
<td>–</td>
<td>–</td>
<td>3,621,412</td>
</tr>
<tr>
<td>(iii) Weighted average interest rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>4.7%</td>
<td>4.3%</td>
<td></td>
</tr>
</tbody>
</table>
Note 20 Financial instruments (continued)

(b) Net fair values
The aggregate net fair value of financial assets and financial liabilities, recognised at balance date, are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Total carrying amount and aggregate net fair value as per statement of financial position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2003</td>
</tr>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td>(i) Financial assets</td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>5,688,441</td>
</tr>
<tr>
<td>Receivables</td>
<td>633,349</td>
</tr>
<tr>
<td>Total financial assets</td>
<td>6,321,790</td>
</tr>
<tr>
<td>(ii) Financial liabilities</td>
<td></td>
</tr>
<tr>
<td>Payables</td>
<td>3,621,412</td>
</tr>
<tr>
<td>Total financial liabilities</td>
<td>3,621,412</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.

(c) Credit risk exposures

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

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

- payment terms are 30 days
- debt collection policies and procedures are employed.
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 | Ms Lynne Kosky, MP | 1 July 2002 to 30 June 2003 |
| Acting Minister for Education and Training | Ms Monica Gould, MP | 1 July 2002 to 14 July 2002 |
| Acting Minister for Education and Training | Ms Monica Gould, MP | 5 August 2002 to 9 August 2002 |
| Authority members | | |
| Professor Kwong Lee Dow, Chair | appointed September 2002 |
| Mr John Fry | appointed May 2003 |
| Mr Grant Hehir | appointed December 2002, resigned May 2003 |
| Ms Jennifer Westacott | | |
| Mr Leon Kildea | | |
| Mr John Maddock | | |
| Mr Garry McLean | | |
| Mr Peter McMullin | | |
| Professor Robert Pargetter | | |
| Professor Helen Praetz | | |
| Ms Joanne Roberts | | |
| Ms Kylie Sanders | | |
| Professor Sue Willis | | |
| Ms Christine Burnup | resigned October 2002 |
| Mr Stuart Hamilton | resigned December 2002 |
| Ms Jane O’Shannessy | resigned January 2003 |

(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>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0–$9,999</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>$50,000–$59,999</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Total remuneration</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>$83,209</td>
<td></td>
<td>$84,121</td>
</tr>
</tbody>
</table>

The remuneration of the Responsible Minister is reported separately
in the financial statements of the Department of Premier and Cabinet.
Note 21 Disclosures relating to Ministers and Responsible Persons (continued)

(c) Retirement benefits of Responsible Persons
No retirement benefits were paid during the reporting period.

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

(e) Executive officers remuneration
The numbers of executive officers, other than Ministers and responsible persons, whose total remuneration exceeded $100,000 during the reporting period, are shown in the table below in their relevant income bands. Total remuneration includes bonus payments, long-service-leave payments, redundancy payments and retirement benefits.

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

<table>
<thead>
<tr>
<th>Income band</th>
<th>Total remuneration</th>
<th>Base remuneration</th>
</tr>
</thead>
<tbody>
<tr>
<td>$80,000–$89,999</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>$90,000–$99,999</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>$110,000–$119,999</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>$120,000–$129,999</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>$130,000–$139,999</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>$140,000–$149,999</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>$160,000–$169,999</td>
<td>–</td>
<td>1</td>
</tr>
<tr>
<td>Total numbers</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Total amount $</td>
<td>$800,080</td>
<td>$552,730</td>
</tr>
</tbody>
</table>

Note 22 Economic dependency

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

Note 23 Segmental reporting

The VCAA operates predominantly in the education sector and its primary responsibility is the development of curriculum and assessment for all Victorian schools.
Note 24 Reconciliation from operating result to net cash flow from operating activities

<table>
<thead>
<tr>
<th></th>
<th>Year ended 30 June 2003</th>
<th>Year ended 30 June 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating result</td>
<td>(922,370)</td>
<td>(2,153,182)</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>359,791</td>
<td>270,616</td>
</tr>
<tr>
<td>Amortisation of leasehold improvements</td>
<td>217,356</td>
<td>217,356</td>
</tr>
<tr>
<td>Written-down stock</td>
<td>(4,049)</td>
<td>21,317</td>
</tr>
<tr>
<td>Profit/loss on sale of assets</td>
<td>(3,214)</td>
<td>460</td>
</tr>
<tr>
<td>Provision for doubtful debts</td>
<td>–</td>
<td>32,750</td>
</tr>
<tr>
<td><strong>Decrease/increase in assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receivables</td>
<td>2,814,811</td>
<td>(637,995)</td>
</tr>
<tr>
<td>Inventories</td>
<td>21,523</td>
<td>(31)</td>
</tr>
<tr>
<td>Other current assets</td>
<td>625,137</td>
<td>(689,775)</td>
</tr>
<tr>
<td><strong>Increase/(decrease) in liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>(1,585,737)</td>
<td>2,556,957</td>
</tr>
<tr>
<td>Annual leave provision</td>
<td>97,067</td>
<td>1,397</td>
</tr>
<tr>
<td>Long-service-leave provision</td>
<td>234,063</td>
<td>135,651</td>
</tr>
<tr>
<td><strong>Net cash inflow (outflow) from operating activities</strong></td>
<td>1,854,378</td>
<td>(244,479)</td>
</tr>
</tbody>
</table>

Note 25 Reconciliation of cash

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

<table>
<thead>
<tr>
<th></th>
<th>As at 30 June 2003</th>
<th>As at 30 June 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash on hand</td>
<td>600</td>
<td>800</td>
</tr>
<tr>
<td>Cash at bank</td>
<td>2,687,841</td>
<td>4,259,332</td>
</tr>
<tr>
<td>Other financial assets</td>
<td>3,000,000</td>
<td>–</td>
</tr>
<tr>
<td><strong>Total cash at end of period</strong></td>
<td>5,688,441</td>
<td>4,260,132</td>
</tr>
</tbody>
</table>
FINANCIAL REPORT FOR THE YEAR ENDED 30 JUNE 2003

In the opinion of the Authority:

a) the Financial Report of the Victorian Curriculum and Assessment Authority presents fairly the financial transactions during the year ended 30 June 2003 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 Victorian Curriculum and Assessment Authority:

Professor Kwong Lee Dow
Chair

Michael White
Chief Executive Officer

Jenny Jones
Principal Accounting Officer

Date: 19 September 2003
AUDITOR-GENERAL'S REPORT

To the Members of the Parliament of Victoria, responsible Ministers and Members 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 2003, comprising a statement of financial performance, statement of financial position, statement of cash flows and notes to the financial statements, has been audited. The Members of the Authority are responsible for the preparation and presentation of the financial report and the information it contains. An independent audit of the financial report has been carried out in order to express an opinion on it to the Members of the Parliament of Victoria, responsible Ministers and Members of the Authority as required by the Audit Act 1994.

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

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

Audit Opinion

In my opinion, the financial report presents fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia, and the financial reporting requirements of the Financial Management Act 1994, the financial position of the Victorian Curriculum and Assessment Authority as at 30 June 2003 and its financial performance and cash flows for the year then ended.

MELBOURNE
19 September 2003

J.W. CAMERON
Auditor-General
Appendices

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Appendix 1  VCE convenors

Performing Arts
Ms Sue Tweg
Monash University

Visual Arts
Dr Christopher Marshall
University of Melbourne

English
Dr Kate Burridge
Monash University

Health and Physical Education
Dr Sara Glover
Centre for Adolescent Health

LOTE
Dr Howard Nicholas
La Trobe University

Mathematics
Dr Michael Evans
Scotch College

Biological Sciences
Dr Kristina Macrae
Monash University

Physical Sciences
Mr Robert Taylor
Victorian University of Technology

Studies of Society and Environment: Business
Mr Mike Rowland
Victorian Commercial Teachers’ Association

Studies of Society and Environment: Humanities
Dr Adrian Jones
La Trobe University

Technology
Mr Robert Timmer-Arends
Brighton Secondary College

VCE VET
Ms Pamela St Leger
University of Melbourne
Appendix 2  VCE Review and Expert Studies committees 2002–03

VCE Business Management Review Committee
Mr Steve Barrile
The Grange P–12 College
Dr John Breen
Victoria University
Mr Alan Daniel
Chisholm Institute of TAFE
Mrs Megan Jeffery
St Albans Secondary College
Mr Mike Rowland
Victorian Commercial Teachers’ Association
Mr Geoffrey Ryan
Bellarine Secondary College
Mrs Gillian Somers
Trinity Grammar School
Mr Chris Steinfort
Mayne Group
Ms Denise Summers
Melbourne Girls’ Grammar
Ms Carmel Taylor
Mackillop Catholic Regional College
Mr Alan Wharton
Caulfield Grammar School

VCE Citizenship and Globalisation Working Party
Ms Jules Aldous
Shelford Anglican Girls’ School
Dr Verity Burgmann
University of Melbourne
Dr Robyn Eckersley
University of Melbourne
Dr Nick Economou
Monash University
Mr Rod Homburg
Ballarat Secondary College
Professor Paul James
RMIT University
Dr Adrian Jones
La Trobe University
Ms Leonie Keaney
St Columba’s College
Mr Damien Kingsbury
Deakin University
Mr Tony Mackay
Incorporated Association of Registered Teachers of Victoria
Mr Damian Puglisi
RMIT TAFE Division
Ms Joanne Roberts
The Grange P–12 College
Mr Mike Rowland
Victorian Commercial Teachers’ Association
Mr Derek Scott
Haileybury College
Mr Robert Sieminski
Bayside College

VCE History Expert Studies Committee
Mr John Cantwell
Haileybury College
Ms Deborah Conwell
Bendigo Senior Secondary College
Mr Nick Frigo
Loreto Mandeville Hall
Ms Victoria Fritz
Centre for Adult Education
Ms Kathie Gardner
Peter Lalor Secondary College
Dr Jacqualine Hollingworth
History Teachers’ Association of Victoria
Dr Adrian Jones
La Trobe University
Ms Dianne McDonald
St Michael’s Grammar School
Dr Mark Peel
Monash University
Associate Professor Tony Taylor
Monash University
Ms Diane Wolff
Mentone Girls’ Secondary College

VCE Indigenous Languages Reference Group
Ms Kylie Belling
Victorian Aboriginal Education Association Inc.
Dr Heather Bowe
Monash University
Ms Aretha Briggs
Worawa Independent Aboriginal College
Ms Lynne Dent
Victorian Aboriginal Corporation for Languages
Ms Kathy Johnston
Department of Education & Training
Mr Terry Kildea
Kangan Batman Institute of TAFE
Ms Doris Paton  
Victorian Aboriginal Corporation for Languages  
Ms Angela Singh  
Department of Education & Training  
Ms Wanda Wellington  
Victorian Aboriginal Education Association Inc.  
Ms Margaret Wirrapunda  
Worawa Independent Aboriginal College  

**VCE LOTE Review Committee**  
Ms Teresa Bossio  
Department of Education & Training  
Ms Bernadette Brouwers  
St Patrick's College  
Ms Jane English  
Bendigo Senior Secondary College  
Mrs Anna Favrin  
Penola Catholic College  
Dr Margaret Gearon  
Monash University  
Ms Kathryn Hill  
University of Melbourne  
Ms Ecaterina Korakis  
Kew High School  
Ms Deryn Mansell  
Melbourne Girls’ College  
Dr Howard Nicholas  
La Trobe University  
Ms Pandora Petrovska  
Victorian School of Languages  
Ms Marie Pitt  
Department of Education & Training  
Mr Shungo Sawaki  
MacRobertson Girls’ High School  
Ms Elaine Tarran  
Scotch College  
Mrs Pauline Webster  
Victorian School of Languages  
Ms Qiao Xiao  
Tintern Schools  

**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  
Dr Peter Stacey  
La Trobe University  
Dr Max Stephens  
Mathematical Association of Victoria  
Mr David Tynan  
Macmillan Publishing  
Dr Cristina Varsavsky  
Monash University  
Ms Judy Walker  
Victorian Qualifications Authority  

**VCE Media Review Committee**  
Mr John Benson  
La Trobe University  
Mr Roger Dunscombe  
Melbourne Girls’ College  
Ms Jo Flack  
Swinburne Senior Secondary College  
Ms Lisa Kilby  
Aquinas College  
Ms Karen Koch  
Wesley College  
Mr George Querol  
Bendigo Senior Secondary College  
Mr Robert Stewart  
North Melbourne Institute of TAFE  

**VCE Music Expert Studies Committee**  
Mr Andrew Dale  
Ballarat Grammar School  
Dr Tony Gould  
Victorian College of the Arts  
Mr David Graham  
Footscray City Secondary College  
Mr Tim McKenry  
University of Melbourne  
Mr William Miles  
RMIT University  
Ms Susan Rummel  
Penola Catholic College  
Ms Christine Simpson  
Blackburn High School  
Mr Scott Solimo  
Benalla Secondary College
Ms Jennifer Turner
Victoria University of Technology, TAFE Division

Mr Roland Yeung
Carey Baptist Grammar School

**VCE Psychology Review Committee**
Ms Nadija Anin
Lowther Hall Anglican Grammar School
Associate Professor Simon Crowe
La Trobe University

Mr Ross Down
Sandringham College

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

Ms Maria Spackman-Williams
Methodist Ladies’ College

Professor Con Stough
Swinburne University

Ms Helene Van Iersel
Catholic Regional College, Sydenham

**VCE Science Expert Studies Committee**
Ms Cherry Andrews
Science Innovation in Schools

Ms Hayley Bridgwood
MacRobertson Girls’ High School

Dr Alan Chaffee
Clean Power Cooperative Research Centre

Ms Penelope Commons
Southwood Boys’ Grammar School

Dr Brendan Crabb
Walter and Eliza Hall Institute

Mr Paul Crutchedley
Traralgon Secondary College

Fr Gerry Healy
Xavier College

Mr Paul Higgins
Caulfield Grammar School

Dr Malcolm Hunt
Australian Council for Educational Research

Associate Professor Marjory-Dore Martin
Deakin University

Associate Professor Brad Mitchell
Deakin University

Mr Frank Mitchell
Environmental Protection Authority

Associate Professor Richard O’Hair
University of Melbourne

Dr Janet Scott
Monash University

Dr Pauline Sharma
Catholic Education Office

Ms Pam Smith
Norwood Secondary College

Mr John Werry
Department of Innovation, Industry and Regional Development

**VCE Technology Expert Studies Committee**
Ms Lynne Backholer
Fairhills High School

Ms Carol Busetti
Melbourne Girls’ College

Mr David Cowley
Geelong Grammar School

Mr Bruce Eager
Upwey High School

Mr Peter Esdale
DDR Strategic Research

Ms Denise Hooke
Lavers Hill P–12 College

Mr Keith Hoy
De La Salle College

Ms Maureen Kelly
Bayside College

Mr Bruce Moonie
Post Furniture

Ms Helen Murray
Bendigo Senior Secondary College

Mr Chris Penna
Monash University

Ms Glenise Perraton
Debney Park Secondary College

Mr Julian Pratt
RMIT University

Ms Marianne Ward
Geography Teachers’ Association of Victoria

Ms Christine Wintle
Tintern Schools
## Appendix 3  Student participation in the VCE Season of Excellence

### Top Acts
- **Mark Aird**  
  Wangaratta High School
- **Bernard Angel**  
  St Bernard’s College
- **Denton Arthur**  
  Bendigo Senior Secondary College
- **Anne-Marie Brownhill**  
  Firbank Grammar School
- **Jane Bunn**  
  VCA Secondary College
- **Maryanne Carr**  
  Blackburn High School
- **Philip Chan**  
  Melbourne Grammar School
- **Jessica Clack**  
  Sandringham College
- **Andrew Couttie**  
  Wangaratta High School
- **Brent De Cort**  
  St Paul’s Anglican Grammar School
- **Aviva Endean**  
  VCA Secondary College
- **Dean Flanagan**  
  Box Hill Senior Secondary College
- **Ross Hannaford**  
  VCA Secondary College
- **Victoria Heywood-Smith**  
  Siena College
- **Gemma-Ashley Kaplan**  
  Mount Scopus Memorial College
- **Ann-Elise Koentjes**  
  VCA Secondary College
- **Miyama McQueen-Tokita**  
  Presbyterian Ladies’ College
- **Jessica Nghe**  
  Camberwell Anglican Girls’ Grammar School
- **Michael Paynter**  
  Flinders Christian Community College
- **Adrian Ricks**  
  VCA Secondary College
- **Ellen Rijs**  
  Marist-Sion College
- **James Rushford**  
  VCA Secondary College
- **Steven Sheeran**  
  Padua College
- **Chloe Smith**  
  VCA Secondary College
- **Alex Tsitsopoulou**  
  Glen Waverley Secondary College
- **Agatha Yim**  
  Genazzano FCJ College

### Top Arts
- **Julia Amos**  
  Shelford Anglican Girls’ School
- **Joe Ashton**  
  Geelong College
- **Kirralee Ashworth**  
  Blackburn High School
- **Taryn Atkinson**  
  Tintern Schools
- **Melissa Avery**  
  Westbourne Grammar School
- **Kalina Barboutov**  
  Melbourne Girls’ College
- **Stefanie Benzing**  
  Luther College
- **Leonard Bermingham**  
  Westbourne Grammar School
- **Nisa Briggs**  
  Princess Hills Secondary College
- **Daniel Bruns**  
  Upwey High School
- **Kayla Burridge**  
  Wodonga High School
- **Joanne Cahill**  
  Ashwood Secondary College
- **Joel Cerdor**  
  Eumemmerring College
- **Eirian Chapman**  
  Santa Maria College
- **Noni May Clarke**  
  Blackburn High School
- **Gemma Crow**  
  Goulburn Valley Grammar School
- **Jessica Crowe**  
  Girton Grammar School
- **Chris Curry**  
  Marcellin College
- **Anna Dam**  
  Melbourne Rudolf Steiner School
- **Lucy Davidson**  
  Wodonga High School
- **Laura Delaney**  
  St Leonard’s College
- **Angus Denham**  
  Whitefriars College
- **Helene Donlon**  
  Marian College
- **Peter Dunkley**  
  Kingswood College
- **Brydie Dyson**  
  Upwey High School
- **Eric Farmer**  
  Drouin Secondary College
- **Peter Fifer**  
  Carey Baptist Grammar School
- **Rosy Forti**  
  Westbourne Grammar School
- **Jessie Fowler**  
  Fintona Girls’ School
- **Tess French**  
  Mentone Girls’ Grammar School
- **Andre Gonzales**  
  Whitefriars College
- **Bryony Green**  
  Swinburne Senior Secondary College
- **Alexander Hall**  
  Sunbury Downs Secondary College
- **Drew Halpin**  
  Preshil, The Margaret Lyttle Memorial School
- **Jennifer Haralambous**  
  St Leonard’s College
- **Nick Harding**  
  Marcellin College
- **Sophia Hewson**  
  Geelong Grammar School
- **Simon Higgins**  
  Kingswood College
- **Andrew Hill**  
  Yarra Valley Grammar School
- **Peter Hinch**  
  Ashwood College
Peta Hinchliffe  
Goulburn Valley Grammar School

Alistair Holmes  
Scotch College

Rowie Howard  
Wodonga High School

Alex Hullah  
Kew High School

Rebecca Hunter  
Mowbray College

Rachael Jacka  
Castlemaaine Secondary College

Laura Jeanes  
Bairnsdale Secondary College

Bhanuwat Jittivuthikarn  
Scotch College

Phoebe Kalaitzis  
Swinburne Senior Secondary College

Nathan Kaso  
St Helena Secondary College

Tess Keam  
Warrandyte High School

Zoe Keystone  
Mornington Secondary College

Alana Kushnir  
Bialik College

Gus Lancaster  
Camberwell Grammar School

Ned Larnach-Jones  
Geelong College

Annie Maclnnes  
Monbulk College

Emma Malady  
Brauer College

Simon Manley  
Camberwell Grammar School

Stephanie Manolas  
St Catherine’s School

Nyssa Marrow  
Swinburne Senior Secondary College

Alana McFadyen  
Bairnbridge College

Brendan McKnight  
Catholic Regional College

Rowan McNaught  
Caufield Grammar School

Tim Meyer  
Warrnambool College

Jane Noonan  
Boort Secondary College

Natalie Nowotarski  
Mount Eliza Secondary College

John Parkinson  
The Peninsula School

Emma Patterson  
Ballarat High School

Alastair Pitts  
Monbulk College

David Poldano  
Sunbury Downs Secondary College

Nick Rieve  
St Leonard’s College

Sarah Risbey  
Ballarat Grammar School

Sally Risby  
Carey Baptist Grammar School

Rebecca Saunders  
Presentation College

Lily Savage  
Melbourne Girls’ Grammar School

Lucy Schnall  
Melbourne Girls’ College

Jayde Shaw  
Berwick Secondary College

Tim Sidebottom  
Ballarat Grammar School

Madeleine Simson  
St Catherine’s School

Carissa Smart  
Ave Maria College

Paul Soutar  
Sacred Heart College Geelong

Joanne Spain  
Fintona Girls’ School

Daniel Talia  
Whitefriars College

Rhiannon Taylor  
Presbyterian Ladies’ College

Ana Tiquia  
Box Hill Senior Secondary College

Esther Toohill  
Southcoast Christian College

Lori Turner  
McKinnon Secondary College

Janelle Vanderwert  
Presbyterian Ladies’ College

Zoe Wetherall  
Canterbury Girls’ Secondary College

Laura Wilkinson  
Tintern Schools

Katherine Wills  
Ivanhoe Girls’ Grammar School

Perri Winter  
Nagle College

Top Class

Caitlin Adams  
Genazzano FCJ College

Mark Aird  
Wangaratta High School

Lauren Anderson  
Footscray City College

Bernard Angel  
St Bernard’s College

Denton Arthur  
Bendigo Senior Secondary College

Alicia Attwood  
Ruyton Girls’ School

Gregory Bates  
Melbourne High School

Joanne Blankfield  
St Catherine’s School

Richard Brady  
Christian College Institute of Senior Education

Anne Brownhill  
Firbank Grammar School

Jane Bunn  
VCA Secondary School

Maryanne Carr  
Blackburn High School

Philip Chan  
Melbourne Grammar School

Lyn Chong  
Presbyterian Ladies’ College

Jessica Clack  
Sandringham College

Hannah Clack  
Loreto Mandeville Hall

Andrew Couttie  
Wangaratta High School

Elisabeth Cox  
Ballarat Grammar School

Jon Crompton  
Geelong High School

Chris Dainton  
Goulburn Valley Grammar School

Brent De Cort  
St Paul’s Anglican Grammar School

Katrina Di Tomasso  
Toorak College
Appendices

Jayde Dimmock
Star of the Sea College

Chris Donovan
Mount Lilydale Mercy College

Susan Doolan
Sacred Heart College Geelong

Matthew Ead
Bendigo Senior Secondary College

Aviva Endean
VCA Secondary School

David Evans
Camberwell High School

Dean Flanagan
Box Hill Senior Secondary College

Michelle France
Korowa Anglican Girls’ School

Bianca Friedman
Mount Scopus Memorial College

Alexandra Fritz
Genazzano FCJ College

Stefanie Ghiocas
University High School

Aura Go
VCA Secondary School

Lauren Gore
Our Lady of Sion College

Jonathan Graffam
Emerald Secondary College

Georgina Haig
Toorak College

Kate Hanley
Oberon High School

Ross Hannaford
VCA Secondary School

Laura Hertaeg
Loreto Mandeville Hall

Victoria Heywood-Smith
Siena College

Samantha Ho
Melbourne Girls’ Grammar

Ashlee Hodges
Luther College

Elyse Hof
East Doncaster Secondary College

Rebecca Holcroft
Mount Scopus Memorial College

Janelle Hopman
Bendigo Senior Secondary College

Elissa Hullah
Kew High School

Julie Hunter
Geelong College

Amy Huva
Footscray City College

Gemma-Ashley Kaplan
Mount Scopus Memorial College

Jessica Kelly
Bairnsdale Secondary College

Ann-Elise Koerntjes
VCA Secondary School

Johanna Kogelman
Aquinas College

Meaghan Kominiarski
Melbourne Girls’ College

Kristoff Lajoie
Mount Waverley Secondary College

Jordie Lane
Thornbury-Darebin Secondary College

Nyssa Lock
Methodist Ladies’ College

Tamsin Magnay
Ringwood Secondary College

Laura Marcan
Mackillop Catholic Regional College Werribee

Kate Martin
Christian College Institute of Senior Education

Claire McGarry
Loreto Mandeville Hall

Luke McKinnon
Carey Baptist Grammar School

Miyama McQueen-Tokita
Presbyterian Ladies’ College

Caroline Meaden
Sacred Heart College Geelong

Laura Medcalf
Eltham High School

Will Mitten
Mount Lilydale Mercy College

Ruthanne Molloy
Eltham High School

Justine Morris
Damascus College

Simon Mummé
Frankston High School

Daniel Newell
Brauer College

Jessica Ngeh
Camberwell Anglican Girls’ Grammar School

Claire Nicholls
Stawell Secondary College

Ella Nicolson
Orbost Secondary College

Suzanne Notini
Geelong College

Nick O’Brien
Carey Baptist Grammar

Robert Paoletti
Scotch College

Carlo Parisi
Marcellin College

John Parkinson
The Peninsula School

Jane Patterson
Methodist Ladies’ College

Michael Paynter
Finders Christian Community College

Andrew Pollock
Melbourne High School

Eliza Quirit
VCA Secondary School

Adrian Ricks
VCA Secondary School

Ellen Rijs
Marist Sion College

Seth Rintoule
Essendon Keilor College

Caleb Rixon
Sacred Heart College

Isabel Robinson
St Michael’s Grammar School

Ryan Roche
Daylesford Secondary College

Kate Rockstrom
Toorak College

James Rushford
VCA Secondary School

Julien Schulberg
Bialik College

Steven Sheeran
Padua College

Paul Shi
Balwyn High School

Aimee Short
Wesley College Glen Waverley

Chloe Smith
VCA Secondary School

Nicole Smith
Toorak College
Cara Stevens  
Genazzano FCJ College

Caitlin Jane Stonehouse  
Damascus College

Kathryn Sutherland  
Ballarat and Clarendon College (Senior)

Melanie Taylor  
St Leonard’s College

Amanda Toward  
VCA Secondary School

Alex Tsitsopoulos  
Glen Waverley Secondary College

Hayley Uberti  
Canterbury Girls’ Secondary College

Nicholas Van Cuylenburg  
Melbourne High School

Fenella Walker  
Balwyn High School

Nadia Walsh  
Sacred Heart College Kyneton

Claire Watson  
VCA Secondary School

Daniel Whalan  
Melbourne High School

Scott Wilson  
Haileybury College

Carrie Anne Winder  
Beaconhills College

Madeleine Wood  
St Catherine’s School

Lisa Xu  
Mentone Girls’ Grammar School

Haemin Yang  
Strathcona Baptist Girls’ Grammar School

Agatha Yim  
Genazzano FCJ College

Michael Beasley  
Leongatha Secondary College

Matthew Bisinella  
Kardinia International College

Natasha Brooks  
Mentone Girls’ Secondary College

Luke Brown  
Swinburne Senior Secondary College

Tamika Burdett  
Hopetoun Secondary College

Jess Cameron-Wootten  
Kew High School

Kate Camilleri  
Star of the Sea College

Lindsay Campbell  
Glen Waverley Secondary College

Lara Cann  
Healesville High School

Dominique Chaleyer  
Wesley College

Steven Cheah  
Melbourne High School

Jody Cleaver  
Woodleigh School

Matt Cole  
Mt Eliza Secondary College

Katrina Collery  
Star of the Sea College

Sarah Conlon  
Methodist Ladies’ College

David Costanzo  
St Bede’s College

Melanie Cutajar  
St Monica’s College

Robert Davis  
Mowbray College

Chanell Decru  
Mater Christi College

Sonny Dela Cruz Jnr  
Penola Catholic College

Peter Derham  
The Peninsula School

Leah Dimitriidis  
Swinburne Senior Secondary College

Gabrielle Dodson  
Mater Christi College

Jayden Farrell  
Wangaratta High School

Melanie Fasnacht  
Methodist Ladies’ College

Gemma Field  
Eltham College

Ned Finn  
Xavier College

Greg Fiske  
Swinburne Senior Secondary College

Mark Folella  
Scotch College

Ryan Foote  
Carey Baptist Grammar School

Alex Francis  
Brauer College

Martin Funcich  
Melbourne High School

Jack Gamble  
Swinburne Senior Secondary College

Kevin Gatt  
Catholic Regional College

Lee Gibson  
St Helena Secondary College

Tamara Gidney  
Woolleigh School

Sophie Good  
Penleigh and Essendon Grammar School

Timothy Griffiths  
St Helena Secondary College

Joshua Hardidge  
Vermont Secondary College

Stuart Harper  
Caulfield Grammar School

Jemma Henderson  
Melbourne Girls’ College

Kate Hiller  
Swinburne Senior Secondary College

Daniel Hourigan  
Padua College

Natalie Hutton  
Mentone Girls’ Secondary College

Steven Jackson  
Kardinia International College

Vanessa Jalovec  
Thomas Carr College

Amber Johnston-Chalmers  
Star of the Sea College

Vanessa Juergens  
Birchip P–12 School

Nathan Kaso  
St Helena Secondary College

Jane Killeen  
Bayside Secondary College
Robert Koh
Oxley College

Jeremy Koren
Geelong Grammar School

Megan Korpok
Star of the Sea College

Alexandra Lawson
Strathcona Baptist Girls’ Grammar School

Chii-Lih Lee
Melbourne High School

Jemila MacEwan
Ballarat High School

Lincoln MacKinnon
Bellarine Secondary College

Vincent Malory
Hawthorn Secondary College

Simon Manley
Camberwell Grammar School

Ryan Marshall
Mowbray College

Ben Maxwell
Westbourne Grammar School

Irene McCallum
University High School

Spice McKenzie
Princes Hill Secondary College

Kylie Melville
Emmaus College

Ruthanne Molloy
Eltham High School

Michael Nicholson
St Bede’s College

Myriah Noonan
Siena College

Damien O’Brien
Marcellin College

Sunny Overend
Healesville High School

Luke Peters
Eltham College

Amanda Phillips
Sandringham Secondary College

Rayni Platek
Milk Park Secondary College

Rohan Porteous
Ballarat High School

Jessica Pretto
Healesville High School

Eugene Ratiner
Melbourne High School

Michelle Reyes
Huntingtower School

Sally Risby
Carey Baptist Grammar School

Amy Roccisano
St Joseph’s College

Iley Rushton
Beaconhills College

Bethany Ryan
Gisborne Secondary College

Justin Seau
Hawthorn Secondary College

Tania Sedunary
Macleod College

Anthony Sekulov
St Helena Secondary College

Chung Sham
Reservoir District Secondary College

Micah Sleeth
Wesley College

Peter Sloman
University High School

Kristal Smith
Berwick Secondary College

Lani Solomon
Shelford Anglican Girls’ School

Adam Stewart
Footscray City College

Bridget Stewart
Bendigo Senior Secondary College

Christopher Stribley
St Paul’s Anglican Grammar School

Rachel Tarrant
Mt Lilydale Mercy College

Amy Tate
Kurnai College

Claire Thomas
Melbourne Girls’ College

Julia Thomson
Murrayville Community College

Ana Tiquia
Box Hill Senior Secondary College

Jacqueline Tjorpatzis
St Monica’s College

Kim Tran
Melbourne Girls’ College

Jane Tuck
Firbank Grammar School

Stephen Vick
Yarra Valley Grammar School

Tam Vu
Emmaus College

Hayden Watt
Swinburne Senior Secondary College

Hannah Weatherby
Norwood Secondary College

Alice Wegner
Eltham High School

Alice Wilms
Methodist Ladies’ College

Andrew Wolfe
Camberwell Grammar School

Sarah Wood
St Francis Xavier College

Chad Young
Salesian College

Jess Young
Wangaratta High School

Top Screen

Dominique Chaleyer
Wesley College, Prahran

Jody Cleaver
Woodleigh School

Alex Francis
Brauer College

Martin Funcich
Melbourne High School

Kate Hiller
Swinburne Senior Secondary College

Amber Johnston-Chalmers
Star of the Sea College

Ryan Marshall
Mowbray College

Spike McKenzie
Princes Hill Secondary College

Ruthanne Molloy
Eltham High School

Micah Sleeth
Wesley College

Ana Tiquia
Box Hill Senior Secondary College

Hayden Watt
Swinburne Senior Secondary College
Appendix 4  Publications

A number of VCAA publications are sold through Information Victoria. These include VCE study designs, the VCE Administrative Handbook 2003 and CSF publications. A full list is available from the website of the Information Victoria Bookshop <www.information.vic.gov.au/index.html>.

VCE publications
VCE Bulletin for July, August, Exam issue, September, October, November, December, February, March and April
VCAA Bulletin for May and June
Where to Now? Guide to the VCE, VCAL and Apprenticeships and Traineeships for 2003 (July 2002)
Where to Now? Guide to the VCE, VCAL and Apprenticeships and Traineeships for 2004 (June 2003)
VCE Accounting ICT CD-ROM (August 2002)
VCE for Adults: A Guide for Adults returning to VCE Studies (November 2002)
VCAA – Who Are We and What Do We Do? brochure (December 2002)
VCE Expo flyer (March 2003)
General Achievement Test brochure (May 2003)
2002 VCE Results and ENTER Service and Post Results Enquiry Service flyer (September 2002)
2002 VCE Statement of Results brochure (November 2002)
2002 VCE examination papers and GAT CD-ROM (March 2003)
VCE Administrative Handbook 2003 (October 2002)
2003 VCE calendar (November 2002)
VCE Assessment Handbook 2003 – Accounting, Information Technology (December 2002)
Advice for Teaching VCE 2003 leaflets (February 2003)
2003 VCE Achiever Awards flyer (March 2003)
Special Provision in 2003 brochure (March 2003)
2003 VCE Examinations and GAT Student Information booklet and timetable (May 2003)

VCE VET publications
Program books: Hospitality (Operations), Business Administration, Multimedia, Community Services – Task Samples, Music Industry (October – December 2002)
Laboratory Skills Assessment Guide 2002 (July 2002)

CSF publications
CSF Vocational Learning Sample Units (January 2002)
CSF Annotated Work Samples: Studies of Society and Environment, Health and Physical Education and Technology (June 2003)
CSF Annotated Work Samples Professional Development Kit – program guides, worksheets (March – June 2003)
CSF Mathematics Reasoning and Strategies Levels 1–6 (December 2002)

AIM publications
2003 P–10 AIM Year 7 English and Mathematics assessment program brochure (June 2003)
2002 AIM Trend Data Reporting Guide: English and Mathematics assessment program Year 7
2002 AIM Online Reporting Guide Year 7 English and Mathematics assessment program supplement (September 2002)
2003 AIM Year 7 Information for Principals (May 2003)
2003 AIM Year 7 Guide for Principals and Teachers – English and Mathematics testing component (June 2003)
2003 AIM Years 3 and 5 Information for Principals (May 2003)
2003 AIM Years 3 and 5 Guide for Principals and Teachers – English and Mathematics testing component (June 2003)
2002 AIM Reporting Guides for Years 3, 5 and Year 7 (September 2002)

VCE Season of Excellence publications
Top Class: Dance program
Top Class: Drama and Theatre Studies program
Top Class Music Performance: Solo and Group program
Top Designs catalogue
Top Screen program
Top Acts program
Appendix 5  Whistleblowers Protection Act 2001

The VCAA has nominated the Department of Education & Training as its agent to accept and investigate any disclosures made under the Whistleblowers Protection Act 2001 concerning members and/or employees of the VCAA. The Whistleblowers Protection Act 2001 Department of Education & Training Guidelines (following) have been adopted as the appropriate procedures for managing disclosures made under the Act concerning members and/or employees of the VCAA. Details of any disclosures made under the Act concerning members and/or employees of the VCAA will be included in the Department of Education & Training’s Annual Report 2002–03.

Department of Education & Training Guidelines

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

2 Statement of support to whistleblowers
The Department of Education & Training (DE&T) is committed to the aims and objectives of the Act. It does not tolerate improper conduct by its employees nor the taking of reprisals against those who come forward to disclose such conduct. DE&T recognises the value of transparency and accountability in its administrative and management practices, and supports the making of disclosures that reveal corrupt conduct, conduct involving a substantial mismanagement of public resources, or conduct involving a substantial risk to public health and safety or the environment. DE&T will take all reasonable steps to protect people who make such disclosures from any detrimental action in reprisal for making the disclosure. It will also ensure natural justice to the person who is the subject of the disclosure.

3 Purpose of these procedures
These procedures establish a system for reporting disclosures of improper conduct or detrimental action by DE&T employees. The system enables such disclosures to be made to one of the protected disclosure officers or the protected disclosure coordinator. Disclosures may be made by employees or by members of the public. These procedures complement DE&T’s established procedures for addressing complaints and are for use only where appropriate. Employees and members of the general public should continue to raise issues in accordance with the consultative and complaint resolution procedures already in place unless the complaint meets the criteria specified in the Act to be considered a protected disclosure.

4 Definitions of key terms
4.1 A protected disclosure
For the purpose of the Act, a protected disclosure is a complaint, report or allegation of improper conduct or detrimental action, concerning matters which come under the Act, and is made in accordance with Part 2 of the Act. A protected disclosure may also be referred to as a public interest disclosure where the disclosure shows or tends to show that the public officer to whom the disclosure relates:
• has engaged, is engaging or intends to engage in improper conduct in his or her capacity as a public officer
• has taken, is taking, or proposes to take, detrimental action in reprisal for the making of the protected disclosure.

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

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

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

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

4.4 Detrimental action
The Act makes it an offence for a person to take detrimental action against a person in reprisal for a protected disclosure. Detrimental action includes:
• action causing injury, loss or damage
• intimidation or harassment
• discrimination, disadvantage or adverse treatment in relation to a person’s employment, career, profession, trade or business, including the taking of disciplinary action.

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

5 The reporting system

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

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

Contact details are provided on page 82.

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

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

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

6 Roles and responsibilities

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

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

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

6.3 Protected disclosure coordinator
The protected disclosure coordinator has a central clearing-house role in the internal reporting system. He or she will:
• receive all disclosures forwarded from the protected disclosure officers
• impartially assess each disclosure to determine whether it is a protected disclosure
• refer all protected disclosures to the Ombudsman
• be responsible for overseeing and coordinating an investigation where an investigator has been appointed
• appoint a welfare manager to support the whistleblower and to protect him or her from any reprisals
• advise the whistleblower of the progress of an investigation into the disclosed matter
• establish and manage a confidential filing system
• collate and publish statistics on disclosures made
• take all necessary steps to ensure the identity of the whistleblower and the identity of the person who is the subject of the disclosure are kept confidential
• liaise with the Secretary of DE&T.

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

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

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

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

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

The circumstances in which a person may disclose information obtained about a protected disclosure include:
- where exercising the functions of the public body under the Act
- when making a report or recommendation under the Act
- when publishing statistics in the annual report of a public body
- in criminal proceedings for certain offences in the Act.

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

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

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

8 Collating and publishing statistics
The protected disclosure coordinator will establish a secure register to record the information required to be published in DE&T’s annual report, and to generally keep account of the status of whistleblower disclosures. The register will be confidential and will not record any information that may identify the whistleblower.

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

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

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

9.1.2 Does the disclosure contain the essential elements of a protected disclosure?
To be a protected disclosure, a disclosure must satisfy the following criteria:
- the disclosure was made by a natural person (that is, an individual person rather than a corporation).
- the disclosure relates to conduct of a public body or public officer acting in their official capacity.
- the alleged conduct is improper conduct or detrimental action taken against a person in reprisal for making a protected disclosure.
- the person making a disclosure has reasonable grounds for believing the alleged conduct has occurred.

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

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

9.2 Is the disclosure a protected disclosure?
Where a disclosure has been assessed as a protected disclosure by the protected disclosure officer and consequently referred to the protected disclosure coordinator, the coordinator will confirm whether the disclosure amounts to a protected disclosure. This
Where the Ombudsman refers a protected disclosure to DE&T for investigation, the protected disclosure coordinator will draw up terms of reference and obtain authorisation for those terms from the Secretary of DE&T. The terms of reference will set a date by which the investigation report is to be concluded, and will describe the resources available to the investigator to complete the investigation within the time set. The protected disclosure coordinator may approve, if reasonable, an extension of time requested by the investigator. The terms of reference will require the investigator to make regular reports to the protected disclosure coordinator who, in turn, is to keep the Ombudsman informed of general progress.

10.3 Investigation plan
The investigator will prepare an investigation plan for approval by the protected disclosure coordinator. The plan will list the issues to be substantiated and describe the avenue of inquiry. It will address the following issues:
• What is being alleged?
• What are the possible findings or offences?
• What are the facts in issue?
• How is the inquiry to be conducted?
• What resources are required?

At the commencement of the investigation, the whistleblower should be:
• notified by the investigator that he or she has been appointed to conduct the investigation.
• asked to clarify any matters and provide any additional material he or she might have.

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

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

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

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

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

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

10.6 Referral of an investigation to the Ombudsman
The protected disclosure coordinator will make a decision regarding the referral of an investigation to the Ombudsman, where, on the advice of the investigator:
• the investigation is being obstructed by, for example, the non-cooperation of key witnesses
• the investigation has revealed conduct that may constitute a criminal offence.

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

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

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

11 Action taken after an investigation

11.1 Investigator’s final report
At the conclusion of the investigation, the investigator will submit a written report of his or her findings to the protected disclosure coordinator. The report will contain:
• the allegation/s
• an account of all relevant information received and, if the investigator has rejected evidence as being unreliable, the reasons for this opinion being formed
• the conclusions reached and the basis for them
• any recommendations arising from the conclusions.

Where the investigator has found that the conduct disclosed by the whistleblower has occurred, recommendations made by the investigator will include:
• the steps that need to be taken by DE&T to prevent the conduct from continuing or occurring in the future
• any action that should be taken by DE&T to remedy any harm or loss arising from the conduct. This action may include bringing disciplinary proceedings against the person responsible for the conduct, and referring the matter to an appropriate authority for further consideration.

The report will be accompanied by:
• the transcript or other record of any oral evidence taken, including tape recordings
• all documents, statements or other exhibits received by the investigator and accepted as evidence during the course of the investigation.

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

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

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

12.1 Commitment to protecting whistleblowers

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

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

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

- examine the immediate welfare and protection needs of a whistleblower who has made a disclosure and, where the whistleblower is an employee, seek to foster a supportive work environment;
- advise the whistleblower of the legislative and administrative protections available to him or her;
- listen and respond to any concerns of harassment, intimidation or victimisation in reprisal for making a disclosure;
- keep a contemporaneous record of all aspects of the case management of the whistleblower including all contact and follow-up action;
- ensure the expectations of the whistleblower are realistic.

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

12.2 Keeping the whistleblower informed

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

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

12.3 Occurrence of detrimental action

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

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

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

12.4 Whistleblowers implicated in improper conduct

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

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

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

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

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

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

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

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

DE&T will take all reasonable steps to ensure the confidentiality of the person who is the subject of the disclosure during the assessment and investigation process. Where investigations do not substantiate disclosures, the fact that the investigation has been carried out, the results of the investigation, and the identity of the person who is the subject of the disclosure will remain confidential.
The protected disclosure coordinator will ensure the person who is the subject of any disclosure investigated by or on behalf of a public body is:

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

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

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

### 14 Criminal offences

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

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

### 15 Review

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

### Contact details

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

If making disclosures personally or by telephone individuals need to contact the appropriate central or regional DE&T office and request to speak to the protected disclosure officer.
Appendix 6  Index of compliance

The annual report of the VCAA is prepared in accordance with the Financial Management Act 1994 and the Directions of the Minister for Finance. This index facilitates identification of the VCAA compliance with the Directions of the Minister for Finance by listing references to disclosures in this report.

Report of operations

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Acronyms and abbreviations

AIM  Achievement Improvement Monitor
ATSI  Aboriginal and Torres Strait Islander
CAS  Computer Algebra System
CSF  Curriculum and Standards Framework
EFT  Equivalent full-time
EMS  Environmental management systems
ENTER  Equivalent National Tertiary Entrance Rank
FOI  Freedom of Information
GAT  General Achievement Test
ICT  Information and communication technology
LOTE  Languages other than English
MCEETYA  Ministerial Council on Education, Employment, Training and Youth Affairs
OHS  Occupational Health and Safety
VASS  VCE Administrative Software System
VCAA  Victorian Curriculum and Assessment Authority
VCAL  Victorian Certificate of Applied Learning
VCE  Victorian Certificate of Education
VET  Vocational education and training
VIT  Victorian Institute of Teaching
VPS  Victorian Public Service
VQA  Victorian Qualifications Authority
VTAC  Victorian Tertiary Admissions Centre
VTHC  Victorian Trades Hall Council

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