

# ANNUAL REPORT

31 December 2016



**SACE**  
Board of SA

The logo for the SACE Board of SA, consisting of the word 'SACE' in a large, bold, sans-serif font, with 'Board of SA' in a smaller, regular sans-serif font directly below it.

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Friday 31 March 2017

To the Honourable Susan Close MP  
Minister for Education and Child Development

Dear Minister

I am pleased to submit the 2016 Annual Report of the SACE Board of South Australia, in accordance with the *SACE Board of South Australia Act 1983* and the Department of the Premier and Cabinet Circular, PC013 — Annual Reporting Requirements (for 2015/16 Annual Reporting).

This report documents the activities and achievements of the SACE Board of South Australia for the period 1 January 2016 to 31 December 2016.

Yours sincerely



Jane Danvers  
Presiding Member of the Board  
SACE Board of South Australia





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# PRESIDING MEMBER'S STATEMENT

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I have pleasure in submitting the 2016 Annual Report of the SACE Board of South Australia in accordance with s. 20 of the *SACE Board of South Australia Act 1983*. The report records the activities of the Board for the year ended 31 December 2016.

I would like to acknowledge and thank Dr Neil McGoran, Chief Executive of the SACE Board, for his leadership during 2016, and for his strong commitment to young people's education in South Australia through his work with the Board.

I would also like to thank my fellow Board members, who have shown their commitment to the education of young people through their assiduous work as Board members and their commitment to the values underpinning the SACE.

These values — which are centred on the development of young people into engaged, aware, responsible, and knowledgeable members of society who are able to contribute to the best of their abilities — define what I see as the critical business of education and education communities. Those of us who work in a school community understand implicitly the critical importance of enabling every young person — no matter their background, abilities, or aspirations — to fully realise their potential.

As educators, it is vital that we acknowledge and embrace opportunities to help young people realise how important education will be to their future lives. I am keenly aware that educational opportunity is not always fairly or equitably distributed among our schools and regions, and I am therefore even more firmly committed to the legislative principles enshrined in the SACE Board's enacting legislation, which state that *all* young people should be encouraged to obtain a formal education qualification that helps them to live and participate successfully in the world as it constantly changes.

These principles also recognise that young people require a range of skills and knowledge, including literacy and numeracy skills, and that they acquire these skills, values, and knowledge through a range of learning experiences, including those offered in schools, workplaces, and training and community organisations.

One of the many reasons that I am immensely proud of the SACE, and of my work with the

SACE Board, is that the SACE is built on the principle that education is a multifaceted phenomenon in which the *way* each individual learns and acquires skills, and the *context* in which knowledge can be acquired, varies among individuals. The principle upon which the 'new' SACE was built — success for all — is not meant to infer a qualification that is easily acquired or lacks academic rigour, but, rather, that every young person should be given the opportunity to complete a senior secondary qualification that will open up future pathways to a fulfilling and successful life.

As Presiding Member I take the responsibility to fulfil these legislative imperatives seriously. I am thus extremely gratified that the SACE Board will be embarking on a major program of operational reform that will lead the qualification into a future characterised by challenge and change.

The transformation of the SACE Board's operational procedures — including the introduction of online processes to replace outmoded, time-consuming, and costly paper-based processes — will fundamentally change every aspect of how the SACE Board works and operates. While this represents a significant challenge, I am confident that the SACE Board will meet this challenge to ensure a qualification that is fit for the information age.

To this end the SACE Board has developed the Strategic Plan 2016–2020, which sets out the Board's key strategic priorities, upon which its transformational work will be based.

Over the next 4 years the Board will introduce online moderation, marking, and submission of student assessments, and onscreen examinations. I believe this is the most exciting program of activity undertaken by the Board since it implemented the reforms to the SACE in 2011, and that it will have equally significant and long-reaching ramifications for students and for educational communities.

The Board is also providing oversight of a major review of the way in which the SACE is perceived and how the SACE Board communicates its key messages about the SACE. Although I am firmly committed to the SACE and to the principles underpinning the SACE, I recognise that I am in a privileged position of awareness about what the

qualification stands for and what it can do for young people's self-esteem and their future opportunities. I realise that not everyone has such a perspective and that, in an increasingly competitive global economy, competition from other senior secondary qualifications is fierce.

This is especially true for the growing demand for a portable, internationally recognised qualification from students eager to gain access to leading universities worldwide, or work in a world that is constantly growing smaller in terms of where and how work is done.

In fact, encouraging young people to focus on education is an important way to drive social and economic prosperity, and increasingly governments are recognising that attracting international students to study at their schools leads to other benefits that may be long-term: for example, when students come and study at a South Australian school, their families will visit, and in some instances they will choose to stay.

The South Australian Government has recognised the economic and social benefits of education and has thus instituted a number of trade missions to China, India, and Indonesia. In 2016 I was privileged to accompany the Minister for Education and Child Development, the Hon. Susan Close MP, along with the Chief Executive of the SACE Board, to China to see a number of schools that have signed memoranda of agreement with the SACE Board for the delivery of the SACE. I was impressed with the knowledge of, and enthusiasm for, the SACE shown by the educators I met and also by their commitment to education as a powerful transformational tool.

In 2017 the SACE Board will continue to grow its links with schools in China and Vietnam, and looks forward to welcoming new providers of the SACE International, as it is referred to, in 2017 and beyond.

In looking back over 2016, a number of highlights stand out:

- As in preceding years, the number of students who successfully complete the SACE has increased. This represents a vindication of the core principle of equity of opportunity and access, which is a hallmark of the SACE. Of particular significance, I believe, is the fact that in 2011, 144 Aboriginal students successfully completed the SACE. In 2016 this number has increased to 322 — providing these young people with doorways to career and study pathways that will enrich their lives.

- The annual Research Project Student Expo, which highlights the innovation and academic excellence achieved by students in this subject. The Research Project has met with criticism in the past from those who view it as subtracting from students' learning opportunities; however, I suggest that a subject that not only encourages but *requires* original and creative thinking, organisational skills, and disciplined research and evaluation capabilities not only increases students' learning opportunities but is vital to their ability to face the challenges of living and working in the twenty-first century.
- The work of the Institute of Educational Assessors (IEA), which has continued to provide high-quality professional learning in assessment pedagogy for teachers and educators. When the IEA was first mooted, the Board accepted the undeniable value of such an idea, but wondered if schools would take up the learning offered by the Institute. Schools have taken up this learning, and it has been enormously satisfying to witness the benefits fostered by the IEA through its recognition that assessment expertise contributes significantly to student success and successful student learning. In 2016 the inaugural IEA Conference was held, with international and national speakers addressing a capacity gathering of educators from around Australia.
- The expansion of the SACE International program. As I have already stated, the take-up of the SACE by overseas institutions is testament to its quality and international recognition. I have no doubt that the SACE is well regarded as one of the best senior secondary qualifications in the world, providing over 40 000 young people since 1982 with a passport to a confident and fulfilling future.

This is a very exciting time for the SACE Board, as it welcomes 2017 with its attendant promise of new challenges, opportunities, and achievements.

I look forward to continuing to strive for excellence in all that we undertake, as we assist all young people to successfully achieve their goals and realise their aspirations and dreams.



Jane Danvers  
Presiding Member



# CHIEF EXECUTIVE'S STATEMENT

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The transformations that have taken place at the SACE Board in 2016 remind me of the major structural reform of the SACE that was implemented in 2011.

With the introduction of the 'new' SACE in 2011, the SACE Board embraced a vision for young people's education that takes account of the significant social, cultural, and economic changes influencing young people's educational and career pathways.

This vision is reflected in the SACE Board's core values, which posit 'success for all' at the heart of educational opportunity, and high-quality curriculum and assessment as the underpinning for the integrity of the world-class qualification that is the SACE.

Now, more than ever, young people need to gain an educational qualification that prepares them for effective and rewarding participation in society, and which provides them with the attributes of flexibility, adaptability, ethical awareness, social understanding, and insight. They also need the 'currency' of skills and knowledge that will take them to the jobs and workplaces of the future, many of which could not have been contemplated even 5 years ago.

In reflecting on what has been achieved in the past 12 months, I am once again reminded of the SACE Board's commitment to these core values of enhancing opportunity through education, of helping every young person realise their potential by developing their skills, abilities, and knowledge.

I would like to highlight the SACE Board's focus, in 2016, on renewing every SACE Board-accredited subject to better reflect these skills and abilities that will enable young people to become global citizens and active participants in their own lifelong education and learning.

The work to revisit and renew these subjects is challenging — there are more than 60 accredited subjects available to students — however, the SACE Board is committed to ensuring that the subject content and curriculum requirements reflect the types of learning and skills that anticipate the future rather than react to it. To this end, each subject will have at its core a focus on the Australian Curriculum capabilities:

- literacy
- numeracy
- information and communication technology capability

- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In addition, the SACE Board is committed to ensuring that innovation, engagement with quality learning and assessment, and operational manageability underpin the subjects in order to facilitate their implementation and delivery in the most constructive way for schools and school communities.

As I indicated at the outset, 2016 has been a year of transformation at the SACE Board. Cognisant of the selfsame values that posit young people's educational success on their capacity for twenty-first century learning and skills, the SACE Board has undertaken a significant program of reform to its operations that will see outdated and resource-intensive processes replaced with online processes.

Such transformational work comes at a cost, and the SACE Board was successful in 2016 in securing \$10.6m in state government funding to carry out this work over the 5-year period 2016–2020.

This will allow the SACE Board to replace its outdated paper-based processes with online processes. The SACE Board recognises the critical anachronism that sees young people use technology in every aspect of their lives except in the submission of their assessments and examinations. I am aware that this represents a fundamental disconnect between how young people live and operate in the world and what we expect of them in their learning and skills development in schools.

As such, over the next 5 years the SACE Board will fundamentally change its operational procedures by introducing a range of initiatives, including:

- the submission of all student assessment materials online, rather than through the current manual collection process
- the moderation and some marking of student assessment materials and examinations online; markers and moderators will be able to undertake this work from any location, at any time
- the introduction of onscreen examinations; the first of these will be available in 2018 in English Literary Studies

- the provision of professional learning for teachers and educators through online forums and workshops. To date, only 20% of teachers are able to access the physical workshops and professional learning forums offered by the SACE Board. An online learning management system will provide universal access to professional development for teachers and school communities.

These developments represent an exciting and challenging time ahead for the SACE Board; work of significant scope and complexity is required to bring these major reforms to fruition.

Once again I am gratified by the level of support and collegiate professionalism shown by our stakeholders in supporting the work of the SACE Board and working in partnership with the SACE Board towards common goals.

These partnerships are a key strength of the educational collaboration that is a hallmark of the SACE Board's approach to working with educational communities.

In 2016 the SACE Board continued to emphasise as the foundation for quality outcomes for students its strong partnerships with the Catholic, government, and Independent school sectors, and the Minister. Similarly, the SACE Board continued to direct effort towards ensuring that communication and engagement with parents, students, and school communities was a fundamental pillar of its policy development. The SACE Board's key stakeholder groups — parents associations, unions, principals and school leaders, higher education, employers and business — continued to provide a useful, fruitful, and mutually informative mechanism for engagement between the SACE Board and its stakeholders, all of whom share, with the SACE Board, a fundamental concern for and interest in the educational needs and requirements of young people.

The SACE Board also has strong relationships with its offshore partners: the schools and colleges that deliver the SACE under the banner of SACE International. Delivered in Malaysia since 1982 and in China since 2005, the SACE International has opened up pathways to prestigious universities worldwide for many thousands of students. It is testament to the high regard in which the SACE is held that interest in delivering the SACE International has increased significantly in the past 3 years, with up to 10 new potential providers of the SACE International, including in Vietnam and India, expressing interest in signing memoranda of agreement with the SACE Board.

This represents a further challenge for the SACE Board to respond to the specific needs of

international students who want a qualification that is defined by its portability, integrity, quality, rigour, and international recognition. In response, from 2018 the SACE Board will introduce an alternative assessment cycle for the offshore schools, to enable students to more easily transition from a local program into the SACE International, and ultimately to any university in Australia or worldwide.

At the same time, the SACE Board is exploring ways of broadening and diversifying the nature of the SACE International program, to incorporate additional learning opportunities such as vocational education and training. The SACE Board is also working with schools in China that want to deliver both Stage 1 and Stage 2 of the SACE — thus far, schools that offer the SACE International deliver Stage 2 only on the basis that students receive recognition for Stage 1 based on completion of equivalent studies in their home country. The SACE Board is also working with schools in South Australia who wish to partner with an offshore school to facilitate student exchanges. Increasingly, students in China wish to complete Stage 1 of the SACE in their home school, and then complete Stage 2 at a South Australian school — further reinforcing the reputation of the SACE as a highly respected and internationally recognised senior secondary qualification.

I am immensely proud of the results achieved by students in the SACE in 2016:

- 15 107 students completed the SACE — 439 more than in 2015. Of these, 4023 students were from regional areas — up by 190 from 2015
- 322 Aboriginal students completed the SACE — up by 27
- 228 students completed the SACE with at least one modified subject — an increase of 9
- 42.3% of students included vocational education and training (VET) in their SACE — up from 40.8% in 2015.

These numbers tell a story — but only part of the story that comprises a young person's educational journey. Successfully completing the SACE is one of the ways in which a young person can anticipate an exciting and fulfilling future.



Neil McGoran  
Chief Executive

# THE SACE BOARD OF SOUTH AUSTRALIA

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The SACE Board of South Australia is an independent statutory authority that reports to parliament through the Minister for Education and Child Development. It extends its services to all schools in South Australia that offer Stage 1 and Stage 2 studies for the South Australian Certificate of Education (SACE). The SACE Board services schools that are part of the South Australian Department for Education and Child Development as well as non-government schools, including those linked with Catholic Education South Australia and the Association of Independent Schools of SA. Through negotiated arrangements, the Board offers its subjects and assessment services to schools in the Northern Territory that deliver the Northern Territory Certificate of Education and Training and to a number of centres in Malaysia and China that deliver the SACE International program.

The legislation establishing the SACE Board of South Australia is the *SACE Board of South Australia Act 1983*, which sets out the following functions of the Board:

15 (1) The Board has the following functions:

- (a) to establish a qualification (to be called the *South Australian Certificate of Education* or *SACE*) to be awarded by the Board after taking into account any requirements prescribed by the regulations;
- (b) to determine the requirements for the achievement of the SACE;
- (c) to commission the development and review of courses and subjects;
- (d) to accredit subjects and courses (whether prepared at the direction of the Board or submitted to it by a school, institution or other authority or organisation) that will be recognised by the Board as being suitable for the purposes of the SACE;
- (e) to approve learning frameworks in order to provide the structures within which subjects and courses may be developed;
- (f) to assess, in such manner and to such extent as the Board thinks fit, achievements in or satisfactory completion of subjects, courses or other requirements determined by the Board for the purposes of the SACE;
- (g) to recognise, in such manner and to such extent as the Board thinks fit—
  - (i) assessments of students made by schools, institutions or other authorities or organisations;
  - (ii) the achievements of a student in or towards completion of any activities or requirements recognised by the Board for the purposes of the SACE;
- (h) to assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE;
- (i) to prepare and maintain records of assessments or achievements made or recognised by the Board and to provide, on request, a copy or extract of those records to a student or former student or to such other person as the student or former student may direct;
- (j) to certify the successful completion by a student of any studies or other activities that contribute to qualifying for the SACE and, if or when the SACE has been achieved, to award the SACE;
- (k) to prepare and publish—
  - (i) information on the requirements determined by the Board under paragraph (b); and
  - (ii) guidelines relating to the operation of paragraph (c); and
  - (iii) criteria to apply in connection with the accreditation of subjects or courses under paragraph (d) or the approval of learning frameworks under paragraph (e); and
  - (iv) information on the assessment processes established under paragraph (f); and
  - (v) advice on the assessments and achievements that will be recognised for the purposes of paragraph (g); and
  - (vi) information on the quality assurance processes established under paragraph (h); and
  - (vii) information on the method for gaining access to records under paragraph (i) and notifying achievements under paragraph (j);
- (l) to undertake or commission research related to any matter for which the Board is responsible and to publish the results or such research as the Board thinks fit;
- (m) to the extent determined by the Minister or the Board, to collect, record and collate information that is directly related to the participation (or non-participation) of children of compulsory education age in secondary education, or training or development programs or opportunities, and, in relation to any such information—

- (i) to provide the information to the Minister, or other authorities or organisations determined by the Minister; and
- (ii) to publish the information in such other manner as the Board thinks fit;
- (n) to keep under review the operation of this Act and the policies and processes of the Board;
- (o) to perform other functions assigned to the Board under this or any other Act.

## The Board

The Board consists of 11 members nominated by the Minister and appointed by the Governor of South Australia, and the Chief Executive (ex officio). Membership of the Board is by call for expression of interest, and as per the SACE Board of South Australia Act, Board membership comprises persons who:

- (a) together provide a broad range of backgrounds that are relevant to the activities and interests of the Board; and
- (b) together have the abilities, knowledge and experience necessary to enable the Board to carry out its functions effectively.

The present Board includes six members whose 3-year term will conclude on 30 June 2018, and five members whose 3-year term will conclude on 30 June 2019. There are currently no Deputy Board members appointed to the Board.

The Board members are listed in the table below and introduced in detail in Appendix A.

### Members of the SACE Board of South Australia as at 31 December 2016

Presiding Member	Ms J.E. Danvers
Deputy Presiding Member	Mr R.J. Debelle
Chief Executive	Dr N.A. McGoran
Members	Mrs C. Bauer Ms M.I. Guppy Mr K.F. Hebenstreit Mr A. Lunniss Mr P.R. McKay Ms H.F. O'Brien Ms P.M. Ronan Mr P. Vaughan Professor M.S. Westwell

In 2016 the Board met eight times, including a Strategic Planning day, from February through to November. The Board also conducted two online out-of-session meetings in March and November.

Board meetings are not open to the public; however, bona fide observers may be admitted to all or part of the Board's proceedings upon prior request to the Presiding Member of the Board. Requests should be made through the Secretary to the Board.

## Standing Committees

Two standing committees assist the Board in carrying out its functions:

- The Accreditation, Recognition, and Certification Committee advises and assures the Board on the SACE Board of South Australia's policies and procedures for fulfilling its legislative, governance, and organisational responsibilities for the accreditation of SACE subjects, the recognition of other learning, and the determination of the requirements for achieving the SACE.
- The Planning, Finance, and Performance Committee advises and assures the Board on the SACE Board of South Australia's policies and procedures for fulfilling its legislative, governance, and organisational responsibilities for strategic planning, resource use, organisational quality, and performance.

The Presiding Member, the Deputy Presiding Member, the Chief Executive, and the Chairs of each standing committee usually meet once a month to set the agenda for Board meetings.

## Members of the Standing Committees as at 31 December 2016

Member	Observer
<b>ACCREDITATION, RECOGNITION, AND CERTIFICATION COMMITTEE</b>	
Ms P.M. Ronan (Chair)	Dr N.A. McGoran (Chief Executive)
Mr K. Clayton	Ms J.K. Raymond (Executive Manager, Curriculum and Assessment)
Professor S. Dobson	Ms K. Cooper (Manager, Learning and Assessment Design)
Mrs S.G. Duong	Ms C. Schultz (Manager, Moderation and Standards)
Ms B. Harris	
Dr M. Kohler	
Dr L.M. MacLeod	
Mrs K.A. McGuigan	
Professor S.M. Pyke	
<b>PLANNING, FINANCE, AND PERFORMANCE COMMITTEE</b>	
Mr K.F. Hebenstreit (Chair)	Dr N.A. McGoran (Chief Executive)
Mr P. Daw	Ms S. Maio (Manager, HR and Corporate Services)
Mr M.R. Leahy	Mr W.P. Abbott (Quality Coordinator)
Mr P.R. Prest	Mr A. Herman (Chief Finance Officer)

## Other Board Committees

The Board has also established other groups that provide it with advice and help it to fulfil its legislative responsibilities. In most instances these groups are established with a specific focus that the Board has determined requires further investigation or research, but which it does not have the capacity itself to undertake within its regular meeting times.

The Innovation Development Advisory Group is a future-focused working group of the Board that provides recommendations and advice to the Board on potential innovations for the SACE. The group analyses the risks and benefits associated with potential innovations and new technologies for the SACE, and prioritises the potential projects in line with the strategic priorities of the Board. The group has a membership of Board members and SACE staff.

In 2016 the Innovation Development Advisory Group focused on innovation in curriculum renewal.

The Institute of Educational Assessors (IEA) was established as an outcome of the SACE Board's response to the SACE First Year Evaluation. The IEA supports educators to develop their expertise in education assessment.

## The Office of the SACE Board

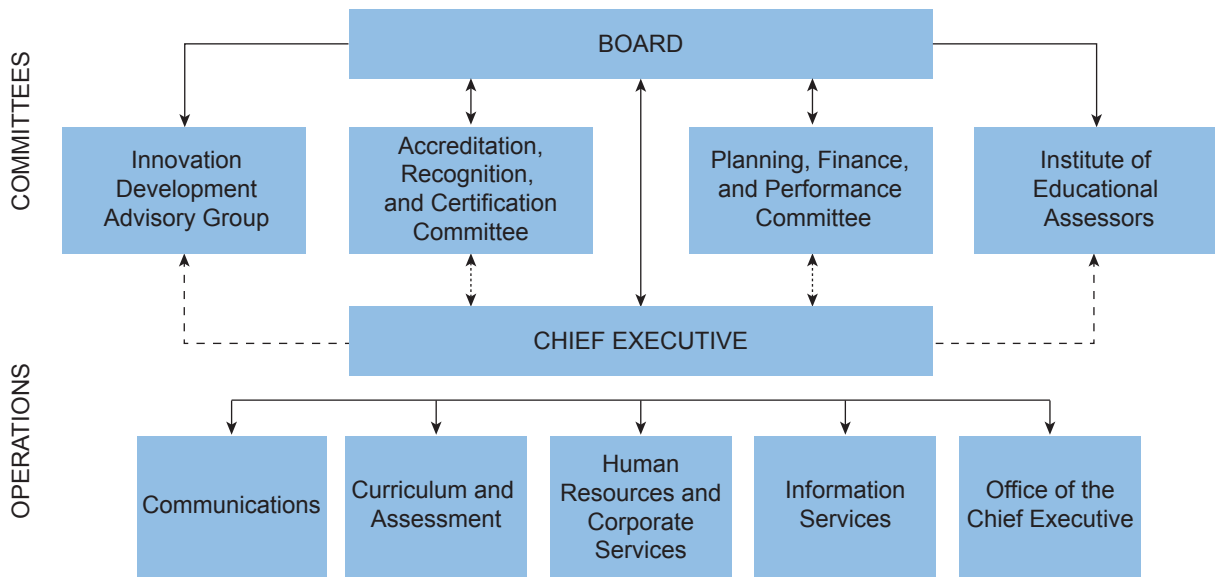
The Office of the SACE Board is the organisational arm of the Board. The role of the Office is to carry out the functions of the Board

as set down in the legislation and to implement the Board's decisions.

The Office of the SACE Board consists of the following groups:

- Communications, which delivers strategic communications, marketing, and publishing functions
- Curriculum and Assessment, which provides services associated with the accreditation and certification of SACE subjects and recognition of courses and services that assure the quality of school and external assessment practices, and provides subject-based support to teachers and schools
- Human Resources and Corporate Services, which provides strategic and operational human resource management, financial management, administration, and other corporate services
- Information Services, which develops and maintains appropriate information technology resources, collects and manages data in relation to the participation and performance of students in the SACE, and manages student registration, subject enrolment, and the accurate processing of results data
- Office of the Chief Executive, which provides support in strategic engagement with key partners, supports the operation of the Board and its standing committees, and promotes organisational improvement.

### Operational and Committee Structure of the SACE Board of South Australia



# STRATEGIC PLAN 2016–2020

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The 'SACE Board Strategic Plan 2016–2020' outlines the SACE Board of South Australia's strategic priorities for the South Australian Certificate of Education (SACE) over the 5 years from 2016 to 2020.

The Strategic Plan aligns with South Australia's Strategic Plan, in particular the following targets:

**Target 6 Aboriginal wellbeing:** Improve the overall wellbeing of Aboriginal South Australians.

**Target 54 Learning or earning:** Increase the proportion of 15–24 year olds engaged full-time in school, post-school education, training or employment (or combination thereof) to 85% by 2020.

**Target 88 Science and maths:** By 2020, increase by 15% the number of students receiving an Australian Tertiary Admissions Rank or equivalent in at least one of the following subjects: mathematics, physics or chemistry.

**Target 89 SACE or equivalent:** Increase yearly the proportion of 15–19 year olds who achieve the SACE or comparable senior secondary qualification.

The SACE Board will ensure that the SACE contributes to these targets by enabling students to:

- develop the capabilities they need to participate successfully in a changing world
- engage in challenging learning experiences, in line with their goals and abilities
- build their knowledge, skills, and understanding in a variety of situations, including schools, workplaces, and training and community organisations
- gain credit for their learning achievements against performance standards.

The SACE Board has adopted South Australia's approach to public sector management, and is committed to creating public value for the economy of South Australia.

## Our Vision

Student success through the SACE

## Our Mission

Provide a locally and internationally respected SACE that gives all students the capabilities to move successfully into further learning and work as confident and responsible citizens

## Our Values

### Excellence

We deliver quality, innovative, and future-focused curriculum and assessment.

### Equity

We provide high levels of equity and high educational standards.

### Innovation

We embrace change and seek out opportunities at the local, national, and global levels.

### Collaboration

We build strong and effective relationships with our partners and the broader community.

### Integrity

We uphold the highest ethical standards.

### Respect

We honour the views, customs, and cultures of all individuals and communities.

## **Our Strategic Priorities**

The Strategic Plan contains seven strategic priorities underpinned by three Key Objectives:

1. Increase the number of students completing the SACE
2. Support quality curriculum, teaching, learning, and assessment
3. Secure financial sustainability for the SACE Board, and economic benefit for the state.

The strategic priorities are:

### **Electronic Assessment**

Introduce online submission of student work, marking, and moderation, and onscreen examinations.

### **Results Delivery**

Continue to ensure the accurate and timely delivery of SACE results.

### **SACE International**

Strengthen the international profile of the SACE, to enhance its reputation and contribute to South Australia's economy.

### **Institute of Educational Assessors**

Contribute to a high-quality teaching workforce through the Institute of Educational Assessors.

## **Subject Renewal**

Renew SACE subjects to ensure that they prepare young people for work, life, and further learning.

## **SACE Reputation**

Communicate with stakeholders and the community about the SACE as a world-class qualification.

## **Sustainability**

Strengthen the SACE Board's financial position to ensure sustainability and build capacity for innovation.

These priorities provide a foundation for monitoring and evaluating how the Board achieves its core business.

The Board will seek regular feedback on its performance against the Strategic Plan and will use the results to improve its approaches, policies, and procedures.



# CURRICULUM, ASSESSMENT, AND STANDARDS

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In 2016 students were able to access a large range of Board-accredited subjects and Board-recognised courses as part of their South Australian Certificate of Education (SACE).

## SACE Curriculum

### SACE Policy Framework

The curriculum, assessment, and standards of the SACE are defined in the SACE Policy Framework. This framework has three key policies:

- SACE Accreditation, Recognition, and Certification Policy
- SACE Learning and Assessment Design Policy
- SACE Assuring Assessment Integrity Policy.

These central policies are supported by topic-specific policies, guidelines, and procedures, which are published online to obtain maximum reach of students, parents, teachers, and the community.

### Subject renewal policy

In 2016 the SACE Board approved the Subject Renewal Policy for use from 1 January 2017. The policy supports the renewal of SACE subjects that represent world's best practice, and promotes the SACE qualities.

### Special Provisions in Curriculum and Assessment Policy

In 2016 the SACE Board continued to review and discuss the policy principles and procedures to ensure consistency with the *Disability Discrimination Act 1992*, and the *Disability Standards for Education 2005* and the recommendation from its 2015 review.

Consequently amendments were made to the policy and procedures during 2016 for implementation in 2017.

### The SACE Capabilities

A design feature of the SACE is that it incorporates capabilities — that is, an integrated and interconnected set of knowledge, skills, and understandings that students develop and use through their learning in SACE subjects.

Through its subjects, the SACE Board fosters the development of a common set of capabilities to ensure that all students, whatever their learning pathways, are able to develop and demonstrate the knowledge, skills, and understandings for success in the SACE and beyond.

After reviewing the first set of five capabilities — communication, learning, citizenship, personal development, and work — that were used as part of the curriculum and assessment design of the SACE, the SACE Board approved the following seven capabilities to be integrated progressively within the SACE curriculum and assessment:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

These capabilities, which articulate with the capabilities that underpin the Australian Curriculum, were integrated into the following subjects:

- Agriculture (Stage 1)
- Agricultural Production (Stage 2)
- Agricultural Systems (Stage 2)
- Ancient Studies (Stage 1 and Stage 2)
- Biology (Stage 1 and Stage 2)
- Chemistry (Stage 1 and Stage 2)
- Earth and Environmental Science (Stage 1 and Stage 2)
- Geography (Stage 1 and Stage 2)
- Modern History (Stage 1 and Stage 2)
- Physics (Stage 1 and Stage 2)

These subjects will be taught for the first time at Stage 1 in 2017, and at Stage 2 in 2018.

The capabilities were also integrated into the reaccredited Digital Technologies subject outline, which will be taught for the first time at Stage 1 in 2018, and at Stage 2 in 2019.

## Board-accredited Subjects

Board-accredited subjects are grouped into the following learning areas:

- Arts
- Business, Enterprise, and Technology
- Cross-disciplinary
- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages
- Mathematics
- Sciences.

The curriculum and assessment requirements for each subject in these learning areas are described in subject outlines. More than 60 subject outlines provide the basis for the development of teaching and learning programs in various subjects. In addition to this, the SACE Board provides subject outlines for over 40 languages.

## The Compulsory Subjects of the SACE — Personal Learning Plan

The Stage 1 Personal Learning Plan is a 10-credit (single-semester) subject designed to help students make informed decisions about their personal development, education, and training. The program of learning provides students with time to work with their teachers and other experts to develop knowledge and skills in planning for their SACE and their future beyond school.

Students must achieve a C grade or better in the Personal Learning Plan to be eligible to achieve the SACE. Of the 18 655 students who enrolled in the Stage 1 Personal Learning Plan in 2016, 18 232 (97.7%) achieved a C grade or better.

The Personal Learning Plan: Modified enables eligible students to meet the requirements of the SACE. Of the 240 students who enrolled in the Personal Learning Plan: Modified in 2016, 237 achieved a result of 'completed'.

## The Compulsory Subjects of the SACE — Research Project

The Stage 2 Research Project is a 10-credit (single-semester) subject designed to build on and extend students' academic knowledge and skills by providing students with the opportunity to investigate, problem-solve, and evaluate a topic of interest. It builds skills for tertiary study, the workplace, and life generally.

Students must achieve a C– grade or better in the Research Project to be eligible to achieve the SACE.

In 2016, 16 723 South Australian students studied the Stage 2 Research Project; 16 593 (99.2%) of these students completed the subject by achieving a grade of C– or better. Of these students, 1697 studied Research Project A and 15 026 studied Research Project B.

In 2016, 224 students studied the Stage 2 Research Project: Modified; 220 of these students achieved a result of 'completed'.

## Integration of Australian Curriculum into SACE subjects

By August 2013, ministers of education had endorsed 15 senior secondary Australian Curriculum courses as the agreed and common base for development of state and territory senior secondary Australian Curriculum subjects.

The integration of Australian Curriculum content into the 15 SACE subjects, and implementation of the new subjects, is taking place in two phases between 2014 and 2018:

- Phase one: English and mathematics subjects
- Phase two: history and science subjects, and Geography.

## Consultation and Accreditation

Following the consultation and accreditation process for the phase one subjects, in 2016 the SACE Board completed the consultation and accreditation process for the four science subjects, Ancient Studies, Modern History, and Geography.

Subject outlines for the following subjects were available online for consultation between 15 February 2016 and 31 March 2016:

- Ancient Studies (Stage 1 and Stage 2)
- Biology (Stage 1 and Stage 2)
- Chemistry (Stage 1 and Stage 2)
- Earth and Environmental Science (Stage 1 and Stage 2)
- Geography (Stage 1 and Stage 2)
- Modern History (Stage 1 and Stage 2)
- Physics (Stage 1 and Stage 2).

The following tables show the number of responses received for the four science subjects, the two history subjects, and Geography. Totals include responses submitted by individuals and groups.

### Number of Responses: Science Subjects

	Stage 1	Stage 2
Biology	21	30
Chemistry	24	21
Earth and Environmental Science	4	4
Physics	27	27

### Number of Responses: History Subjects

	Stage 1	Stage 2
Ancient Studies	14	12
Modern History	19	26

### Number of Responses: Geography

	Stage 1	Stage 2
Geography	13	14

As part of the consultation process, the draft subject outlines were also presented and discussed at the SACE leaders' forums in March 2016.

### Phase One — Stage 2 Implementation Workshops

Thirty-one Stage 2 English implementation workshops, attended by approximately 729 teachers, and 38 mathematics implementation workshops, attended by 786 teachers, were held between 16 May and 5 July 2016 to support the teaching of the newly accredited subject outlines. The 3-hour workshops provided teachers with:

- the assessment requirements of each subject
- information on what is new in task design
- an overview of the learning and assessment plan approval process
- options and pathways presented by the new subjects.

Workshop materials, pre-approved learning and assessment plans, exemplar tasks, and teaching and learning programs were available online in Term 3. The published subject outlines were available online in Term 4.

### Phase Two — Stage 1 Implementation Workshops

Thirty-three science implementation workshops, including three dedicated to the renewed

Agriculture subjects, attended by approximately 681 teachers, five Geography implementation workshops, attended by 55 teachers, five Modern History implementation workshops, attended by 90 teachers, and three Ancient Studies implementation workshops, attended by 40 teachers, were held between 1 August and 28 September 2016 to support the teaching of the newly accredited subject outlines. The 3-hour workshops provided teachers with:

- the assessment requirements of each subject
- information on what is new in task design
- an overview of the learning and assessment plan approval process
- options and pathways presented by the new subjects.

Workshop materials, pre-approved learning and assessment plans, exemplar tasks, and teaching and learning programs were available online in Term 3. The published subject outlines were available online in Term 4.

Stage 2 implementation workshops for the four science subjects, two history subjects, and Geography will be offered in Term 2 of 2017.

### Collaborative Curriculum and Assessment Framework for Languages

The SACE Board continued its commitment to the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), a national languages sharing arrangement under the auspices of the Australasian Curriculum, Assessment and Certification Authorities (ACACA). The hosting of examination setting, vetting, and marking under this arrangement is shared between New South Wales, South Australia, and Victoria. The Board of Studies, Teaching and Educational Standards NSW (BOSTES) hosted the CCAFL Languages Conference on 10 and 11 March 2016, on behalf of the participating ACACA authorities. The SACE Board continues to provide strong leadership to this significant and practical example of national collaboration in curriculum and assessment.

SACE officers and their interstate counterparts participated in one face-to-face conference and a number of teleconferences throughout the year. The focus of the teleconferences was on data exchange, analysis of the design of reading and responding assessments, and CCAFL sharing arrangements.

In 2016 a total of 1270 students studied a language, of whom 120 were based in the Northern Territory.

Of the students across Australia who studied a language supported by CCAFL, 155 were in South Australia. A further 117 students in South Australia participated in languages through interstate arrangements.

In 2016, 27 nationally assessed languages were offered under the CCAFL arrangements. In addition, 13 locally assessed languages (including Australian Languages) and 13 interstate assessed languages (including beginners level languages) were available at Stage 2.

## Changes to SACE Subjects

Stage 1 and Stage 2 subject outlines are reviewed and updated for annual publication. The reviewed subject outlines for 2017 were published on the SACE website at the start of Term 4 of 2016.

Each year the SACE Board undertakes consultation through curriculum leaders groups to ascertain whether or not changes to the curriculum and/or assessment requirements in a subject are warranted.

In 2016 the Board approved editorial changes to the following subject outlines:

- Australian Languages (Stage 1 and Stage 2)
- Australian and International Politics (Stage 2)
- Community Studies B (Stage 2)
- Creative Arts (Stage 2)
- English (Stage 1)
- Essential English (Stage 1)
- General Mathematics (Stage 1)
- Geology (Stage 2)
- Malay (background speakers) (Stage 2)
- Mathematics (Stage 1)
- Musicianship (Stage 2)
- Research Project A (Stage 2)
- Research Project B (Stage 2)
- Tourism (Stage 1 and Stage 2).

The SACE Board currently offers Korean at background speakers level through its interstate borrowing arrangement with the Victorian Curriculum and Assessment Authority.

Stage 1 Korean at beginners level was offered by the SACE Board for the first time in 2016, through its interstate borrowing arrangements with the Board of Studies, Teaching and Educational Standards NSW (BOSTES).

In 2016 the SACE Board approved the introduction of Korean at continuers level, to

be offered at Stage 1 in 2017, and at Stage 2 in 2018, through its interstate borrowing arrangement with the Board of Studies, Teaching and Educational Standards NSW (BOSTES). Stage 2 Korean at beginners level will also be offered for the first time in 2017.

Persian at background speakers level was offered at Stage 1 for the last time in 2016, and will be offered at Stage 2 for the last time in 2017. Persian at continuers level will be offered at Stage 1 for the first time in 2017, and at Stage 2 for the first time in 2018.

In 2016 four science subjects, two history subjects, and Geography were also revised and reaccredited. The senior secondary Australian Curriculum content and the seven SACE capabilities are integrated into the reaccredited versions.

The Information Technology subject outline was also revised and reaccredited as Digital Technologies for teaching at Stage 1 in 2018 and at Stage 2 in 2019. The Digital Technologies subject outline incorporates the seven SACE capabilities.

## Subject Renewal

The SACE Board regularly renews its accredited subjects, according to an accreditation schedule, to ensure that students have access to a relevant, contemporary, quality senior secondary education.

In 2016 the SACE Board accredited the following subjects:

- Agriculture (Stage 1)
- Agricultural Production (Stage 2)
- Agricultural Systems (Stage 2)
- Digital Technologies (Stage 1 and Stage 2).

The SACE Board established subject reference groups, comprising curriculum and assessment leaders in the relevant subject areas, to contribute to the drafting of the curriculum and assessment requirements for the subjects.

### *Agriculture*

The post-consultation reference group for Agriculture met on 24 May 2016. The Agriculture subject outline was made available for consultation between 21 March and 29 April 2016. The number of responses received for the Agriculture online consultation is shown in the following table (totals include responses submitted by individuals and groups):

### Number of Responses: Agriculture Subjects

	Stage 1	Stage 2
Agriculture	13	N/A
Agricultural Production	N/A	11
Agricultural Systems	N/A	9

The Agriculture subject outline was accredited by the Board in June 2016. Stage 1 Agriculture will be taught for the first time in 2017, Stage 2 Agricultural Production will be taught for the first time in 2018, and Stage 2 Agricultural Systems will be taught for the first time in 2019. Stage 1 Agriculture implementation workshops were offered with the renewed Biology, Chemistry, Earth and Environmental Science, and Physics workshops in Term 3 of 2016. Stage 2 Agricultural Production and Stage 2 Agricultural Systems implementation workshops will be offered in Term 2 of 2017.

### Digital Technologies

The Digital Technologies reference group met three times in 2016: 26 May, 30 August, and post-consultation on 27 October. The Digital Technologies subject outline was available for consultation between 31 August and 10 October 2016. The number of responses received for the Digital Technologies online consultation is shown in the following table (totals include responses submitted by individuals and the group):

### Number of Responses: Digital Technologies

	Stage 1	Stage 2
Digital Technologies	17	13

The Digital Technologies subject outline was accredited by the Board in November 2016. Stage 1 Digital Technologies will be taught for the first time in 2018, and Stage 2 Digital Technologies will be taught for the first time in 2019.

### Drafting

Drafting of the following subjects also began in early 2016:

- Music
- Physical Education.

### Music

The Music reference group met twice in 2016: 25 May and 13 October. Consultation is planned

for March 2017, and accreditation by the Board is planned for June 2017. Implementation workshops for Stage 1 Music are planned for Term 3 of 2017, and implementation workshops for Stage 2 Music are planned for Term 2 of 2018. Stage 1 Music is scheduled to be taught for the first time in 2018, and Stage 2 Music is scheduled to be taught for the first time in 2019.

### Physical Education

The Physical Education reference group met twice in 2016: 4 April and 11 August. A focus group comprising practising teachers met to discuss the draft subject outline on 7 November 2016. Consultation is planned for March 2017, and accreditation by the Board is planned for June 2017. Implementation workshops for Stage 1 Physical Education are planned for Term 3 of 2017, and implementation workshops for Stage 2 Physical Education are planned for Term 2 of 2018. Physical Education is scheduled to be taught at Stage 1 for the first time in 2018, and at Stage 2 for the first time in 2019.

### Other Subjects

In Term 4 of 2016, work began on the renewal of the following subjects:

- Aboriginal Studies
- Business and Enterprise
- Integrated Learning.

The Aboriginal Studies reference group met for the first time on 13 December 2016, and the Business and Enterprise reference group met for the first time on 14 December 2016. The Integrated Learning reference group met for the first time on 13 December 2016. Drafting of the subject outlines will be completed in 2017.

## Board-recognised Courses

The SACE aims to provide opportunities for a range of learning and achievement to be recognised. This facilitates the successful transition of young people from school to further education and training and, ultimately, to employment.

In 2016 the SACE Board recognised students' learning towards the SACE through vocational education and training, community learning, and curriculum of other authorities (e.g. from other state and territory curriculum and assessment authorities, universities, or international curriculum organisations such as the International Baccalaureate Organization).

## Recognition of Vocational Education and Training

One of the key mechanisms for facilitating successful student transitions is the capacity of the SACE to recognise vocational education and training.

The policy Recognition Arrangements for Vocational Education and Training (VET) in the SACE aims to help students to build coherent and meaningful pathways in the SACE through VET, and to encourage students to complete, or make significant progress towards completing, VET qualifications. As such, the policy enables VET to contribute to the SACE at Stage 1 or Stage 2, including the compulsory 60 credits at Stage 2.

The VET Recognition Register indicates how many SACE credits may be granted for the completion of a particular VET qualification and whether the credits will be recognised towards Stage 1 or Stage 2 of the SACE. The VET Recognition Register is available on the SACE website and provides links to other, industry-specific information.

The year 2016 was the sixth year of implementation of the policy Recognition Arrangements for Vocational Education and Training (VET) in the SACE. In 2016, 42.3% of students who completed the SACE included VET in their studies, an increase from 40.8% in 2015; 396 VET qualifications were undertaken by these students across 34 different industry areas.

Of the students who completed the SACE and included VET in their studies, 444 were identified by schools as undertaking VET as part of a school-based apprenticeship or traineeship. These school-based apprenticeships or traineeships were across 110 different VET qualifications in 25 different industry areas.

Of the SACE completers who included VET in their studies, 2015 were identified by schools as successfully completing Certificate III level (or higher) qualifications, an increase from 1612 students in 2015.

Of the students who successfully completed a Certificate III level (or higher) qualification as part of their SACE, 1274 included it towards their ATAR, an increase from 1060 in 2015.

The SACE Board approved new maximum SACE credits that can be granted to students for successful completion of units of competency towards foundation-type qualifications in categories A (those that develop literacy skills, and/or numeracy skills, and/or language skills,

and/or skills and knowledge that underpin general vocational performance) and B (those that develop a specific skill as a basis for further vocational and/or community participation).

This change commenced on 1 January 2016. Of the students who completed the SACE and included VET in their studies, 555 students undertook a foundation-type qualification from either category A or category B.

## Recognition of Community Learning

The SACE Board recognises that learning takes place in a variety of settings, including outside the classroom. The SACE Board's Recognition of Community Learning Policy enables students to gain recognition for two types of community learning:

- Community-developed Programs — a learning program that follows the formally documented curriculum of a community organisation
- Self-directed Community Learning — a self-directed learning experience(s) or a learning program that does not follow a formally documented curriculum.

### Community-developed Programs

As at 2016, 131 community-developed programs from 26 community organisations were listed in the Recognised Community-developed Programs Table.

Eleven programs developed by XCERIO Digital Skills Institute were added to the Recognised Community-developed Programs Table. These programs, successfully completed on or after 1 January 2016, will be retrospectively recognised towards the SACE.

In 2016, 1520 students were granted recognition towards their SACE for achievements in a community-developed program.

### Self-directed Community Learning

In 2016 students had the opportunity, through a formal interview, to have their self-directed community learning recognised towards the SACE.

Assessors used performance checklists for Stage 1 and Stage 2 to evaluate the evidence provided by students in each interview. In 2016, 68 teachers undertook Community Learning assessor training.

In 2016, 435 students were granted recognition towards their SACE for self-directed community learning.

## Recognition of Learning Through Other Authorities

The SACE Board recognises learning from courses that are accredited and quality assured by schools, institutions, authorities, or organisations in other Australian states or overseas. The SACE Board has recognition arrangements for students who successfully undertake individual subjects in the International Baccalaureate Diploma Programme (IBDP), language courses delivered by the School of Languages (South Australian Department for Education and Child Development), interstate and overseas secondary school qualifications, and university studies comprising a semester or full-year undergraduate course.

In 2016:

- 287 students were granted recognition towards their SACE for IBDP courses
- six students were granted recognition towards their SACE for courses delivered by the School of Languages
- 50 students were granted recognition towards their SACE for studies undertaken towards interstate secondary school qualifications
- 83 students were granted recognition towards their SACE for overseas secondary school qualifications
- 75 students were granted recognition towards their SACE for university studies comprising a semester or full-year undergraduate course.

## Assessment and Standards

### Performance Standards

Performance standards define the five levels of achievement in the SACE, from A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers referred to in deciding, on the basis of the evidence provided, how well a student demonstrated his or her learning.

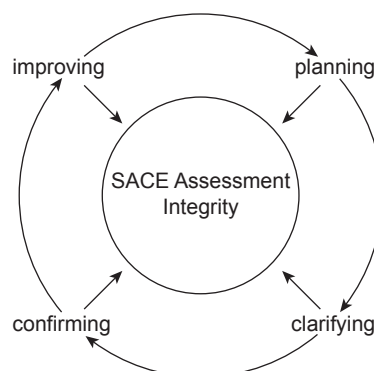
During the teaching and learning program, teachers gave students feedback on, and made decisions about, the quality of students' learning, with reference to the performance standards.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

Performance standards for subjects at Stage 1 and/or Stage 2 are described in each subject outline.

## Quality Assurance Model

Quality assurance refers to the procedures used to assure the community that assessment of learning in the SACE is fair, valid, and reliable.



Quality assurance processes in the SACE were organised into a four-phase cycle that involved the SACE Board, school leaders, teachers, and students. The four phases were:

- planning
- clarifying
- confirming
- improving.

In the planning phase, teaching and learning opportunities were devised to enable students to demonstrate their learning against all aspects and levels of the performance standards.

In the clarifying phase, teachers and assessors developed their understanding of the performance standards and of how to apply the standards to student work.

In the confirming phase, the performance standards in each subject were applied consistently across schools to report student achievement.

At Stage 1 the C grade in a range of English and mathematics subjects and the Personal Learning Plan was confirmed by a moderation process.

At Stage 2 all grades for the school assessment component of all subjects were confirmed by a moderation process. The external assessment component of all Stage 2 subjects was marked by at least one external marker appointed by the SACE Board.

In the improving phase, the quality assurance processes of the SACE Board and schools were monitored and analysed. The SACE Board provided schools with data to enable them to monitor and review each phase of their own quality assurance process.

## Assessment and Reporting Model

The SACE Board's Assessment and Reporting model was maintained for Stage 1 and Stage 2 subjects in 2016. The model is based on the SACE Assessment and Quality Assurance of Board-accredited Subjects Policy and the SACE Assuring Assessment Integrity Policy. The performance standards, which were provided in each subject outline, described in detail the level of achievement required to obtain each grade from A to E.

### Stage 1

At Stage 1, schools are responsible for assessing student performance. In 2016 the SACE Board approved learning and assessment plans in all Stage 1 subjects.

### Moderation

In 2016 students' results in the Stage 1 compulsory subjects — Stage 1 English and mathematics subjects and the Personal Learning Plan — were confirmed through the process of moderation.

Stage 1 moderation was conducted on a school-by-school basis. The work from a sample of students across the range of assessment groups in the school was used to confirm the interpretation and application of performance standards to assessment of student work.

Schools participate in moderation for each of the Stage 1 compulsory subjects offered by the school until their results are confirmed in 2 consecutive years. Schools then move to a longer moderation cycle (i.e. once every 3 years).

In 2016 moderation occurred at a central location at the end of each semester. For all Stage 1 compulsory subjects, schools were required to prepare a sample of school-assessed student folios in the C and D grades, including folios at the border between the C and D grades.

Schools provided experienced teachers to act as moderators in a particular subject. These teachers were trained in moderation procedures and subject standards using benchmark materials prior to moderation.

Feedback from the moderation process was provided to schools, and schools adjusted students' results accordingly.

### Stage 2

Final Stage 2 assessment occurred at multiple points during the year. Different subjects had different assessment requirements, with each subject comprising a school assessment component (worth 70%) and an external assessment component (worth 30%). Specific learning requirements are described in the Stage 2 subject outlines.

In 2016, schools were responsible for assessing the school assessment component. The document 'SACE Assessment and Reporting Guidelines 2016' provided detailed guidance for teachers. The SACE Board was responsible for moderating the results for the school assessment component and for assessing the external assessment component.

The Stage 2 assessment processes involved a large number of expert teachers, as moderators and markers, and SACE Board employees.

The results for the two assessment components were aggregated to provide the final subject grade for a student.

### School Assessment Component

As part of the final school assessment process, moderation was held at a central venue for all subjects. Final moderation (central) required the collection of samples of student work from schools. It occurred at the end of Semester 1 for the Research Project and at the end of Semester 2 for all subjects. The final moderation process at the end of Semester 2 took place with approximately 12 000 bags of student work processed by 1215 moderators.

All subjects were moderated in November and December 2016 at the Mawson Lakes Campus of the University of South Australia.

The moderation of practical school assessment in Physical Education was conducted by visits to schools and other venues (on-site moderation).

In 2016 quality assurance for Stage 2 moderation outcomes was achieved through a range of activities. Moderators were trained in moderation procedures using a central training process led by a senior SACE officer. Members of the standards leadership teams were trained in moderation principles and procedures prior to moderation.

Benchmarking materials and explicit procedures



were used for training chief supervisors, supervisors, and moderators in the application of the performance standards before final moderation commenced. This contributed to consistent outcomes for students in all subjects.

There was an emphasis on quality assuring all grade levels and the associated feedback provided by moderators, before schools were given feedback.

### **External Assessment Component**

Students complete either an examination, an investigation, or a performance for external assessment for each Stage 2 subject.

#### *Examinations*

The Stage 2 external examinations commenced on Wednesday 19 October 2016 with the nationally assessed language examinations. These include languages that have been offered collaboratively by state curriculum and assessment authorities since 1992.

For the majority of students, end-of-year examinations commenced on the morning of Monday 7 November 2016 with English Studies and concluded on the afternoon of Wednesday 23 November 2016 with Musical Styles.

The SACE Board set a total of 41 examinations, including five nationally assessed languages for which the Board has hosting responsibility. The SACE Board used 22 language examinations from other states through either national agreements or bilateral arrangements.

#### *Investigations*

In 2016, 35 Stage 2 subjects included an externally marked investigation as part of the assessment scheme. In these subjects students chose a question of interest, an issue, hypothesis, area of study, or product for investigation, undertook research, and analysed, evaluated, and presented the findings. Investigations were marked first by the teacher, and then by an external marker appointed by the SACE Board.

# SACE AS A BEST PRACTICE QUALIFICATION

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## SACE Directions and Actions

In November 2012 the SACE Board approved *SACE Directions and Actions*, a response to the First Year Evaluation Report submitted by the Evaluation Panel. In *SACE Directions and Actions*, the SACE Board committed to 'continue to place the highest priority on the SACE meeting the learning and certification needs of the full range of students'.

## Progress on SACE Actions

In *SACE Directions and Actions*, the SACE Board committed to key actions, in partnership with schools and the school sectors, to strengthen the SACE for each student and to improve students' learning outcomes and pathways. The following actions were undertaken during 2016:

- Development work associated with building a data warehouse was completed, and testing of the data extraction and loading processes is now underway. Preliminary discussions have commenced regarding a self-service model that allows access to key data elements.
- Results sheets submitted by schools were converted to online forms. This allowed changes to the assessment schedule that provided more time for teaching and learning as a consequence of a reduction in administration duties for both the SACE Board and schools.
- Key features of a new SACE website included a dropdown mega menu, allowing users to access pages more easily with fewer clicks, content being arranged in more logical sections, an increased focus on news, three simple ways to find a subject minisite, and a design that responds to screen size to improve usability on mobile phones and tablets.
- The SACE Board Twitter account was launched in 2015, with at least one post scheduled every day to a target audience of teachers and education professionals and an average of one new follower per day. A publicly viewable SACE Board YouTube channel delivers long-form videos on professional development, SACE improvement strategies, and the Research Project. In 2016 an Instagram account was also launched to coincide with the SACE Art Show; its primary use is to showcase SACE student achievements.

- A live stream of proceedings in the Governor's Marquee was a new initiative at the SACE Merit Ceremony 2016. It included the official ceremony; the presentations of Governor of South Australia Commendations, multiple merits, and the Tennyson Medal; and the student responder speech. Around 500 people watched the live stream on the SACE website.
- During 2016 the Institute of Educational Assessors (IEA) delivered professional learning to over 1800 educators from across South Australia, the Northern Territory, and Malaysia. The IEA generated emerging evidence to indicate a small, yet significant, positive shift in relation to teachers' general attitudes about assessment, their perception of their own assessment practice, and their perception of the assessment practices at their school. The IEA also hosted The Power of Assessment Conference in Adelaide, attended by over 150 educators from South Australia, and facilitated an assessment symposium, 'Articulating a South Australian agenda for the assessment of student learning', attended by 40 South Australian educational leaders.

## Providing the SACE to International Communities

The SACE International program, previously known as the South Australian Matriculation (SAM) program, is the SACE Board's globally recognised offshore educational program. In 2016 the SACE International was delivered in five colleges in Malaysia and three colleges in China:

- Taylor's College (Subang Jaya campus)
- Taylor's College (Sri Hartamas campus)
- INTEC Education College
- INTI College Nilai
- DISTED College (Penang)
- Qian Huang International College (Jiangsu Province)
- Beijing Bacui Bilingual School (Beijing)
- Zhengzhou No. 47 High School (Zhengzhou).

The SACE International, which has been delivered in Malaysia since 1982 and in China since 2005, is a highly regarded pre-university program that attracts students on the basis of its academic rigour, the quality and breadth of the curriculum, and its international portability that can lead to acceptance at universities worldwide.

Graduates from the program have successfully gained places in the world's leading universities, including the University of Cambridge and the London School of Economics and Political Science in the United Kingdom, Cornell University in the United States of America, and the Australian National University.

A memorandum of agreement is in place with each of the SACE International colleges. This document sets out the terms of the agreement and the respective responsibilities of each party to the agreement. For example, the SACE Board offers various types of subject support on an annual basis depending on the needs of the college and its staff. Similarly, college staff members participate in the SACE Board's marking and moderation panels.

In 2016 Zhengzhou No. 47 High School commenced delivery of the SACE International and was the first offshore college to deliver Stage 1 of the SACE. The SACE International program has previously been based on Stage 2 of the SACE only, with students receiving credit for Stage 1 of the SACE based on their completion of an equivalent qualification in their home country prior to commencing the SACE International.

Students who successfully complete the SACE International receive the SACE and are eligible for an ATAR (Australian Tertiary Admission Rank), which enables them to apply to Australian and international universities.

Increasingly, colleges that wish to deliver the SACE International are considering different ways in which students can complete the qualification. The SACE Board has responded by developing programs that suit the needs of students while maintaining the integrity of the SACE and ensuring all students meet the completion requirements of the SACE.

For example, students may complete all or part of their SACE International in their home country, or they may choose to complete Stage 1 in China and Stage 2 at a South Australian school.

In all instances the SACE Board provides support and assistance to the offshore colleges delivering the SACE, including through the provision of professional development programs and curriculum support to teachers.

Students studying the SACE International are able to choose from all of the available SACE Board-accredited subjects; however, in practice colleges design a program based on a selection of SACE subjects, including English as An Additional Language, Accounting, Biology,

Chemistry, Economics, Information Technology, Legal Studies, Malay (background speakers), Mathematical Methods, Nutrition, Physics, Psychology, Research Project, and Specialist Mathematics. Students study five subjects at Stage 2.

In 2016 the SACE Board embarked on a significant transformation of its operational procedures through the replacement of paper-based processes with online processes. Over the next 5 years the SACE Board will introduce online moderation and marking, onscreen examinations, and online professional learning for teachers.

This will provide the offshore colleges with greater flexibility and accessibility to SACE Board operational processes that have in the past been dependent on time-consuming and expensive paper-based procedures.

In concert with these changes, the SACE Board will introduce a mid-year examination and assessment cycle for the offshore colleges, to provide a smoother transition from a local program into the SACE International.

In 2016 the SACE Board continued to expand delivery of the SACE International within South-East Asia, in particular in China, with colleges in Vietnam also expressing interest in delivering the SACE International. The SACE Board is anticipating that in 2017 up to five additional schools in China and one school in Vietnam will commence delivery of the SACE International.

In April 2016 the SACE Board's Manager, SACE International again joined the South Australian Government Trade and Investment delegation to China. The SACE Board's participation in these delegations has strengthened its ties with schools in China and has contributed to the relationship building that underpins the success of the partnerships between the SACE Board and the offshore schools.

As a consequence, the SACE Board is confident about increasing the numbers of offshore institutions offering the SACE International in 2017 and beyond, and will continue to explore these opportunities and potential partnerships.

In 2016 the Minister for Education and Child Development, the Hon. Susan Close MP, and the Chief Executive of the SACE Board, Dr Neil McGoran, again travelled to China and Vietnam for signing ceremonies, as an expression of mutual commitment to the SACE International program. The Board's Presiding Member, Ms Jane Danvers, accompanied the Minister and the Chief Executive.

## SACE Innovations

Throughout 2016 the SACE Board continued its commitment to a major transformational program to replace costly and time-consuming paper-based procedures with online tools and procedures, in order to significantly improve its online services for teachers, schools, and students.

In 2015 major improvements delivered include SACE website upgrades (enhanced accessibility and usability) and implementation of online results sheets to collect:

- school assessment grades for all students studying a Stage 2 subject
- school assessment results for Stage 1
- school assessment results for investigations
- predicted examination results.

These projects delivered the following benefits:

- Increased number of teachers directly accessing Schools Online
- Enhanced assurances of the integrity of school assessment results
- Reduced time spent by teachers completing and checking these results
- Reduced time spent by SACE coordinators and principals administering and quality assuring these results
- Reduced need for manual checking and follow-up by the SACE Board when one or more results are missing.

In 2016 the focus areas of the transformational program were:

- moderation of Stage 2 school assessment results
- submission of student materials
- external marking of investigations.

These projects are anticipated to commence transition into operation in 2017.

Also in 2016 the SACE Board invested in an online learning management system to more easily create, distribute, and share learning materials online with schools and teachers.

Additionally the SACE Board has tendered for an electronic exam delivery and marking system, with the intention to commence its transition into operation in 2018.

## Renewal of the Board

Five Board member positions became vacant on 30 June 2016. This included the legislatively required nominations from each of the three school sectors.

The Minister called for nominations for the two remaining vacant Board member positions through *The Advertiser* on 7 May 2016, and letters were sent to the Board's designated entities (*SACE Board of South Australia Act 1983*, Schedule 1) and to the Board members whose terms were ending on 30 June 2016. Nominations closed on 30 May 2016.

The Minister considered the applications received, and as per the instructions in the *SACE Board of South Australia Act*, Board member appointments were made by the Governor on the nomination of the Minister. All appointments were for a 3-year period and were announced in the *South Australian Government Gazette*, number 39 (30 June 2016).

The first meeting of the renewed Board was held on 25 August 2016.

## Renewal of Board Standing Committees

Board standing committee membership is generally for a 2-year period. Membership includes Board members and nominations sought from the designated entities defined in Schedule 1 of the *SACE Board of South Australia Act*.

Appointments to the standing committees are determined by the Board Presiding Member, the Board Deputy Presiding Member, and the chairs of the standing committees (who are also Board members).

In 2016 five appointments and reappointments were made to the Planning, Finance, and Performance Committee and eight to the Accreditation, Recognition, and Certification Committee. These are for 2-year tenures commencing 1 January 2017 and concluding 31 December 2018.

## Quality Accreditation

On 4 May and 5 May 2016, the SACE Board was audited against the Australian and New Zealand standard ISO 9001:2008 'Quality Management Systems'. The audit did not find any non-conformance issues. The SACE Board has maintained ISO 9001 accreditation since November 2002.

Opportunities for improvement identified by the auditors are being addressed on a priority basis.

# PROFESSIONAL CAPACITY AND PARTNERSHIPS

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## Assessment Capacity

The SACE Board of South Australia is committed to supporting the professional capacity of teachers and school leaders through strengthening their expertise in standards-based assessment.

As part of the SACE Board's quality assurance cycle, a range of professional learning opportunities were designed and delivered for SACE teachers at a local, national, and international level.

The purpose of the professional learning in 2016 was to build and consolidate teachers' knowledge and capacity to:

- design high-quality, valid, and reliable assessment tasks that enable all students to demonstrate their best evidence of learning
- make accurate judgments of student evidence of learning through enhanced interpretation and application of the performance standards.

Throughout 2016 the range of professional learning opportunities catered for a broad spectrum of professionals, including subject experts, school leaders, and teachers new to the SACE.

There was a continued focus on expanding the range of exemplars and support materials available on the SACE website. These were aimed at supporting teachers' interpretation of the performance standards and facilitating in-school and cross-sector moderation activities.

Teacher participation in the July and November moderation and marking processes also contributed significantly to building professional capacity in assessment. Moderation of school assessments and marking of external assessments were conducted for each Stage 2 subject and involved panels of trained teachers from all school sectors leading and supporting final assessment processes.

## Standards Leadership Teams

The SACE Board appoints, for each Stage 2 subject, a standards leadership team comprising the:

- Chief Assessor
- Chief Supervisor — External Assessment
- Chief Supervisor — School Assessment.

The Chief Assessor undertakes one or more of the other roles in the standards leadership team.

Members of each standards leadership team are appointed by the Chief Executive following a merit-based selection process. In making these appointments, the SACE Board takes into account the number of students in a particular subject and the expertise available to supervise the subject.

In 2016, 130 community and/or teaching experts participated in 80 standards leadership teams, in one or more roles.

The standards leadership teams provide expert advice on the assessment of Board-accredited subjects. In collaboration with SACE Board officers, the Chief Assessors and Chief Supervisors provide leadership for activities that support clarifying, confirming, and improving standards.

## Subject Reference Groups

Throughout the subject outline drafting process, subject reference groups provide to writers expertise, advice, and solutions relating to conceptual and content issues. Members contribute their knowledge of national and international developments in the subject area. They contribute to the subject implementation process through the development of subject-specific support materials that reflect the diversity of student needs and interests. They may also contribute to presenting implementation workshops. Subject reference groups will gradually replace curriculum leaders groups (CLGs). The tenure of subject reference groups is for 5 years with the possibility of extension.

## Planning and Clarifying

The SACE Board provides support in the planning phase of the quality assurance cycle by providing teachers access to quality assured, pre-approved learning and assessment plans, as well as exemplars of learning and assessment plans and programs, reflecting the requirements of the subject outline against which students' results are to be reported.

In 2016 the SACE Board approved and provided feedback on 2103 Stage 2 learning and assessment plans and 2760 Stage 1 learning

and assessment plans. For the first time, schools were provided the opportunity to submit pre-approved Stage 1 plans for English and mathematics; of the total processed, 1101 were pre-approved plans.

Stage 1 planning forums were also provided for teachers in the early stage of teaching Stage 1 English and mathematics subjects and the Personal Learning Plan. The forums were designed to further teachers' familiarisation with the new English and mathematics courses and enhance their understanding of performance standards. In 2016, 50 teachers attended Stage 1 planning forums.

The SACE Board also offered Stage 1 clarifying support through a range of interactive online activities. Online clarifying and benchmarking activities were designed to support teachers to interpret and consistently apply the performance standards in the compulsory subjects.

Stage 2 clarifying support was provided to teachers of all Stage 2 subjects, to assist them to interpret and apply the performance standards consistently when assessing student evidence. In these forums a panel of subject experts facilitated discussion of samples of student work. The discussions covered areas such as making assessment decisions, assessment task design, interpretation of performance standards, and review of 2015 Chief Assessors' reports.

A total of 124 Stage 2 clarifying forums were held in 2016; 116 forums were held across the metropolitan area, and eight forums were held in the state's regional areas. The forums were attended by 1851 teachers: 1762 at metropolitan forums and 89 at regional forums. To consolidate the professional partnerships developed nationally and internationally, additional clarifying forums were held in Malaysia and China for the SACE International program and in the Northern Territory for NTCET (Northern Territory Certificate of Education and Training) teachers.

The SACE Board received 485 responses from the distributed 800 online evaluation forms — a response rate of 60%. Feedback received was positive and confirmed that the forums' objectives were achieved in relation to enabling teachers to increase their understanding and use of the performance standards in assessing student work — 93% of teachers indicated that the clarifying support consolidated and enhanced their interpretation and application of the performance standards to a good, high, or very high degree.

## Institute of Educational Assessors

The vision of the Institute of Educational Assessors (IEA) is to improve student learning outcomes by providing educators with exemplary learning opportunities to develop their expertise in educational assessment.

In 2016 the IEA consolidated its commitment to contribute to assessment expertise by:

- offering accredited courses and other professional learning opportunities to educators both locally and nationally
- supporting the development of high-quality educators by providing learning that contributes towards qualifications at a postgraduate level.

The IEA has developed, written, and delivered a series of 10 professional learning modules. This professional learning initially consists of two major courses, each consisting of five modules: the Assessment for Educators (AES) course and the Certified Educational Assessors (CEA) course.

The AES course is designed to support a whole-school commitment to reflecting on, evaluating, and improving existing assessment practices. The CEA course is designed for individuals and teams of educators who are seeking to strengthen their expertise in assessment knowledge and practice and to extend their capacity to support others in analysing and evaluating their assessment practice.

Since its inception, the IEA has delivered over 200 workshops in AES courses to 2208 teachers from 55 local, national, and international schools. There have also been 274 individual teachers undertake the CEA course. The feedback from teachers and school leaders continues to be positive, with 95% of school leaders and 85% of individuals providing affirming feedback regarding the content, structure, and presentation of the modules.

In 2016 the IEA's achievements also included:

- hosting a national conference and symposium attend by 158 participants
- producing an evaluation of the first 2 years of the establishment of the IEA
- an invitation to the 6th International Invitational Assessment for Learning Symposium
- presenting a workshop, symposium, and breakfast panel address at the Research and Innovation in Classroom Assessment: International Perspectives conference

- facilitating cross-sectorial discussions relating to valuing, tracking, and evidencing the Capabilities in student learning from early years through to post school.

## Assessment in the SACE Workshops

The SACE Board, in partnership with the Association of Independent Schools of South Australia, Catholic Education South Australia, and the Department for Education and Child Development, offered a series of workshops to support teachers new to the SACE in their understanding of assessment in the SACE.

Full-day and half-day workshops were offered around the state, with a focus on providing opportunities for teachers in regional areas. The workshops covered key information that teachers require to plan and deliver assessments within the SACE, such as:

- designing fit-for-purpose assessments
- reviewing and improving assessments
- providing feedback after assessments
- quality assuring assessment decisions
- planning assessment programs.

Eight workshops were conducted: three in the metropolitan area, four in regional areas, and one via videoconference. The workshops attracted a total of 140 participants: 98 teachers in the metropolitan area, 38 in regional areas, and four via videoconference.

## Exemplars and Support Materials

The SACE Board continued its commitment to building professional expertise in standards-based assessment by providing quality support materials and exemplars to teachers and students.

### *Support Materials Renewal Project*

In early 2016 a review of support materials and exemplars on the subject minisites was undertaken with a commitment to ensure the materials are guided by the principles of innovation, relevance, best practice, manageability, and diversity. By December 2016, over 100 new or revised learning and assessment plan exemplars, including pre-approved learning and assessment plans for Stage 1 English and mathematics subjects, were available online across all learning areas. Over 110 new tasks and samples of student

work were also uploaded to the minisites. This number included three videos, four audio files, and an infographic.

### *Research Project Support Materials with a Business/Enterprise Focus*

During 2016, following an audit of current Research Project exemplars and other support materials, a range of new resources were identified for preparation, quality assurance, and publishing on the SACE website. These included student exemplars, a poster on choosing and refining business/enterprise-focused questions, and two video interviews.

## Schools and School Sectors

### Leaders Forums

In 2016 the SACE Board convened a series of leaders forums to develop its strategic partnership with school principals and other SACE leaders. The forums provided principals and school leaders with up-to-date information, and opportunities to share with colleagues their ideas, strategies, and local planning to assist in the delivery of the SACE in 2016 and beyond.

Six forums were held during March and August — four at metropolitan locations and two via videoconference — and were attended by 316 principals and leaders from the three school sectors.

The forums began by reflecting on the first 5 years of the 'new' SACE, and then moved to a discussion relating to the strategic directions for the next 5 years. The SACE Leadership Team provided leaders with an overview of the 'SACE Board Strategic Plan 2016–2020', with a particular focus on the subject renewal and electronic assessment projects of the SACE modernisation program.

Participants responded with enthusiasm and support for the Board's direction and generated some engaging discussion, particularly regarding policy, practice, and resource implications for schools. Communication, consultation, and collaboration were highlighted as key factors in the process, with a commitment to extensive feedback being provided to relevant committees to guide and inform ongoing planning, and to support key stakeholders.

## Senior Officers Liaison Group

The strength of the professional collaboration and partnerships between the SACE Board and key stakeholders, including teachers, school leaders, and school sectors, was consolidated through the Senior Officers Liaison Group.

The Senior Officers Liaison Group is a strategic collaboration that supports systematic information exchange and collaborative development in relation to continual improvement and professional learning in the SACE.

In 2016 the group met twice per term and provided critical liaison and support between the school sectors, the Northern Territory, and the SACE Board. The group provided updates on organisational activities and examined key issues such as:

- continuing initiatives and strategies for maximising student success in the SACE
- the 'SACE Board Strategic Plan 2016–2020'
- implications of the SACE modernisation program
- foregrounding the capabilities in student learning
- the Subject Renewal program, guided by the principles of quality learning and assessment, engagement, innovation, and manageability
- teacher participation in professional learning opportunities and involvement in SACE Board quality assurance panels.

## SACE Principals Partnership Strategy Group

The SACE Board is committed to working with the school sectors in a collaborative and cooperative way as it carries out its core functions of accrediting, and recognising learning towards, the SACE and developing the policies that underpin assessment, certification, and the recognition of learning.

The SACE Principals Partnership Strategy Group was established to provide a forum for collaboration and discussion between the SACE Board and school leaders on issues relating to the SACE, and to provide a mechanism for school leaders to help shape the development of SACE policy and procedures through the provision of advice and feedback to the SACE Board.

Members of the strategy group were nominated by the following organisations, representing the Northern Territory and the three school sectors in South Australia:

- the Department of Education, Northern Territory (two representatives)
- the Association of Independent Schools of South Australia (two representatives)
- Catholic Education South Australia — Association of Principals of Catholic Secondary Schools (two representatives)
- the Department for Education and Child Development — South Australian Secondary Principals' Association (three representatives)
- the Department for Education and Child Development — Area Schools (two representatives)
- SA Special Education Principals and Leaders Association (one representative).

In 2016 the group met four times — once each in February, May, August, and October. The group continued to provide high-level advice and feedback to the SACE Board on a range of issues and policy areas.

In particular, each year the group acts as a valuable conduit for information from school leaders and school personnel to the SACE Board, regarding the preceding year's results release process. The timely and accurate release of student results is a fundamental imperative for the SACE Board, and the SACE Principals Partnership Strategy Group assists the Board in identifying areas for improvement and the means by which such improvement may be made.

Additionally, the group has contributed to other key areas, including providing advice and feedback on the:

- Maximising Student Success strategy
- 'SACE Board Strategic Plan 2016–2020'
- Strategic Plan's electronic assessment and online clarifying forums projects
- Curriculum Renewal for SACE subjects
- IEA's (Institute of Educational Assessors) conference and symposium
- changes to the Schools Online appearance and platform.



## Key Stakeholders

### Australian Education Union (SA Branch)–SACE Board Collaborative Working Group

The Australian Education Union (SA Branch)–SACE Board Collaborative Working Group provides a formal mechanism for teachers represented by the union to provide feedback on SACE Board policies and procedures, and an opportunity for communication and engagement between the SACE Board and teachers about significant issues relating to the development, delivery, and quality of the SACE.

Membership of the group in 2016 comprised:

- Dr Neil McGoran, Chief Executive of the SACE Board of SA (Chair)
- Mr Dash Taylor Johnson, Vice-President of the Australian Education Union (AEU) (SA Branch)
- Ms Ann Clarke, Organiser, AEU
- Ms Oksana Kaczmarek, AEU member (Aberfoyle Park High School)
- Ms Jan Raymond, Executive Manager, Curriculum and Assessment, SACE Board of SA
- Mr Hassan Mekawy, Manager, Professional Learning and Networks, SACE Board of SA
- Ms Snezana Maio, Manager, HR and Corporate Services, SACE Board of SA
- Ms Astra Dadzis, Media and Communications Coordinator, SACE Board of SA
- Ms Susan Lohmeyer, Executive Coordinator, SACE Board of SA (executive officer).

In 2016 the group met on four occasions — once each in March, June, July, and October.

Key areas of discussion included:

- the take-up by teachers of the professional learning offered by the IEA, and the opportunities provided for teachers to gain recognition for this professional learning towards postgraduate studies in education. A particularly pleasing outcome was the AEU's commitment to award scholarships to AEU members to enable them to access the professional learning offered by the IEA
- the progressive implementation of the Senior Secondary Australian Curriculum and its impact on teachers delivering the new curriculum
- the SACE Board's complementary work on renewing all the SACE Board-accredited subjects to ensure these subjects more

appropriately reflect learning needs in an evolving global context

- the appropriateness and effectiveness of the SACE Board's special provisions policy and procedures, the policy and procedures governing access to modified SACE subjects, and eligibility criteria for students who wish to access these arrangements
- the SACE Board's strategic planning for the transformation of its key procedures and operations, including the progressive replacement of paper-based processes with online processes, which will have a positive impact on schools and teacher workload.

In addition to the key initiatives identified above, the group explored opportunities for mutual collaboration and engagement in the context of promoting the underpinning principles and values of the SACE and its benefits for all students. To this end the SACE Board regularly contributes articles to the *AEU Journal*.

At the end of 2016, members of the working group agreed that the group provided a valuable forum for cooperation and collaboration. As such, the group will continue in 2017.

### Independent Education Union of South Australia–SACE Board Collaborative Working Group

Established in 2014, the Independent Education Union of South Australia–SACE Board Collaborative Working Group provides a formal mechanism for teachers represented by the Independent Education Union of South Australia (IEUSA) to engage with the SACE Board and provide feedback on SACE policies and procedures.

Membership of the group in 2016 comprised:

- Dr Neil McGoran, Chief Executive of the SACE Board of SA (Chair)
- Ms Jan Raymond, Executive Manager, Curriculum and Assessment, SACE Board of SA
- Mr Hassan Mekawy, Manager, Professional Learning and Networks, SACE Board of SA
- Ms Snezana Maio, Manager, HR and Corporate Services, SACE Board of SA
- Ms Astra Dadzis, Media and Communications Coordinator, SACE Board of SA
- Mr Glen Seidel, Secretary, IEUSA
- Ms Louise Firrell, Assistant Secretary, IEUSA
- Ms Susan Lohmeyer, Executive Coordinator, SACE Board of SA (executive officer).

In 2016 the group met on two occasions — once each in March and June.

Key areas of discussion included:

- approaches to reporting achievement for students who complete the SACE using modified SACE subjects, and the appropriateness and effectiveness of the SACE Board's special provisions policy and procedures
- the take-up by teachers of the professional learning offered by the IEA, and the opportunities provided for teachers to gain recognition for this professional learning towards postgraduate studies in education
- the ongoing work required to integrate the senior secondary Australian Curriculum content into SACE Board-accredited subjects, the timelines for implementation of the new Australian Curriculum subjects, and the impact on teacher workload
- the SACE Board's strategic planning for its transformational work to replace all of its current paper-based processes and operations with online platforms.

In addition to the key initiatives identified above, the group explored opportunities for mutual collaboration and engagement in the context of promoting the underpinning principles and values of the SACE and its benefits for all students.

At the end of 2016, members of the working group agreed that the group provided a valuable forum for cooperation and collaboration. As such, the group will continue in 2017.

## Parents Associations–SACE Board Consultative Group

The SACE Board established the Parents Associations–SACE Board Consultation Group as a means of consulting with, and receiving feedback from, parents associations about the issues of importance to parents of senior secondary students and their school communities.

Parents associations that are represented on the group include the following:

- The Federation of Catholic School Parent Communities (SA)
- Isolated Children's Parents' Association (SA Branch)
- South Australian Association of School Parents Clubs Inc.

Due to the nature of governance arrangements for Independent schools, the Independent school sector is not represented on the group; however, the SACE Board does consult regularly with Independent school communities.

In 2016 the group met on four occasions — once each in April, June, August, and November.

Areas of discussion and issues that were raised within the group include the following:

- Engagement and communication with school communities: the group was concerned to ensure that parents and school communities receive accurate and informative advice about the SACE and ways in which young people can be supported to achieve their best. In addition to providing input to publications produced by parents' associations, the SACE Board agreed that more direct means of communicating with parents would be explored, including through Parents in Education Week and associated activities. Members of the group identified opportunities for the SACE Board to increase its engagement with and awareness of the issues affecting school communities.
- Senior secondary Australian Curriculum: the group was informed of the SACE Board's timelines for, and progress in, implementing the senior secondary Australian Curriculum.
- The SACE Board's strategic directions: to ensure student learning keeps pace with the requirements of an evolving world, the SACE Board has commenced a program of transformation of its processes and operations. This includes the replacement of all paper-based processes with online processes, and the expansion of delivery of the SACE in China and Vietnam.
- Special provisions: the group maintained its interest in the policy and procedures governing access to special provisions, following its contribution to the review of the policy undertaken in the previous year.

The SACE Board welcomed the feedback of parents following the introduction of changes to the annual Research Project Student Expo, to which an after-hours session for parents was introduced in 2016. Members of the group were unanimously positive about this development.

Members confirmed the value of the group as a means of keeping parents informed of issues and developments in relation to the SACE, and for providing a forum within which parents' views can be expressed. Members were unanimous in their view that the group should continue in 2017.

## South Australian Tertiary Admissions Centre

The SACE Board and the South Australian Tertiary Admissions Centre (SATAC) continued to collaborate extensively throughout 2016. During this time, a new nationally approved methodology to convert the university aggregate to the ATAR (Australian Tertiary Admission Rank) was adopted and applied to South Australian students' results for the first time.

Throughout the results-processing period, members of both the SACE Board and SATAC worked together to ensure the integrity and accuracy of the results that students were to receive.

SACE certification was printed on SACE Board stationery and sent to students separately from the Tertiary Entrance Statement, which was printed on SATAC stationery.

## Communication

### Students and Parents

Two editions of the student magazine *achieve* were produced in 2016. At the beginning of Term 1, an edition tailored to students commencing their SACE was distributed to every South Australian Year 10 student. This edition featured clear explanations of the structure and key elements of the overall SACE, and detailed information about Stage 1.

At the beginning of Term 3, an edition designed to support course counselling in preparation for Year 12 was distributed to all South Australian Year 11 students. This edition focused on Stage 2, SACE results, the Research Project, and pathways into further education and training.

Articles from the Chief Executive about the SACE were published quarterly in two magazines for parents:

- *School Post* (South Australian Association of State School Organisations Inc.)
- *Parents Say* (South Australian Association of School Parents Clubs Inc.).

Prior to the end-of-year results release on 20 December 2016, an overview explaining the SACE Certificate and the Record of Achievement was posted on the SACE website, to assist students to better understand their results.

The SACE Board's Students Online application underwent a significant upgrade. Results information was streamlined, and the application

was made responsive to screen size to support access via mobile phones and tablets.

On results release day, 80% of SACE completers accessed their results via Students Online.

South Australian students received their official documentation via Australia Post on the same day.

The SACE website was accessed by approximately 22 000 people on results release day; more than half of these people used a mobile phone or tablet.

### Schools

The SACE Board's primary tool for communicating with teachers and schools is the SACE website. In 2016 the number of users accessing the SACE website increased from 2015 by approximately 25 600 visits — an increase of 7%; the number of users accessing the site via mobile phone increased from 2015 by 21%.

Minisites incorporating the Australian Curriculum into science and history subjects were relaunched in 2016.

The SACE Board's Twitter account was widely used and promoted to teachers as the most effective means of providing materials and up-to-date information about events to teachers. The number of followers grew steadily, and cross-promotion with other organisations (including the office of the Minister for Education and Child Development, the Hon. Susan Close MP) also increased. The account had approximately 500 followers by the end of 2016, an increase of 30% on the previous year.

In March 2016 the SACE Board launched an Instagram account to coincide with the SACE Art Show. With SACE students being the primary audience, Instagram is used by the SACE Board to promote student work and achievements, predominantly during events and campaigns including the Research Project Student Expo.

Several new videos were developed and published on the SACE Board's YouTube channel in 2016. These include new Research Project student testimonials, and presentations from the Research Project Student Expo.

The online newsletter *SACE News* was sent each term to subscribers to keep teachers and schools up-to-date with the SACE. Each edition was viewed approximately 2000 times.

*SACE News* regularly featured details about professional development and quality assurance workshops, online resources for teachers, SACE Board events, and operational information.

Each term a letter from the Chief Executive outlining key strategic information was distributed to school principals and SACE coordinators. A number of topic-based Leader Update flyers were distributed to schools throughout the year.

Chief Assessors' reports for the 2015 assessment cycle were posted on the SACE website in early 2016.

## **Industry, Employer Groups, and the Community**

Approximately 2200 copies each of the two editions of *achieve* magazine were sent to more than 100 institutions in the community, including a range of VET providers, business groups, and libraries.

A range of data reports on student enrolments, subject results, and other aggregate data were uploaded to the SACE Data minisite. Every year the SACE Board also responds to requests for data. In 2016 a range of data was provided to schools and other institutions, both state and federal.

# STUDENT OUTCOMES

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## Success Indicators

### SACE Completion Rates

In 2016 there was an increase in the number of students who studied at least one Stage 2 subject: from 23 028 in 2015 to 23 957 in 2016.

The South Australian Certificate of Education (SACE) completion rate\* increased from 96.2% in 2015 to 96.6% in 2016.

The SACE Board also recognises many other courses towards the SACE in lieu of SACE subjects, such as vocational education and training (VET), university studies, community learning, and interstate or overseas studies. For example, in 2016, 2577 students completed both the SACE and a VET certificate, of whom 2015 completed a VET Certificate III level (or higher) qualification.

### Literacy and Numeracy

To be eligible to achieve the SACE, students must meet compulsory literacy and numeracy requirements. The SACE provides flexibility in how students can fulfil the literacy and numeracy requirements. This includes:

- a range of Board-accredited English or mathematics subjects
- English or mathematics courses from other institutions, authorities, or organisations
- a folio of evidence verified by the principal of the student's school (for adult students only).

To meet the Stage 1 and Stage 2 literacy requirement, students must complete 20 credits from the range of English subjects and/or courses at a level of satisfactory achievement (a C grade) or better. (At Stage 2, a C grade is defined as C-, C, or C+.)

To meet the Stage 1 and Stage 2 numeracy requirement, students must complete 10 credits from the range of mathematics subjects and/or courses at a level of satisfactory achievement (a C grade) or better. (At Stage 2, a C grade is defined as C-, C, or C+.)

Completion of the SACE indicates that a student has demonstrated the expected levels of literacy

and numeracy. This will assist students in their transition from school to further education, training, or employment.

In South Australia in 2016, of those students who undertook at least 20 credits of English subjects at Stage 1, 95.8% achieved a C grade or better and thereby met the SACE literacy requirement. Similarly, of those students who undertook at least 10 credits of mathematics subjects at Stage 1, 94.1% achieved a C grade or better and thereby met the SACE numeracy requirement.

The Stage 1 and Stage 2 Board-accredited subjects of English: Modified and Mathematics: Modified provided opportunities for eligible students to meet the literacy and numeracy requirements of the SACE.

### Aboriginal Education Strategy

The SACE Board Aboriginal Education Strategy aims to improve access, participation, and successful outcomes for Aboriginal students in the SACE. Five outcomes drive the major initiatives of the Strategy:

- achievement
- participation
- recognition
- sustainability
- representation.

In 2016 the SACE Board Aboriginal Education Strategy Steering Committee met quarterly to ensure that the activities and initiatives of the Strategy contributed to the success of Aboriginal students' in the SACE. The 2016 data indicates an increase across all metrics and reflects a significant achievement for Aboriginal students in the SACE.

New benchmarks for Aboriginal students in 2016 include the following:

- 322 Aboriginal students successfully completed the SACE — the highest to date and a completion rate of 93.9%
- 161 of the 322 Aboriginal SACE completers received an ATAR (Australian Tertiary Admission Rank), and 221 Aboriginal completers received a TAFE SA Selection Score

\*The annual SACE 'completion rate' is based on those students who completed the SACE as a proportion of the 'potential SACE completers' in a given year. Potential SACE completers are those Year 12 students whose enrolment pattern showed that they were attempting to complete the SACE.

- Three subject merits were achieved by Aboriginal students in 2016, and the fifth Governor of South Australia Commendation — Aboriginal Student SACE Award was awarded to the Aboriginal student with the best overall performance in the SACE in 2016
- The eighth SACE Aboriginal Student Pathways Conference was held in June and attended by over 160 students from 28 metropolitan and regional schools.

Throughout 2016 the SACE Aboriginal Education Strategy Steering Committee and Working Party finalised the new SACE Board Aboriginal Education Strategy for publication and launch in March 2017.

It is recommended that the implementation of the *SACE Board Aboriginal Education Strategy 2017–2021*:

- focuses on emerging practices, including building on strengths, encouraging pride in young Aboriginal people’s cultural heritage, and emphasising holistic, collaborative, and proactive approaches to SACE attainment
- drives positive change by acknowledging that success in the SACE does not begin just in Years 10 or 11, recognising that broader educational policy change in earlier schooling years is required
- inspires the schooling sectors and other stakeholders to consider the range of interrelated recommendations offered in the strategy
- promotes the targeted initiatives, activities, and coordinated approaches that are required at the school, sector, and state levels in order to achieve sustained, positive improvement.

### Special Provisions

The Special Provisions in Curriculum and Assessment Policy and associated procedures aim to ensure that students have fair opportunities to participate in and comply with the conditions and requirements of assessments. Students may apply for special provisions on the grounds of a long-term impairment, disability, or illness, personal circumstances, misadventure, or short-term sickness or difficulties.

Schools are responsible for determining eligibility and implementing special provisions for school assessments, but in 2016 the SACE Board continued to provide advice to schools about the options best suited to different subjects and individual students.

The SACE Board was responsible for granting special provisions to students who applied for

special provisions for external assessments. In 2016, 1036 students from 166 schools in South Australia and the Northern Territory were granted special provisions for external assessments; 13 students from four schools in Asia were also granted special provisions.

In 2016 a Special Provisions Status Report was available in Schools Online, allowing schools to check the status of submitted special provisions applications and, where finalised, which provisions had been approved.

### Modified Subjects

Modified subjects allow students with identified intellectual disabilities to demonstrate their learning in a range of challenging and achievable learning experiences. They are designed for students who are unable to meet the performance standards in a mainstream subject because of their intellectual functioning and adaptive behaviour (conceptual, social, and practical).

Students who wish to access modified subjects must meet the SACE Board’s eligibility criteria.

The following modified subjects were offered at both Stage 1 and Stage 2 in 2016:

- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics: Modified
- Scientific Studies: Modified
- Society and Culture: Modified.

The Personal Learning Plan: Modified (Stage 1 only) and Research Project: Modified (Stage 2 only) were also offered in 2016.

Modified subjects allow students, with the support of others, opportunities to develop their capabilities and personal learning goals. Students learn how to identify, develop, and achieve their personal learning goals in the context of the subject undertaken.

Assessment of individual achievement is based on the features of knowledge, skills, and understanding that are observed in the student’s evidence of learning in relation to the selected capabilities and personal learning goals. Students who undertake modified subjects receive a result of ‘completed’ or ‘not completed’ rather than a grade.

A number of meetings were held in 2016 to support teachers to deliver modified subjects. These meetings included:

- two planning workshops that focused on assessment design and the development of learning and assessment plans
- two clarifying forums to support teachers to develop a shared understanding of assessment decisions with reference to personal learning goals and capabilities
- two review meetings to ensure that teachers' assessment decisions were consistent across the state; 69 schools participated in a review meeting.

The SACE Board recognises students who have completed their SACE entirely through the study of modified subjects, and who have demonstrated personal achievements that go well beyond expectations, as well as exceptional development and demonstration of one or more SACE capabilities during their SACE studies. Each school in South Australia is invited to nominate one student to become eligible to receive the award on this basis. From the nominations, a Board-appointed panel selects the student to receive the Governor of South Australia Commendation — Excellence in Modified SACE Award.

In 2016, 228 students completed the SACE by studying at least one modified subject at Stage 1 or Stage 2, and 136 students completed the SACE by studying modified subjects only.

## Recognition of Excellence

### Merit Ceremony

Each year the SACE Board publicly honours student achievement at the SACE Merit Ceremony on the grounds of Government House South Australia. The event recognises exceptional academic excellence by students in one or more of the Board's accredited Stage 2 subjects, and also celebrates the personal qualities that students have developed to succeed in community life, citizenship, and work.

On Tuesday 9 February 2016, 920 South Australian students and their guests, as well as distinguished guests, attended the SACE Merit Ceremony. These South Australian students achieved a total of 1232 Merit Certificates for outstanding achievement in SACE subjects in 2015.

Twenty-eight students received the Governor of South Australia's Commendation for outstanding overall achievement, and were presented to His Excellency the Hon. Hieu Van Le AO, Governor of South Australia. The Hon. Susan Close MP, Minister for Education and Child Development, presented the Tennyson Medal for English Studies to Theodora Galanis. Mr Robert DeBelle, the Deputy Presiding Member of the SACE Board, presented Merit Certificates to students with outstanding achievement in four, three, or two subjects. Isabelle Blacketer responded on behalf of all students.

The following special guests presented Merit Certificates to students who achieved an outstanding result in one subject:

- Tony Clark, Executive Producer and Co-founder, Rising Sun Pictures
- Professor Craig Simmons, South Australian Scientist of the Year and Director, National Centre for Groundwater Research and Training, Flinders University
- Emma Rebellato, Senior Journalist and Presenter, ABC News
- Jessica Trengove, Olympic Games and Commonwealth Games Marathon Runner
- Julian O'Shea, Director, Engineers Without Borders Institute
- Rita Excell, Regional Manager for South Australia, ARRB Group Ltd
- Scott Boocock, Innovator and Founder, HEGS Australia (Telstra SA Business of the Year).

Music was provided by Brighton Secondary School — Concert Band, Fremont-Elizabeth City High School — Classical Guitar Ensemble, Immanuel College — String Ensemble, Marryatville High School — Flute Ensemble, and Woodville High School — Saxophone Quintet. The viceregal salute was performed by the combined Special Interest Music Centres brass ensemble from the Department for Education and Child Development.

The Board expressed its appreciation to the following organisations for their support for the 2016 Merit Ceremony: Adelaide City Council, BankSA, Knispel Fruit Juices Pty Ltd (Nippy's), St John Ambulance Australia SA Inc., and Santos Ltd.

### Governor's Awards

Based on the 2016 SACE results, 27 students were identified as recipients of the Governor of South Australia Commendation, recognising overall excellence in the SACE.

These students received a commendation for either:

- achieving an A+ with Merit in five Stage 2 subjects, including the Research Project
- demonstrating excellence in their SACE studies and in one or more of the SACE capabilities of communication, learning, personal development, citizenship, and work
- being the Aboriginal student with the highest overall achievement in the SACE
- being the student with an identified intellectual disability who demonstrates outstanding achievement exclusively through SACE modified subjects.

Each school in South Australia was invited to nominate one student to receive the award based on the second criterion. Recipients were chosen by a selection panel that comprised His Excellency the Hon. Hieu Van Le AO, Governor of South Australia, and leaders from the school sectors, vocational education and training, and business.

The 2016 Governor of South Australia's Commendations will be presented to South Australian students at the 2017 SACE Merit Ceremony. (See Appendix D for the names of recipients.)

## Subject Merits

To receive a subject merit, a student must achieve an A+ and be in the top 1–2% of the cohort in a Board-accredited Stage 2 subject. A panel determined the level that represented exceptional achievement in each subject and students who demonstrated achievement at this level were awarded an A+ with Merit.

In 2016, a total of 1044 students achieved an A+ with Merit in at least one subject, including 996 from South Australia, 26 from the Northern Territory, and 22 from Asia.

Merit Certificates for the 2016 school year will be presented to South Australian students at the 2017 SACE Merit Ceremony. (See Appendix D for the names of recipients.)

## Art Show

The thirty-fourth annual SACE Art Show was held from 19 March 2016 to 4 May 2016 at Light Square Gallery, Adelaide College of the Arts. The SACE Art Show was opened by Dr Neil McGoran, Chief Executive, SACE Board of South Australia,

with guest presenter visual artist Ruby Chew. The Hon. Susan Close MP presented a number of awards to students from both regional and metropolitan schools. Each year the SACE Board selects an art or design piece that will be used on the promotional materials for the following year's Art Show. Rachel Ey's piece *Cutis and Skinscape* was chosen in 2016.

Selected for exhibition were 130 works by 119 students from across the three school sectors. The artworks demonstrated a broad and insightful interpretation of the performance standards for the Stage 2 Visual Arts Assessment Type 2: Practical.

## Student Pathways

### Australian Tertiary Admission Rank

Students who complete the SACE and obtain a university aggregate are eligible for university entry using the Australian Tertiary Admission Rank (ATAR). The ATAR is a nationally recognised rank derived from the university aggregate. The university aggregate is based on 90 credits of tertiary admissions subjects (TAS) and Recognised Studies.

In 2016, 12074 students obtained a university aggregate and an ATAR.

### TAFE SA Selection Score

Students who complete the SACE are eligible for entry to most TAFE SA courses. To be eligible for entry to Certificate IV level (and higher) TAFE SA courses, students must also obtain a TAFE SA Selection Score.

To obtain a TAFE SA Selection Score, students who complete their SACE must, while complying with rules regarding subject combinations, gain at Stage 2:

- 40 credits from TAS
- a further 20 credits from TAS, other Board-approved subjects, and/or Board-recognised courses.

This mixture of SACE subjects and other recognised courses allows students to use the flexible options of the new SACE for TAFE entry.

In 2016, 13482 students obtained a TAFE SA Selection Score.



# HUMAN RESOURCES MANAGEMENT REPORTING

The Human Resources and Corporate Services group provides a comprehensive range of strategic and operational functions relating to human resource management, financial management, administration, and other corporate services to support the SACE Board of South Australia.

## Workforce Planning

A workforce planning tool was developed to assist managers.

## Finance

The implementation of Basware automated the accounts payable and purchase management system.

## Payroll

The agency's payroll system, CHRIS21, was migrated to Shared Services SA on 11 July 2016 as part of a whole-of-government project that commenced in early 2014.

## Learning and Development

A number of internal training programs were delivered in 2016 on topics including:

- recruitment and selection
- protective security
- online records management.

The South Australian Public Sector online *Code of Ethics Awareness Program* was integrated into the induction program for new employees; all current employees were also required to complete the program. Furthermore, all employees attended ICAC (Independent Commission Against Corruption) awareness training.

Further human resources information is available from the Commissioner for Public Sector Employment website at [publicsector.sa.gov.au/about/our-public-sector/workforce-information/](http://publicsector.sa.gov.au/about/our-public-sector/workforce-information/).

Number of Executives by Gender, Classification, and Status

Classification	Ongoing		Term Tenured		Term Untenured		Other (Casual)		Total				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	%#	Female	%#	Total
EX A	–	–	–	–	–	2	–	–	–	–	2	1.83	2
EX C	–	–	–	–	1	–	–	–	1	0.91	–	–	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0.91</b>	<b>2</b>	<b>1.83</b>	<b>3</b>

# Percentage of all SACE Board employees.

## Employment Opportunity Programs

In 2016 the agency recruited a Graduate Finance Officer from the Department of Treasury and Finance's Graduate Development Program, and an Administrative Services Officer from the Disability Employment Register (Department for Communities and Social Inclusion).

## Leave Management

Average Days Leave Taken per Full-time Equivalent Employee

Leave Type	2013	2014	2015	2016
Sick leave	7.8	6.8	7.2	6.3
Family carer's leave	1.9	1.5	2.0	1.9
Special leave with pay	0.6	0.5	0.7	0.3

## Workforce Diversity

The SACE Board has a diverse workforce, of which 3.6% have an ongoing disability.

In 2016 no new workplace adaptations were required for employees with disabilities.

### Number of Employees by Age Bracket by Gender

Age Bracket (years)	Male	Female	Total	% of Agency	2014 Workforce Benchmark*%
15–19	–	–	–	–	5.5
20–24	–	–	–	–	9.7
25–29	4	2	6	5.5	11.2
30–34	6	5	11	10.1	10.7
35–39	7	7	14	12.8	9.6
40–44	7	14	21	19.3	11.4
45–49	7	18	25	23.0	11.1
50–54	5	12	17	15.6	11.4
55–59	3	5	8	7.3	9.1
60–64	–	6	6	5.5	6.7
65+	–	1	1	0.9	3.6
<b>Total</b>	<b>39</b>	<b>70</b>	<b>109</b>	<b>100</b>	<b>100</b>

\* Source: Australian Bureau of Statistics *Australian Demographic Statistics, 6291.0.55.001 Labour Force Status (ST LM8) by Sex, Age, State, Marital Status — Employed* — Total from Feb78 Supertable, South Australia at November 2013.

### Types of Disability (where specified)

Disability*	Male	Female	Total	% of Agency
Disability requiring workplace adaption	–	–	–	0.0
Physical	–	–	–	0.0
Intellectual	–	–	–	0.0
Sensory	1	1	2	1.8
Psychological/psychiatric	1	–	1	0.9
Other	1	–	1	0.9
<b>Total</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>3.6</b>

\* As defined under s. 4 of the Commonwealth's *Disability Discrimination Act 1992*.

## Leadership and Management Development

### Leadership and Management Training Expenditure

Training and Development	Total Cost	% of Total Salary Expenditure
Total training and development expenditure	\$142338	1.4
Total leadership and management development expenditure	\$19953	0.2

## Performance Management

As at December 2016, 99% of employees had a documented individual performance management review, of which 53% had occurred within the past 6 months.

### Documented Review of Individual Performance Management

Employees with . . .	% of Total Workforce	
	2015*	2016
a review within the past 6 months	n/a	57
a review older than 6 months	n/a	42
a review within the past 12 months	89	n/a
a review older than 12 months	9	n/a
no review	2	1

\* Figures for 2015 are based on reviews within the past 12 months and reviews older than 12 months, which were the reporting requirements at that time.

## Work Health and Safety, and Injury Management

The Work Health and Safety (WHS) Committee focused on employee wellbeing activities, compliance checks, and training for emergency wardens, first aid officers, and the health and safety representative.

The SACE Board's service level agreement with the Department for Education and Child Development to provide injury management services was renewed for a further 12 months.

The SACE Board continued to have a low incidence of workers compensation claims. The total work time lost for all claims was less than one week.

The following were offered to employees:

- influenza vaccinations
- manual handling training
- workstation assessments
- access to an online tool that provides a broad range of ergonomic and manual handling information.

### Work Health and Safety Notices and Corrective Action Taken

WHS Legislative Requirements	2012	2013	2014	2015	2016
Number of notifiable incidents pursuant to WHS Act Part 3	–	–	–	–	–
Number of notices served pursuant to WHS Act s. 90, s. 191, and s. 195 (provisional improvement, improvement, and prohibition notices)	–	–	–	–	–
Number of prosecutions pursuant to WHS Act Part 2 Division 5	–	–	–	–	–
Number of enforceable undertakings pursuant to WHS Act Part 11	–	–	–	–	–

### Work Health and Safety Performance (Building Safety Excellence Targets)

WHS Legislative Requirements	2016
Total new workplace injury claims	2
Significant injuries — where lost time exceeds 1 working week (expressed as frequency rate per 1000 FTE)	0.0
Significant musculoskeletal injuries — where lost time exceeds 1 working week (expressed as frequency rate per 1000 FTE)	0.0
Significant musculoskeletal injuries – where lost time exceeds one working week (expressed as frequency rate per 1000 FTE)	0.0

# OPERATIONS MANAGEMENT REPORTING

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## Disability Access and Inclusion Plans

The SACE Board of South Australia has continued its commitment to providing facilities and support to customers and employees with disabilities.

During 2016 the SACE Board continued to apply the standards established in 2015 regarding accessibility for people with disabilities, particularly those with visual impairments and those using assistive technologies.

Modified subjects provided a curriculum and assessment option for students with identified intellectual disabilities.

The SACE Board also provided workshops, key materials, and support materials for teachers and schools to assist them to teach modified subjects.

In 2017 the SACE Board will outline its achievements and actions in its *National Disability Access and Inclusion Plan*. This plan will be on the SACE Board website.

## Freedom of Information

The SACE Board became subject to the *Freedom of Information Act 1991* (the FOI Act) from 1 April 2013.

The FOI Act provides members of the public with a legally enforceable right of access to documents held by the South Australian Government, subject only to such restrictions as are reasonably necessary for the proper administration of the government. It also enables members of the public to apply for the amendment of records concerning their personal affairs if they consider them to be incomplete, incorrect, out of date, or misleading.

The SACE Board remains an Exempt Agency in respect of certain functions and information in accordance with the *Freedom of Information (Exempt Agency) Regulations 2008*.

In 2016 the SACE Board received a total of four applications made under the *Freedom of Information Act 1991*. These applications were dealt with in accordance with the requirements of the FOI Act.

The SACE Board received two formal consultation requests from other agencies that had received applications made under FOI legislation for information owned or generated by the SACE Board of South Australia. The SACE Board is required to provide a response to agencies consulting with the SACE Board that reflects the SACE Board's views on the exemption or otherwise of the requested information in accordance with FOI legislation.

The SACE Board provided a response to each agency in accordance with the requirements of the FOI Act.

## Freedom of Information Statement 2015

In 2016 an up-to-date information statement was published on the SACE website to satisfy Freedom of Information obligations.

## Whistleblowers Protection Act

The SACE Board has an appointed responsible officer for the purposes of the *Whistleblowers Protection Act 1993* (WPA) pursuant to the *Public Sector Act 2009* s. 7.

There have been no disclosures of public interest information to the responsible officer of the SACE Board under the WPA during the period 1 January 2016 to 31 December 2016.

## Public Complaints

In 2016 the SACE Board commenced the process of collecting data on Public Complaints.

A guideline was developed that defines a Public Complaint and outlines how such complaints should be followed up and reported.

As a statutory authority, most queries received by the SACE Board relate to matters covered by established policies, or relate to feedback provided on the curriculum or assessment.

In 2016 no Public Complaints were received by the SACE Board.

# FINANCIAL MANAGEMENT REPORTING

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The SACE Board's existing financial policies and procedures are reviewed on a regular basis to ensure that they remain accurate and relevant. In addition, changes in legislation, regulations, or practice improvements require new policies and procedures to be developed.

In 2016 the Leadership Team developed and endorsed a new policy and procedure for the capitalisation of internally developed software.

## Fraud

The SACE Board did not identify any instances of fraud during 2016.

The SACE Board has in place a range of strategies to control fraud, including:

- maintenance of the Fraud and Corruption Prevention Guideline that was developed in 2014
- mandatory employee attendance of an Independent Commissioner Against Corruption (ICAC) and Office for Public Integrity (OPI) information session
- creation and approval of policies and procedures to ensure compliance with relevant legislation, guidelines, and other requirements
- provision of information about conditions of employment via the SACE Board of South Australia Induction Manual.

The Induction Manual, available on the SACE Board intranet, is used to induct new employees to the agency. Each employee, as part of their

induction, is required to sign the Code of Ethics for the South Australian Public Sector, the SACE Board's IT User Agreement, and any other documentation relevant to their role, to support their employment at the SACE Board. The Code of Ethics sets out the standards of professional conduct expected of every public sector employee.

## Contractual Arrangements

The SACE Board's contractual arrangements for 2016 may be found at: <https://www.tenders.sa.gov.au/tenders/contract/list.do?action=contract-view>.

## Consultants

In 2016 the SACE Board engaged one consultant, at a cost of \$20 000, to provide an independent technical controls review of SACE Board IT systems and associated processes that support the release of SACE results and tertiary entrance results.

## Overseas Travel

Information on overseas travel can be found on the SACE Board website:

<https://www.sace.sa.edu.au/about/about-sace-board/annual-reports> (Annual reports > Documents > Annual reports > 2016 SACE Board annual report – supplementary information).

## Appendix A: Board Profiles

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### Jane DANVERS

Jane was appointed Presiding Member of the SACE Board of South Australia in October 2012, after serving as the Deputy Presiding Member for 3 years. Currently Principal of Wilderness School, Jane was the inaugural Principal

of University Senior College.

Jane is a member of the Australian College of Educators and the Australian Council for Educational Leaders, the Association of Heads of Independent Schools of Australia (AHISA), the Association of Independent Schools of SA (AISSA), and the International Association for the Study of Cooperation in Education. She serves on the national AHISA Board and is a member of the University of Adelaide School of Humanities Advisory Board and the Faculty of Health and Medical Sciences External Advisory Council, and the South Australian Health and Medical Research Institute (SAHMRI) Wellbeing and Resilience Centre Strategic Advisory Board. In 2013 Jane was awarded the AISSA Noel Volk Excellence Award and the Principals Australia Institute's John Laing Award.

She has served on the Ministerial Advisory Committee on Non-government Schools, the Governing Council of St Ann's Residential College, the *future* SACE's Higher and Further Education Task Group, the South Australian Tertiary Admissions Centre Schools Reference Group, and the AHISA National Curriculum Advisory Group.



### Robert DEBELLE

Robert was appointed the Deputy Presiding Member in October 2012. He is a general economist and has wide experience in challenging and creative management roles in the private sector, government, and non-profit

organisations. His experience includes Chief Executive of Studio Archetype in Sydney, one of the world's foremost brand consultancies at the time, and manager of an Asia-Pacific e-commerce consulting firm based in Tokyo.

Robert is Managing Director of the strategic consulting firm ROBERT DEBELLE & Co, and a Senior Associate of SKC, an economic analysis consultancy with a focus on network industries. Robert is also a member of the Adelaide Venue Management Corporation.



### Cheryl BAUER

Cheryl is the Principal of St John's Grammar School. Her career in education spans Independent and government schools and both coeducational and all-female student cohorts. Cheryl's curriculum experience includes a role

in subject moderation and membership of a subject advisory committee at SSABSA. Cheryl has also worked as a subject adviser and project officer in the Department for Education and Child Development, and with student teachers at the University of South Australia.

Cheryl is a Deputy Member of the Education and Early Childhood Services Registration and Standards Board, and she has also served a term as Chair of the AISSA Secondary/Combined Heads Committee. She is a member of the Australian Institute of Company Directors, the Australian Council for Educational Leaders, AHISA, Anglican Schools Australia, and AISSA.



### Marion GUPPY

Marion has worked in education for over 25 years. She began her career in Victoria before moving to the Northern Territory, where she has worked in both regional and remote schools, including Karguru School, Alpururulam

School, Tennant Creek High School, and Katherine High School. Marion was the founding principal of Casuarina Street Primary School in Katherine before moving to Darwin, where she became the principal of Dripstone High School (now known as Dripstone Middle School) and then of Darwin High School.

Marion worked as the Northern Territory Department of Education's Regional Director Darwin, Executive Director Arafura, and then

the Executive Director Secondary Education. In mid-2015 she assumed her current role of Acting Deputy Chief Executive for School Education. Marion has degrees and postgraduate qualifications from La Trobe University and Charles Darwin University.

Marion enjoys working on system-wide initiatives and helping schools to improve their services. She strongly believes in enabling schools and their students to achieve excellence.



**Kim HEBENSTREIT**

Kim is currently Director, Operations within the Department for Education and Child Development. Previously he was the Principal of Thebarton Senior College, a major provider of vocational education and training and

of senior secondary and new arrivals programs for adult students. He has worked in senior leadership positions in secondary schools for the past 25 years.

Kim has worked extensively in developing programs that equip students for the transition from school to work. He has a keen interest in strategic leadership and governance. He is an Honorary Fellow of the Australian Council for Educational Leaders.



**Tony LUNNISS**

Tony is currently the Director of Review Improvement and Accountability in the Department for Education and Child Development (DECD). In this role, Tony is responsible for the conduct of external school reviews

in all DECD schools. Prior to this appointment, Tony was Principal of Wirreanda Secondary School and a Board Member of the South Australian Secondary Principals' Association.

During Tony's tenure as Principal of Wirreanda Secondary School, the school developed a variety of innovative programs and facilities focusing on improving student learning and wellbeing outcomes, including the development of a Learning Hub and a Learner Wellbeing Centre. Wirreanda Secondary School also delivered significantly improved outcomes for Aboriginal and Torres Strait Islander students and young people enrolled in the school's successful Flexible Learning Options (FLO)

program, which included an extensive range of vocational courses and accreditation, and featured high levels of SACE completion.

Tony has worked in a wide range of school, regional, and central office leadership positions. He was a curriculum officer at the Senior Secondary Assessment Board of South Australia (SSABSA) and author of several subject frameworks in the original SACE. He is a member of the SACE Board's Innovation Development Advisory Group.



**Neil McGORAN**

Neil is the Chief Executive of the SACE Board of South Australia. Neil was appointed to the position in October 2013, and aims to continue the pursuit of excellence and equity for SACE students.

Neil is a passionate educator and is committed to ensuring positive educational outcomes for all young people. He has taught a range of SACE subjects, including English, Literacy for Work and Community Life, Numeracy for Work and Community Life, and Stage 2 Community Studies, and his areas of professional interest are educational leadership, curriculum and assessment policy, and change management.

Before his appointment as Chief Executive, Neil held several school-based leadership positions, including principal, deputy principal, and director of studies. He has also worked as a system leader in Catholic Education South Australia.



**Peter MCKAY**

Peter is the Principal of Paralowie R-12 School, a large, complex Reception to Year 12 public school in the northern suburbs of Adelaide. He is also Chair of the Northern Adelaide State Secondary Schools Alliance (NASSSA).

Previously Peter was the Principal of Mount Gambier High School, and he has held a range of senior leadership positions in remote, regional, and metropolitan schools, and also spent a short time in the Department for Education and Child Development's state office initiating the Advanced Technologies Project.

Peter is also a board member of the South Australian Secondary Principals' Association

(SASPA) and represents SASPA on the INTERsectorial Secondary Principals' Education Consultative Committee (INTERSPECC) and the ACARA National Innovation and Science Agenda project working party with a focus on implementing digital technologies. He is a member of the SASPA Curriculum and Pedagogy Committee.

Peter is committed to ensuring high-quality teaching and purposeful learning, and that a rigorous and relevant curriculum that develops a culture of authentic engagement is at the centre of a quality school experience for all young people.

She has recently engaged all her R–12 teaching staff in the Institute of Educational Assessors' professional learning program and has also completed the requirements for the Certified Educational Assessor program.



**Helen O'BRIEN**

Helen is the Director of Catholic Education South Australia. She works with other senior leaders to articulate the vision for the system of Catholic schools in South Australia and to put in place strategies that will bring the vision

to a reality. Helen works at the strategic level across the system of Catholic schools and with other sectors and governments. Her work is interdependent with the leadership of the Catholic Church in the Archdiocese of Adelaide.

Helen has worked as a deputy director, regional adviser, principal, mathematics consultant, and teacher in the Catholic education sector. She considers her work on the SACE Board to be foundational to the wellbeing of all young people in the senior years of education in Catholic schools in South Australia.

Helen is committed to ensuring that all young people have access to the best learning opportunities possible.



**Peter VAUGHAN**

Peter joined the Board in October 2012. He began his working life as a secondary school teacher in Victoria, and has since undertaken diverse roles in a variety of industries, including industrial arbitrator, marketing manager, industry

spokesperson, and various senior management roles in both the private and public sectors. Peter was the Chief Executive Officer of Business SA, before retiring in July 2012. He continues to serve on a number of Boards, including those of JamFactory (Chair) and TAFE SA (Chair). Peter has sat on various other boards and councils, including the Training and Skills Commission, WorkCover SA, and Cancer Council SA.

As a dedicated supporter of government schooling, Peter is mindful that education is the great uplifter in our society.



**Pam RONAN**

Pam is the Principal of St Francis de Sales College, Mount Barker. She is also the South Australian Director with the Catholic Association of Secondary Principals, Australia, immediate past Chair of the Association of Principals of

Catholic Secondary Schools in South Australia, and state President of the Australian College of Educators. Since 2012 Pam has also been Chair of the Accreditation, Recognition, and Certification Standing Committee of the SACE Board.



**Martin WESTWELL**

Martin leads a team that collaborates with teachers, schools, systems, and policy-makers to develop evidence-informed innovation in policy and practice. As one of the Chief Investigators in the national Australian Research Council

(ARC) Science of Learning Research Centre, Martin undertakes research into young people's problem-solving and cognition, which connects the laboratory to the classroom to help improve student outcomes.

He is a member of the steering group of the United Nations Educational, Scientific and Cultural Organization (UNESCO) Education Research Institutes Network looking at the future of education in the Asia-Pacific region. Closer to home, Martin is a member of the South Australian Science Council, which provides high-level independent advice to the South Australian Government and Chief Scientist on science policy issues.



## Appendix B: Accredited Subjects

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### Stage 2

#### Full-year (20-credit) subjects

##### Arts

Creative Arts  
Dance  
Drama  
Visual Arts — Art  
Visual Arts — Design

##### Business, Enterprise, and Technology

Accounting  
Business and Enterprise  
Design and Technology  
    Communication Products I  
    Communication Products II  
    Material Products I  
    Material Products II  
    Systems and Control Products I  
    Systems and Control Products II  
Information Processing and Publishing  
Information Technology  
Workplace Practices

##### Cross-disciplinary

Community Studies A  
    Arts and the Community  
    Communication and the Community  
    Foods and the Community  
    Health, Recreation, and the Community  
    Science, Technology, and the Community  
    Work and the Community  
Community Studies B  
    Humanities and the Community  
    STEM and the Community  
    Interdisciplinary Learning and the Community  
Cross-disciplinary Studies  
Integrated Learning  
    Integrated Learning I  
    Integrated Learning II

##### English

English as a Second Language  
English as Second Language Studies  
English Communications  
English Pathways  
English Studies

##### Health and Physical Education

Child Studies  
Food and Hospitality  
Health  
Outdoor Education  
Physical Education

#### Humanities and Social Sciences

Aboriginal Studies  
Australian and International Politics  
Australian History  
Classical Studies  
Economics  
Geography  
Legal Studies  
Media Studies  
Modern History  
Philosophy  
Religion Studies  
Society and Culture  
Tourism  
Women's Studies

##### Languages

Arabic (beginners)  
Arabic (continuers)  
Armenian (continuers)  
Auslan (continuers)  
Bosnian (continuers)  
Chinese (background speakers)  
Chinese (beginners)  
Chinese (continuers)  
Croatian (continuers)  
Dutch (continuers)  
Filipino (continuers)  
French (beginners)  
French (continuers)  
German (beginners)  
German (continuers)  
Hebrew (continuers)  
Hindi (continuers)  
Hungarian (continuers)  
Indonesian (beginners)  
Indonesian (continuers)  
Italian (beginners)  
Italian (continuers)  
Japanese (background speakers)  
Japanese (beginners)  
Japanese (continuers)  
Khmer (continuers)  
Korean (background speakers)  
Language and Culture  
Latin (continuers)  
Macedonian (continuers)  
Malay (background speakers)  
Maltese (continuers)  
Modern Greek (beginners)  
Modern Greek (continuers)  
Persian (background speakers)  
Polish (continuers)  
Portuguese (continuers)

Punjabi (continuers)  
 Romanian (continuers)  
 Russian (continuers)  
 Serbian (continuers)  
 Sinhala (continuers)  
 Spanish (beginners)  
 Spanish (continuers)  
 Swedish (continuers)  
 Tamil (continuers)  
 Turkish (continuers)  
 Ukrainian (continuers)  
 Vietnamese (background speakers)  
 Vietnamese (continuers)  
 Yiddish (continuers)

## Mathematics

Mathematical Applications  
 Mathematical Methods  
 Mathematical Studies  
 Mathematics Pathways  
 Specialist Mathematics

## Modified Subjects

Business and Enterprise: Modified  
 Creative Arts: Modified  
 Cross-disciplinary Studies: Modified  
 English: Modified  
 Health: Modified  
 Language and Culture: Modified  
 Mathematics: Modified  
 Scientific Studies: Modified  
 Society and Culture: Modified

## Science

Agricultural and Horticultural Science  
 Agriculture and Horticulture  
   Agricultural and Horticultural Applied Technologies  
   Agricultural and Horticultural Enterprise  
   Agricultural and Horticultural Management  
   Agricultural and Horticultural Principles  
   Agricultural and Horticultural Studies  
 Biology  
 Chemistry  
 Geology  
 Nutrition  
 Physics  
 Psychology  
 Scientific Studies

\*This subject has two variants:  
 • A (Research Project A)  
 • B (Research Project B).

## Half-year (10-credit) subjects

### Arts

Creative Arts  
 Drama  
 Music  
   Composing and Arranging  
   Ensemble Performance  
   Musicianship  
   Musical Styles  
   Music Individual Study  
   Music Technology  
   Performance Special Study  
   Solo Performance  
 Visual Arts — Art  
 Visual Arts — Design

### Business, Enterprise, and Technology

Business and Enterprise  
 Design and Technology  
   Communication Products I  
   Communication Products II  
   Material Products I  
   Material Products II  
   Systems and Control Products I  
   Systems and Control Products II  
 Information Processing and Publishing  
 Workplace Practices A  
 Workplace Practices B

### Cross-disciplinary

Community Studies  
   Arts and the Community  
   Communication and the Community  
   Foods and the Community  
   Health, Recreation, and the Community  
   Science, Technology, and the Community  
   Work and the Community  
 Cross-disciplinary Studies  
 Integrated Learning  
   Integrated Learning I  
   Integrated Learning II  
 Research Project\*

### English

English Communications  
 English Pathways

### Health and Physical Education

Child Studies  
 Food and Hospitality  
 Health  
 Outdoor Education

### Humanities and Social Sciences

Religion Studies  
 Society and Culture

## Languages

Australian Languages  
First Language Maintenance I  
First Language Maintenance II  
Language Awareness I  
Language Awareness II  
Language Revival I  
Language Revival II  
Second Language Learning I  
Second Language Learning II  
Language and Culture

## Mathematics

Mathematics Pathways

## Modified Subjects

Business and Enterprise: Modified  
Creative Arts: Modified  
Cross-disciplinary Studies: Modified  
English: Modified  
Health: Modified  
Language and Culture: Modified  
Mathematics: Modified  
Research Project: Modified  
Scientific Studies: Modified  
Society and Culture: Modified

## Science

Agriculture and Horticulture  
Agricultural and Horticultural Applied Technologies  
Agricultural and Horticultural Enterprise  
Agricultural and Horticultural Management  
Agricultural and Horticultural Principles  
Agricultural and Horticultural Studies  
Nutrition  
Psychology  
Scientific Studies

## Stage 1

All Stage 1 subjects can have 10-credit or 20-credit programs developed from them unless otherwise indicated.

## Arts

Creative Arts  
Dance  
Drama  
Music  
Music Experience  
Music Advanced  
Visual Arts  
Visual Arts — Art  
Visual Arts — Design

## Business, Enterprise, and Technology

Accounting  
Business and Enterprise  
Design and Technology  
Communication Products  
Material Products  
Systems and Control Products  
Information Processing and Publishing  
Information Technology  
Workplace Practices

## Cross-disciplinary

Community Studies  
Cross-disciplinary Studies  
Integrated Learning  
Personal Learning Plan\*  
Research Practices

## English

English  
English as an Additional Language  
Essential English

## Health and Physical Education

Child Studies  
Food and Hospitality  
Health  
Outdoor Education  
Physical Education

## Humanities and Social Sciences

Aboriginal Studies  
Ancient Studies  
Australian and International Politics  
Economics  
Geography  
History  
Legal Studies  
Media Studies  
Philosophy

\*10-credit subject only.

Religion Studies  
Society and Culture  
Tourism  
Women's Studies

## Languages†

Arabic (beginners)  
Arabic (continuers)  
Armenian (continuers)  
Auslan (continuers)  
Australian Languages  
Bosnian (continuers)  
Chinese (background speakers)  
Chinese (beginners)  
Chinese (continuers)  
Croatian (continuers)  
Dutch (continuers)  
Filipino (continuers)  
French (beginners)  
French (continuers)  
German (beginners)  
German (continuers)  
Hebrew (continuers)  
Hindi (continuers)  
Hungarian (continuers)  
Indonesian (beginners)  
Indonesian (continuers)  
Italian (beginners)  
Italian (continuers)  
Japanese (background speakers)  
Japanese (beginners)  
Japanese (continuers)  
Khmer (continuers)  
Korean (background speakers)  
Language and Culture  
Latin (continuers)  
Macedonian (continuers)  
Maltese (continuers)  
Modern Greek (beginners)  
Modern Greek (continuers)  
Persian (background speakers)  
Polish (continuers)  
Portuguese (continuers)

Punjabi (continuers)  
Romanian (continuers)  
Russian (continuers)  
Serbian (continuers)  
Sinhala (continuers)  
Spanish (beginners)  
Spanish (continuers)  
Swedish (continuers)  
Tamil (continuers)  
Turkish (continuers)  
Ukrainian (continuers)  
Vietnamese (background speakers)  
Vietnamese (continuers)  
Yiddish (continuers)

## Mathematics

Mathematics  
Essential Mathematics  
General Mathematics

## Modified Subjects

Business and Enterprise: Modified  
Creative Arts: Modified  
Cross-disciplinary Studies: Modified  
English: Modified  
Health: Modified  
Language and Culture: Modified  
Mathematics: Modified  
Personal Learning Plan: Modified\*  
Scientific Studies: Modified  
Society and Culture: Modified

## Sciences

Agriculture and Horticulture  
Biology  
Chemistry  
Geology  
Nutrition  
Physics  
Psychology  
Scientific Studies

\*10-credit subject only.

†Schools can apply to the SACE Board if they want to offer language subjects at a level other than those listed.

## Appendix C: Prizes and Awards

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### Prizewinners

*Alliance Française d'Adelaide Prize for French*

Emily Rose Slimming

*Annie Montgomerie Martin Prize for French*

Emily Rose Slimming

*Annie Montgomerie Martin Prize for Modern History*

Henry Samuel Saxon

*Australian Hellenic Educational Progressive Association Prize for Modern Greek*

Anastasia Mavrides

*Australian Institute Of Physics Prize — Bronze Bragg Medal*

John Fox Crowley

*Campbell Award for overall excellence (student attending a government school)*

Abhiram Hiwase

*Co-ordinating Italian Committee Prize for Italian*

Ada Sophia Snell

Alexia Surace

*Don Maynard Music Prize*

Kathryn Jannes

*Economics Teachers Society of South Australia Award For Excellence*

Mathew Alan Wallace

Abhiram Hiwase

Cara Gordon

*Geological Society of Australia Prize for Geology*

Kelly Louise MacDonald

*Goethe Prize for German*

Alice Ascari

*Hardwicke College Prize for Biology*

Elizabeth Johnson

*John Lewis Medal and Prize for Geography*

Daniel Subramaniam

Christopher John Shaw

*Mark Auricht Award for Outdoor Education*

Hailey Grace Brown

Georgia Frances Brazier

*Schiller Prize for German*

Vivienne Slunder

*Tennyson Medal for English Studies*

Ashleigh Jones

*Way College Prize and Medal for Chemistry*

Joshua Michael Smith

### Special Awards

The following organisations or offices provide special awards to recognise all Merit students in particular subject areas:

*ACHPER (SA Branch) Bert Apps Special Award for Excellence in Physical Education*

*Attorney General's Department Justice Award for Legal Studies in conjunction with the Legal Studies Teachers Association of South Australia*

*Australian Chinese Medical Association of South Australia (ACMA SA) Award for Excellence in Chinese (Continuers)*

*Australian Education Union (South Australian Branch) — Jean Pavy Award for Excellence in Women's Studies awarded to students attending government schools*

*Australian Hellenic Educational Progressive Association Award for Modern Greek*

*Australian Institute of Physics (South Australian Branch) Award for Physics*

*Australian Psychologists and Counsellors in Schools: South Australia (APACS SA) Psychology Merit Award*

*Business and Enterprise Teachers' Association of South Australia Inc. (BETA SA) Award for Excellence in Accounting*

*Chian Association of South Australia Inc. 'Adamandios Koraes' Award for Excellence in Modern Greek*

*Japan Australia Friendship Association (JAFA) Award for Excellence in Japanese*

*Leila Rankine Aboriginal Studies Award for Excellence*

*Royal Australian Chemical Institute Award for Chemistry*

*SA TESOL Ann Sexton Memorial Award for English as a Second Language subjects*

*Spanish Teachers Association of South Australia — Spanish Embassy Award for Excellence in Spanish*

*State Theatre South Australia Award for Excellence in Drama*

## Appendix D: Governor's Awards and Merit List

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### Governor's Awards

#### Governor of South Australia Commendation

Governor of South Australia's Commendation for Outstanding Achievement in the South Australian Certificate of Education

Isobel Abell	Cosette Yoon Wey Hoe
Teham Ahmad	Victoria Louise Kitschke
Terence Wee-Xiang Ang	Annabel Lane
Jack William Tocaciu Armfield	Shanna Qi Lee
Emily Bennet	Jiayi Litten
Ashleigh Bradford	Shannon McGarry
Hannah Grace Bransbury	Kritika Mishra
Chelsea Brooks	Kalyan Ann Rigney
Alexander Salvatore De Ionno	Joshua Michael Smith
Lilly Rose Deluca	Son Cao (Sonny) Tran
Abby Clare Duncan	Georgina Trotta
Madeline Jane Hegarty	Ryan Thomas Wood
Abhiram Hiwase	

#### Governor of South Australia Commendation — Aboriginal Student SACE Award 2016

India Shackelford

#### Governor of South Australia Commendation — Excellence in Modified SACE Award 2016

Ronald Arthur Bromley

### Merit List

This list includes students from South Australia, the Northern Territory, and Asia who signed the declaration for the release of results.

Subjects are arranged alphabetically under learning areas.

#### Arts

##### Creative Arts

Sarah Brownridge  
Harry Clifford Hamilton  
Emily Liu  
Annelise Josephine Smith  
Olivia Sommariva  
Sarah Georgia Wyness

##### Dance

Victoria Taylor-Adams  
Jordan Peter Tomljenovic

#### Drama

Daisy Isadora Buckland  
Paris Caldwell  
Emily Jayde Cribb  
Saskia Kate Elliott  
Amelia French  
Daniel Isler  
Piers Owen Arthurs Mackenzie  
Daniel Malcolm  
Nili Margaret Pandya McGrath  
Chelsea McGuinness  
Tayla Palmieri  
Sarah Rosa Rocca  
Claudia May Honey Santin  
Sophie Madeleine Schultz  
Adam Karl Thorstensson  
Mathilde Warne

## Music

### *Composing and Arranging*

Emily Catherine Stewart

### *Ensemble Performance*

Ella Beard  
Kate Yeajin Hwang  
Elizabeth Harumi Inaba-Hill  
Qianyu Liu  
Philippa McAuliffe  
Jenaya Lee Shelton  
Lucas Teik Storer

### *Music Individual Study*

Shanna Qi Lee

### *Music Technology*

Liam Kerr

### *Musicianship*

James David Almeida  
Anh-Linh Cao Nguyen  
Kimberly Tze Wey Wong

### *Performance Special Study*

Samuel Levi Blanchard-Jackson  
Olivia Leilana Davies-Ardill  
Scarlett Gallery  
Kate Yeajin Hwang  
Kathryn Jannes  
Khiem-Dat Vuong Pham  
Natasha Joy Slater  
Amber Sylvia Watkins

### *Solo Performance*

Sam Brandon Lorenz Bartholomeusz  
Isaac Samuel Bate  
Anita Chaplin  
Esmond Choi  
Arthur Craig  
Benjamin Joseph Alan Francis  
Ryan Reece Grunwald  
Elizabeth Harumi Inaba-Hill  
Qianyu Liu  
Philippa McAuliffe  
Christopher McDonald  
Chelsea McGuinness  
Jordan Paterson  
Maiah Emily Stewardson  
Imogen Mary Tonkin  
Shine Wang

## Visual Arts

### *Visual Arts — Art*

Kira Narelle Adams  
Tiana Erica Belperio  
Ariana Cannan

Cadell Canute  
Penny Fisher  
Georgia Louise Gilles  
Emma Jane Hanlin  
Mikayla Jade Hussey  
Gemma Ivens  
Malkah Lara Muckenschnabl  
Emily Lehmann  
Christiana Eva Michaels  
Renaë O'Hara  
Luke Hamilton Phillips  
Harrison Keith Sparrow  
Leigh Benjamin Stark  
Jessie Williams  
Ella-Maude Wilson  
Yu Chen Xin  
Tahlia Zadow

### *Visual Arts — Design*

Brayden James Bagley  
Anthony Ryan Beshara  
Lillian Ophelia Deacon  
Ebony Susanne Forsyth  
Alice Grace Harry  
Jamie Anne Jaensch  
Anastasia Mavrides  
Alexander James Miller  
Thomas Curtis Schaefer

## Business, Enterprise, and Technology

### Accounting

Riley Angus Ahrens  
Terence Wee-Xiang Ang  
Lilly Rose Deluca  
Nathan Duong  
Jack Hill  
James Michael Ingram  
Don Anh Kieu  
Andrew Grantley Murdock  
Antonio Perrotta  
Benjamin Timothy Piotrowski  
Joshua Michael Smith

### Business and Enterprise

Teana Gabriella Bertagno  
Gabrielle Brunton  
Ivana Burneska  
Jack Oliver Chard  
Bridget Costello  
Jessica d'Souza  
Cora Edgecombe  
Sarah Kate Fosdike  
Hannah Jayne Grady  
Benjamin Homburg  
Chrystal Leong  
Thomas Patrick Lewis  
Timothy Lewis  
Rebecca Kay Nesbitt  
Thomas James O'Malley  
Selina Ilona Elizabeth Polyak

Lachlan Prider  
Eleanor Rackley  
Nathaniel Vengadasalam Ramesh  
Emily Lucy-Marie Ramos  
Man Yee Siu  
Jonathan Christopher Stathy  
Thomas John Vanehouse

## **Design and Technology**

### *Communication Products I*

Ebony Susanne Forsyth  
Thomas James Hemer  
Peter Samir Khalil  
Declan Joseph Luke  
Laura Marafioti  
Nicholas Joseph Najar  
Oliver James Sprey  
Jasmin Xuan-Nhi Tran

### *Communication Products II*

Cameron Brown  
Benjamin Mason Cooke  
Vishnubharathan Gunapathi  
William Oliver Helm  
Daniel Joshua Zadow

### *Material Products I*

Alanah Jordan Barr  
Griffin Rhys Bebbington  
Sarah Rose Browning  
Victoria Came  
Benjamin Dylan Compton  
Jack Dinnison  
Brody Gray  
Samuel George Handshin  
Flynn Klaebe  
William Pratt  
Georgia Ally Simpson

### *Material Products II*

Caleb Hamilton Dolman  
Eden Hansen  
Stuart Martin Kirkwood  
Natalie Naccarella  
Jake Douglas Skinner  
Caleb Jarrod Thornton

### *Systems and Control Products I*

Nathan Joseph de Souza

### *Systems and Control Products II*

Adrian John Bills

## **Information Processing and Publishing**

Bethany Almond  
Molly Barry  
Chloe Bileckyj  
Nicole Buchanan  
Sarah Foyle

Kate Jager  
Rebecca Kanellos  
Lucy Keatch  
India Massard  
Lara Pacillo  
Amelia Pedley  
Bailee Phillips  
Jay Rodda  
Brittany Rundle  
Annabelle Witkowski  
Kyra Zoina

## **Information Technology**

Daniel van der Ploeg

## **Workplace Practices**

Harrison Taylor Bagley  
Oscar Bloomfield  
Sarah Bradbrook  
Elizabeta Brkic  
Jarrad Eriks Drizners  
Sarah Alexandra Eckel  
Jessica Jade Harris  
Eloise Monica Hobbby  
Kate Jager  
Sophia Gabriella Laparidis  
Zoe Le Mottee Robinson  
Antonia Kate MacAdam  
Margot Julia Mansfield  
Erin Marasco  
Erin McGlashan  
Brooke Jorja Milner  
Sophia Nery  
Mary Nitschke  
Jordan Papadelos  
Max Percival Richardson  
Cameron James Robinson  
Le Wen Lowell So  
Jordan Olivia Anne Stapleton  
Maddison Grace Stevens  
Georgia Grace Thomson  
Gabriel Gerard Tramaglino  
Holly Paige Verdon

## **Cross-disciplinary**

### **Community Studies**

#### *Communication and the Community*

Kevin Henderson

### **Cross-disciplinary Studies**

Helen Grace Bradley  
Sam Michael William Donohue  
Dalyce Kate Jenner

### **Integrated Learning I**

Tyler Anne Bussenschutt  
Penny Fisher  
Nicholas Giannopoulos



Bradley Philip Jones  
Courtney Elizabeth Lynch  
Benjamin Timothy Piotrowski  
Thomas Russo  
Karly Renee Saunders

## **Integrated Learning II**

Maximillian Clay Boylen  
Georgia Melanie Doecke  
Kirsty Rebecca Hillier  
Mariah Estelle Ikonomopoulos  
Jasmin Todan

## **Research Project A**

Holly Jean Calbert

## **Research Project B**

Celena Aardenburg  
Alexandra Abbracciavento  
Alan Abraham  
Nadia Al Daghestani  
Zahra Al Zurifi  
Loukia Alexandrou  
Mirza Ali  
Elena-Marie Aloï  
Keisha Scarlett Amici  
Tayla Jade Anderson  
Terence Wee-Xiang Ang  
Bradley Angove  
Shelby Armstrong  
Hannah Kate Arnold  
Elio Stefan Arruzza  
Courtney Elizabeth Aspinall  
Lauren Nicole Aspinall  
Neha Athreya  
Jordan Lewis Ayre  
Hilola Azamova  
Connor Jake Bakaj  
Huri Balikubiri  
Twisha Banker  
Ashta Barbaro  
Nicholas James Barone  
Benjamin Luke Barratt  
Nadia Jacqueline Barrow  
Chelsea Bates  
Jasmine Diana Beger  
John Beji Daniel  
Caleb Samuel Bem  
Preeta Bhindi  
Jack Bielby  
Ciyona Biju  
Rowena Aimee Boggiano  
Sarah Lillian Boorman  
Emily Bosco  
Starr Emerald Bowman  
Sarah Bradbrook  
Jessie Bull  
Christopher Mark Burton  
Alana Carolyn Bushnell  
Liliya (Lilii) Butonova  
Tahlia Camac  
Cadell Canute

Jonathon Cavuoto  
Indianah Chambers  
Yashwanth Chandra  
Jia Shing Chang  
Wen Jui Chang  
Madison Chapman  
Molly Clare Chapman  
Elaine Hiu Tin Cheng  
Jack Cheshire  
Catherine Chhour  
Sarah Kathryn Chigwidden  
Callista Cicchiello  
Cristian Citroni  
Caitlin Clark  
Vincent Clemente  
Milly Copping James  
Rhianna Coscia  
Amelia Grace Craig  
Harmony Craig  
Jacinta Cristiano  
Hannah Crockett-Naini  
Lilly Cross  
Dylan Crouch  
Daniela Carolina Crugnale  
John Colm Davey  
Michela Davies  
Gemma Dawe  
Laura Kate Day  
Holly de Cicco  
Alexander Salvatore De Ionno  
Matthew Del Corso  
Lilly Rose Deluca  
Alexandra Georgia Depalo  
Charlie Anthony Dessaur  
Daveena Dhillon  
Rosalia Patrizia di Giovanni  
Isabella Rose di Niro  
Komidi Hansali Dias  
Charlotte Elaine Dibbens  
Phuong Mai Dinh  
Gabiella Dittilo  
Philip Dobek  
Shayne Eloise Doddrell  
Monique Kate Doran  
Ryan Michael Dorrian  
Hannah Ann Doyle  
Nemanja Draca  
Lily Adele Drummond  
Jessica d'Souza  
Emily Kate Duhne  
Ruby Eckermann  
Katerina Economou  
Zoey Elson  
Yan Fang  
Brianna Zoe Fantis  
Hamish Ross Fielke  
Penny Fisher  
Nikolas Flourentzou  
Georgina Kate Forrest  
Benjamin Joseph Alan Francis  
Zoe Fulton  
Lili Gambranis  
Timothy Yan Mao'En Gan  
Georgia Kate Garrels

Elaine Angela Garrett  
Pantelis Georgiadis  
Lana Maria Giameos  
Joshua Goddard  
Zoe Gomez  
Clem Patrick Goodrich  
James Phillip Gorcilov  
Kristie Lee Goudas  
Lucy Rose Grear  
Olivia Habel  
Mutia Nur Hafiza  
Isabelle Haklar  
Tristan George Hall  
Rhys James Hankinson  
Brooke Hanley  
Laura Grace Hanlon  
Nozhat Tabassum Hassan  
George Nicholas Hassouros  
Sophie Heath  
Madeline Jane Hegarty  
Vivien Heng  
Grainne Henry  
Alexandra Hewett  
Emily Hill  
Hiromi Flora Hill  
Bailey Samuel Hillard  
Finn Hillbery  
Natasha Irene Hillman  
Abhiram Hiwase  
Cosette Yoon Wey Hoe  
Lachlan Holden  
Kate Holland-Smith  
Nabil Humphrey  
Jamie Humphrys  
Julia Iannace  
Ellen Grace Ingham  
Jorgia Bree Inglis  
Tameika Jaye Irvine-Creaser  
Akash Jacob Mathew  
Brooke Elizabeth Jaenisch  
Shamaya Khiaan Aditi James-Bishop  
Eliza Gabrielle Jessup  
Chuanxin Jia  
Amelia Lucy Johnson  
Nathalie Ann Johnstone  
Naomi Yomana Kanahala Gamage  
Darcy Kane  
Daniel Kedzior  
Alice Amelia Kerr  
Hui Wern Megan Arissa Khaw  
Briana Khoo  
Emma Linda Kiley  
Taylor Kilpatrick  
Wanki Kim  
Kirsten Jane Kittel  
Megan Koch  
Sze Hsin Kok  
Elli Kolovos  
Jessica Kour  
Nicole Amy Kraemer  
Luke Phillip Kris  
Michel Kudinoff  
Michelle Lam  
Annabel Lane

Rey Lara  
Celena Malika Xuan Le  
Vanessa Leatch  
Tet Samnang Leav  
Emily Marie Lee  
Jodie Wei-Ning Lee  
Hannah Lehmann  
Phoebe Erin Lehmann  
Michelle Jane Leimann  
Pavel Leonov  
Thomas Patrick Lewis  
Han Li  
Brian Lian  
Jessica Louise Linke  
Kristina Lizoguboff  
Amber Lloydde  
Tayla Lloydde  
Amanda Lu  
Amy Lu  
Lucy Lu  
Piers Owen Arthurs Mackenzie  
Carlin Macro  
Amanda Maiorano  
Andrew Makestas  
Victoria Malatesta  
Jordana Mansfield  
Kristiam Manto  
Emily Rose March  
Adrian Marchesan  
Indianna Shae Marrone  
Mikayla Martinello  
Liam Mathew  
Isabel Jasmine Mawby  
Jennifer Kirsten May  
Jessica Jade Mazzarolo  
Emily Juliet Mazzone  
Elizabeth Louise McDonald  
Clare Maureen McDonald-Stuart  
Jesse Michelle McKinnon  
Madeleine Jane McNeil  
Cooper William McRae  
Jakob Mesidis  
Daisy Kate Mesnil  
Natassia Messent  
Bella Mickan  
Simone Katherine Milford  
Alexander James Miller  
Sarah Madison Mitchell  
Xavier Bernard Montin  
Joshua Bodhi Moore  
Amelia Rose Moroney  
Jim Andrew Morris  
Taniesha Morton  
Katherine Jane Moularadellis  
Sheryl Britney Mourin  
Kate Arabella Munn  
Joshua Gabriel Murcott  
Ethan Thomas Murphy  
Indiana Murray  
Leshya Naicker  
Halima Nalaye  
Mark Steven Nathan  
Bhumika Nekar  
Jaylon Glen Newchurch

Thelonious James Ng  
 Darcy Norbury  
 Blessing Nyoni  
 Ebony Rose O'Dea  
 Georgia Taylor O'Dea  
 Tara Jessica O'Dea  
 Emilee Ong  
 Dot Elizabeth Pagram  
 Liana Paparella  
 Brianna Partington  
 Tiana Passelli  
 Caitlin Rose Pearce  
 Sharna Rachelle Pearson  
 Nora Peat  
 Lucy Kate Penna  
 Sophie Christine Penta  
 Thanh Vy Pham  
 Ming Xiang Phang  
 Georgia Esther Phillips  
 Max Thomas Pickering  
 Georgia Rhijan Pillen  
 Christian Piteo  
 Jasmine Poole  
 Lachlan Prider  
 Arabella Prowse  
 Danielle Jay Quinlan  
 Poonam Chand Rajput  
 Emily Lucy-Marie Ramos  
 Eugenia Raptis  
 Kate Rasheed  
 Jack Rau  
 Alexander James Reardon  
 Darcy Kay Rees  
 Jasmine Louise Rees  
 Isabel Ethne Richards  
 Tyla Jai Richards  
 Sophie Elyse Richter  
 Kalyan Ann Rigney  
 Aidan Roach  
 Adam Romano  
 Mirella Romeo  
 Giorgia Rosmini  
 Peter Rossi  
 Eliza Rose Ross-Smith  
 Emma Samie  
 James Gabrielle Santillo  
 Karina Enza Sapia  
 Amalee Margaret Saunders  
 Anastasios Savvoudis  
 Hayley Brooke Sawley  
 Leah Schamschurin  
 Oliver Schilling  
 Alessia Scriva  
 Sankkirtana Sellvakumaran  
 Deveshaa Selvam  
 Atharv Seth  
 Annabel Catherine Sexton  
 Nikolas Sghirripa  
 Roney Shibu  
 Chloe Marie Short  
 Hibra Shujaat  
 Hudson Taylor Siegfried  
 Eliza Jane Simpson  
 Zoe Kay Siviour  
 Imogen Slater  
 Jasmine Slater  
 Catherine Grace Sloper  
 Thomas Joseph Smedley  
 Elenor Rita Smith  
 Joshua Michael Smith  
 Kirrily Anne Snape  
 Joshua Raphael Southwell  
 Ethan Spencer  
 Phoebe Jane Spurrier  
 Leigh Benjamin Stark  
 Natasha Stefani  
 Taylor Nicole Strube  
 Daniel Subramaniam  
 Laura Francine Swearse  
 Emily Eden Lane Swinden  
 Joy Zarina Omolayo Szyjko-Oshodi  
 Rebecca Joan Taheny  
 Mark Wei-Xin Teoh  
 Chi Kin Joseph Tham  
 Isaac Thiele-Swift  
 Fiona Thoi  
 Belinda Thompson  
 Aleeya Rose Siang Chu Ting  
 Karen Tran  
 Son Cao (Sonny) Tran  
 Jack William Noel Turner  
 Tia Twelftree  
 Lilli Amelia Vagnarelli  
 Jacob van der Linden  
 Jeniece Amerie van Heer  
 Thomas John Vanehouse  
 Isabella Varricchio  
 Katrina Vasilikiotis  
 Sepideh (Sophie) Vaziritabrizi  
 Theodore Nicholas Velkos  
 Dion Vithoukias  
 Nina Vo  
 Amy Johanna Vogelsang  
 Laura Quynh Nhi Vu  
 Cathy Vuong  
 Abby Louise Walker  
 Bridgette Bingham Walmesley-Cotham  
 Emily Grace Ware  
 Georgia Rose Wehrmann  
 Benjamin Christopher Weichert  
 Emily Catherine Whenan  
 Isaac Lewis White  
 Erin Wickstein  
 Himali Dinara Wijeratne  
 Ciara Williams  
 Jessie Williams  
 Patrick James Williams  
 Jessica Williamson  
 Jacob David Wilson  
 Sam Laurence Wilson  
 Kayla Jade Wilton  
 Dale David Woolford  
 Xusheng Wu  
 Jaco Yang  
 Nathalie Yap  
 Hanna Yelack  
 Farah Tasneem Younus  
 Xinru Zhong

Kelly Zhou  
Zainab Zirapuri  
Bailey Thomas Zobel  
Jonathon Christopher Zunis  
Janna Zwijnenburg

## English

### English as a Second Language

Hadi Abbasi  
Mehdi Abbasi  
Sebin Lee  
Ugyeong Lee  
Le Wen Lowell So

### English as Second Language Studies

Matej Hosu  
Bao Chau Hoang Le  
Ruchika Girdhar Loomba  
Harula Mollas  
Anna Phuong Nhu Nguyen  
Yingshi (Dori) Qu

### English Communications

Daniel Victor Agerman  
Teham Ahmad  
Sam Lawrence Altschwager  
Matthew Brayden Amberg  
Terence Wee-Xiang Ang  
Denzell Arevalo  
Claudia Natasha Bates  
Ella Beard  
Adele Beaumont  
Centaine Michelle Behn-Bowley  
Casey Eric Boller  
Hannah Grace Bransbury  
Annabel Jayne Brooks  
James Brooks  
Tuscany Coco Buckle  
Karmiina Ann Buot  
Emma Lauren Cameron  
Alyssa Mae Capriotti  
Amlan Chowdhury  
Emilia Clark  
Chloe Elise Craig  
Hannah Crockett-Naini  
Anna Day  
Laura Kate Day  
George Dellas  
Annabelle Susan Dennis  
Isabelle Dick  
Stephen Dittmar  
Olivia Duncan  
Nathan Duong  
Saskia Kate Elliott  
Penny Fisher  
Hannah Fraser  
Aine Maura Garvey  
Thomas Luke Gilder  
Louis Jakob Gillespie  
Hamish Anthony Gleeson

Tia-Jayne Louise Gredig  
Petroula Asimina Gretsas  
Rhys James Hankinson  
Lucy Havelberg  
Caitlyn Patricia Hearne  
Bailey Samuel Hillard  
Madison Taylor Hogben  
Kate Holland-Smith  
Sariah Beth Howell  
Kaitlyn Louise Hunt  
Kathryn Jannes  
Elizabeth Johnson  
Ron Koifman  
Elli Kolovos  
Thomas Xing Da Kong  
Maria Korfias  
Isobel Roseanne Lorton  
Declan Joseph Luke  
Liam John McDonald  
Karen Margaret McNamara  
Ross Douglas Monaghan  
Sheryl Britney Mourin  
Brigitte Mulholland  
Isabel Yu-Ying Ng  
Thelonious James Ng  
Connor Philip Olsson-Jones  
Claire Ong  
Mikayla Emily Opie  
Kate Lily Penta  
Antonio Perrotta  
Georgia Esther Phillips  
Max Thomas Pickering  
Christian Piteo  
Shyanne Premnath  
Lachlan Prider  
Venetia Rigoni  
Aidan Roach  
Sarah Rosa Rocca  
Anastasios Savvoudis  
Rosie Shepherd  
Kathryn Sheridan  
Jordan Isabella Sims  
Charlotte Elizabeth Sloan  
Elenor Rita Smith  
Emily Victoria Spencer  
Emily Catherine Stewart  
Isaac Thiele-Swift  
Adam Karl Thorstensson  
Violetta Eve Twycross-Pajevic  
Jacob van der Linden  
Lola Lalana Vancoillie  
Matilda Velagic-Schimpf  
Edith Wong  
Jade Yeung  
Noorline Zareh

### English Pathways

Madeleine Camm  
Kelsey Spears

### English Studies

Samantha Abeygunasekara

Madison Kate Bateman  
Verity Elise Bond  
Madison Georgia Burn  
Abby Conner  
Anna Joan Cross  
Charlie Dubois  
Amelia French  
Ashleigh Jones  
Chelsea Jones  
Emily Louise Kennedy  
Megan Koch  
Alexandra Larke  
Keagan Lee  
Shanna Qi Lee  
Mila Elizabeth Loechel  
Amber Mausolf  
Elizabeth Louise McDonald  
Chelsea McGuinness  
Kritika Mishra  
Katherine Rose Moyle  
Alexandra Isobel Murray  
Zidan Nguyen  
Jayal Sanjula Perera Amaratunga  
Alice Louise Powell  
Sophie Elyse Richter  
Amy Lauren Rigg  
Sophie Madeleine Schultz  
Jasmine Slater  
Jayden Subramaniam  
Lauren Rose Symons  
Olivia Ai Mei Teh  
Fiona Thoi  
Zachary Weigold

## **Health and Physical Education**

### **Child Studies**

Carmella Jane Bell  
Laura Kate Day  
Kira Jayde Felts  
Chloe Amy Fuss  
Ella Jane Gibson  
Vanessa Hornby  
Hayley Renee Keen  
Nicole Mary Manning  
Maddison McHugh  
Selena Patricia Moller  
Nadia Petraccaro  
Connor Steen  
Amy Wells  
Brianna Madison Wicks  
Ciara Williams  
Patrick James Williams

### **Food and Hospitality**

Olivia Balopitos  
Kaylah Jasmine Bishop  
Kirsty Louise Bowles  
Alexandra Cavalli  
Jamie Adam Kriticos  
Lesen Kyoko Sims Lawry

Isabella Marando  
Georgia Esther Phillips  
Jordan Rainbow  
Emma Rowe  
Lucy Mae Smith  
Amy Johanna Vogelsang

### **Health**

Rhianna Battersby  
Ciyona Biju  
Kaitlin Cook  
Erica Lee Feeney  
Brianna Fuller  
Shannon Jay Griffin  
Claire Rose Hayward  
Kate Sarah Jacobs  
Erin Marasco  
Simone Katherine Milford  
Nadia Petraccaro  
Georgina Trotta  
Natasha Woodall

### **Outdoor Education**

Georgia Frances Brazier  
Hailey Grace Brown  
Laura Isabelle Greenfield  
Emily Jane Reed  
Leigh Benjamin Stark

### **Physical Education**

Reshma Lauren Faith Berggren  
Charlotte Olivia Bond  
Amelia Grace Craig  
Eliza Kathryn Doddridge  
Olivia Duncan  
Monika Ivana Gavranic  
Sian Alexandra Hardie  
Lachlan Nihal Haysman  
Guy Hutchinson  
Hannah Lehmann  
James Edward Madden  
Courtney Louise Marks  
Alexander Martin  
Rachel Neef  
Nora Peat  
Emma Pienaar  
Callum Andrew Pritchard  
Nicola Sophie Ricci  
Matthew Paul Thompson  
Eleanor Walmsley-Pace  
Natasha Carolyn Ann Waterman

## **Humanities and Social Sciences**

### **Australian and International Politics**

Holly Rose Stapledon

### **Classical Studies**

Abby Conner  
Maggie Elise Garsed

Isabelle Haklar  
Kian Rafie-Ardestani  
Ashlyn Vice

## **Economics**

Jackson Gregory Agnew  
Rebekah Atkinson  
Cara Gordon  
Abhiram Hiwase  
Matthew George Ricci  
Holly Rose Stapledon  
Martin van Aardt  
Mathew Alan Wallace

## **Geography**

Zane Bennett  
Patrick James Graham  
Georgia Angelina Musolino  
William Macdermid Rudd  
Christopher John Shaw  
Daniel Subramaniam  
Darcy Anthony Whittaker

## **Legal Studies**

Chanel Donna Caruso  
Aasma Chougle  
Sarah Jane Hurley  
Tegan Jakana Jones  
Joseph McKenna  
Elizabeth Louise McDonald  
Amelia Rose Moroney  
Rachel Neef  
Claudia May Honey Santin  
Amber Sylvia Watkins  
Jessica Williamson

## **Media Studies**

Brooke Bowering  
Lucy Fenwick Elliott

## **Modern History**

Hannah Meg Bengtson  
Rachel Margaret Robertson Chalmers  
Tamsin Coleman  
Anna Joan Cross  
Lilly Cross  
Matthew Giardini  
Bonnie May Hall  
Claudia Ielasi  
Emily Louise Kennedy  
Brittany Larke  
Cassidy Lebusque  
Keagan Lee  
Kritika Mishra  
Jack Rau  
Henry Samuel Saxon  
Elenor Rita Smith  
Christina Anne Tait  
Ashleigh Grace Taylor

Isaac Thiele-Swift  
Belinda Thompson  
Zoe Eliza Tweddell  
Luna Voelcker-Sala  
Phoebe Wallace-Mitrovic  
Alexandra Warrender

## **Philosophy**

Timothy Dale Gregory

## **Religion Studies**

Isabel Brewer  
Jessie Bull  
Cristina Capozzi  
Jacinta Cristiano  
Lilly Cross  
Anna Day  
Hannah Ann Doyle  
Adelina Fernandes  
Giovanni Graziano  
Alice Amelia Kerr  
Shanna Qi Lee  
Sabrina Lekaj  
Liana Paparella  
Maria Victoria Rapetti  
Roney Shibu

## **Society and Culture**

Adele Beaumont  
Terry Carypidis  
Tamsin Coleman  
Amber Colleen Deane-Axford  
Isabelle Dick  
Jordan Fishlock  
Jessica Jane Graham  
Mia Eve Bosco Hamilton  
Sahima Jafari  
Bella Mickan  
Ada Sophia Snell  
Miriam Wilson  
Edith Wong

## **Tourism**

Rebecca Louise Field  
Shailie Brienne Herbert  
Kelsey Niemann Jones  
Rani Caite Tracey Kulinski  
Claudia Anne Rogers

## **Women's Studies**

Lily Atkinson  
Lydia Edwinna French

## **Languages**

### **Chinese (continuers)**

Marilee Hou  
Lyna Yue

## **French (continuers)**

Milly Copping James  
Ryan Denis Goodes  
Emily Rose Slimming

## **German (continuers)**

Alice Ascari  
Vivienne Slunder

## **Italian (continuers)**

Ada Sophia Snell  
Alexia Surace

## **Japanese (beginners)**

Baiyu (Amber) Chen

## **Japanese (continuers)**

Sakura Tatewaki  
ZhiQian (Chienne) Wu

## **Modern Greek (continuers)**

Anastasia Mavrides

## **Polish (continuers)**

Emilka Rustecka

## **Russian (continuers)**

Alexandra Danilovna Lashchuk

## **Serbian (continuers)**

Larisa Forgac

## **Spanish (beginners)**

Harula Mollas

## **Spanish (continuers)**

Katerina Kozaderova

## **Vietnamese (background speakers)**

Nhu Ngoc Nguyen Dinh

## **Vietnamese (continuers)**

Samantha Nhu-Quynh Tran

## **Mathematics**

### **Mathematical Applications**

Lachlan Charles Abbot  
Brayden Alderson  
Damon Argy  
Jack William Tocaciu Armfield  
Eloise Georgia Bennett  
Max Bentley

Sallie Brooke Blinman  
Rowena Aimee Boggiano  
Molly Victoria Braid  
Kimberley Jayne Burgan  
Taylor Burns  
Ruby Jane Byrne  
Emily Rose Cattuzzo  
Jack Oliver Chard  
Alice Cook  
Bridget Costello  
Niamh Chloe Cousar  
Rhianna Curtis  
Josephine Mary Dal Pra  
Laura Kate Day  
Alen Dervisevic  
Beza Alem Eyoel  
Lorenzo Fantarella  
Natalie Michaela Fazzari  
Stanley John Mark Feetham  
Gabriel Bradman Fienemann  
Joshua Mark Finckler  
Melissa Ann Garner  
Matthew Giardini  
Michaela Goodman  
Hannah Jayne Grady  
Jessica Jane Graham  
Sophie Victoria Greenslade  
Olivia Meridie Hardy  
Joshua Thomas Henderson  
Kate Holland-Smith  
Kate Anne Hornibrook  
Samuel Johns  
Chelsea Jones  
Annabelle Laura Kirchner  
Sarah Kociolek  
Elli Kolovos  
Justin Krieg  
Jennifer Le  
Hayley Dawn Lewis  
Thomas Patrick Lewis  
Kristen Deanna Lucas  
Sophie Elisa Gibbs Ludbrook  
Alexis Mai  
Samuel Mancheff  
Alexandra Cate Manson  
Shayley Martindale  
Brooke McMillan  
Chelsea Jane Milton  
William James Young-Chul Ransome  
Casey Roe  
Jessica Joy Runnegar-Mullins  
Blake Sanders  
Claudia May Honey Santin  
Charlotte Tideman  
Lara Tilley  
Bethany Vandemeulengraaf  
Giulia Vinci  
Chelsea Taylor Walker  
Phoebe Wallace-Mitrovic  
Alva Walshe  
Oscar Daniel Watson  
Olivia Jayne Wild

## Mathematical Methods

Teham Ahmad  
Danial Bahudin  
Levi Joshua Burgess  
Ellen Nicole Callisto  
Anna Day  
Krystina Isabella Dianos  
Bonnie May Hall  
Bradley Philip Jones  
Tegan Jakana Jones  
Claudia Marro  
Aditya Mishra  
Kritika Mishra  
Alexandra Isobel Murray  
Rachel Neef  
Antonio Perrotta  
Jason Christopher Chi Kin Phan  
Cameron James Robinson  
James Gabrielle Santillo  
Nitya Sukheja  
Lauren Rose Symons  
Amanda Wan Ting Tan  
Claire Thomas

## Mathematical Studies

Isobel Abell  
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Harry Thomas Clarke  
Annabel Sarah Clarnette  
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Julia Didone  
Shayne Eloise Doddrell  
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Akash Gowda  
Patrick James Graham  
Jack Alexander Gransbury  
Jack Grant  
Jackson Taylor Gum  
Min-Seok Jang  
Rainier Nicolas Juanta  
Thomas James George Keiller  
Jordan Alan Christopher Kildare  
Fiyinfolu Komolafe  
Callan Kudra-Harding  
Cassandra Grace Larobina  
Samuel Larsen  
Jodie Wei-Ning Lee  
Ximeng Li  
Eloise Little  
Lucy Lu  
Andrew Makestas  
Leon Andrew McCalla  
Daniel James Mignanelli  
Oscar Karl Mortier-Spole  
Anh-Linh Cao Nguyen  
Tien Thuy Nguyen  
Tri Minh Nguyen  
Zidan Nguyen

Jake Mirko Pajer  
Nicolas Parry  
Harshit Phogat  
Haoyao Qian  
Lachlan Paul Randello  
Hugo Charles Ricci  
Matthew George Ricci  
Simon Frank Riddell  
Millicent Russell  
Ragav Sachdeva  
Adrian Erik Sarstedt  
Jordan Isabella Sims  
Joshua Michael Smith  
Holly Ada Sunners  
James Tamblyn  
Vincent Quoc-Nam Trinh  
Philippa Tsirgiotis  
Kahlin Elise Williams  
Xusheng Wu  
Kevin Yin

## Mathematics Pathways

Jaylon Glen Newchurch

## Specialist Mathematics

William Peter Abbott  
Elio Stefan Arruzza  
Shuxuan Chen  
Harry Thomas Clarke  
Angus James Craig  
John Fox Crowley  
Carla De Pasquale  
Ogun Han  
Jordan Alan Christopher Kildare  
Alexander Lai de Oliveira  
Jodie Wei-Ning Lee  
Sebin Lee  
Mohammad Mangi  
Oscar Karl Mortier-Spole  
Anh-Linh Cao Nguyen  
Vinh Thanh Nguyen  
Subin Park  
Nicolas Parry  
Simon Frank Riddell  
Millicent Russell  
Adrian Erik Sarstedt  
James Tamblyn  
Ryan Thomas Wood  
Lucy Xiong

## Sciences

### Agricultural and Horticultural Studies

Timothy David Doecke  
Stanley John Mark Feetham

### Biology

Samantha Abeygunasekara  
Madison Kate Bateman  
Nathan Andrew Behrendt  
Caleb Samuel Bem



William David Bessell  
 Daniel John Binks  
 Verity Elise Bond  
 Emily Susan Braggs  
 Hannah Grace Bransbury  
 Layla Bunjo  
 Levi Joshua Burgess  
 Jesse Clarke  
 Chloe Davidson  
 Lilly Rose Deluca  
 Eilish Devlin  
 Julia Didone  
 Darcy Michael Dunn-Lawless  
 Hamish Ross Fielke  
 Kristie Lee Goudas  
 Andreas Harous  
 Elizabeth Johnson  
 Don Anh Kieu  
 Elizabeth Wan Lynn Kong  
 Martha Kontos  
 Bao Chau Hoang Le  
 Isabel Wei Yenn Lee  
 Sabrina Lekaj  
 Alex Mary Linz  
 Mila Elizabeth Loechel  
 Amy Lu  
 Andrew Makestas  
 Mohammad Mangi  
 Isobel Marshall  
 Oscar Charles Martin  
 Daniel James Mignanelli  
 Kritika Mishra  
 Alexandra Isobel Murray  
 Bhumika Nekar  
 Tri Minh Nguyen  
 Viet-Trinh Nguyen  
 Chelsea Nunn  
 Blessing Nyoni  
 Niki Panayiaris  
 Ming Xiang Phang  
 Benjamin Simon Phipps  
 Caitlin Lauren Siobhan Prentice  
 Simone Ann Richards  
 Mawathage Chandula Johan Seneviratne  
 Elizabeth Serwan  
 Joshua Michael Smith  
 Taylor Nicole Strube  
 Daniel Subramaniam  
 Olivia Ai Mei Teh  
 Wei Yi Teh  
 Elaine Thomas  
 Lara Tilley  
 Son Cao (Sonny) Tran  
 Abby Louise Walker  
 Yuyan (Lucy) Wang  
 Oscar Daniel Watson  
 Xusheng Wu  
 Andrew Yuxuan Zhang

## Chemistry

Teham Ahmad  
 Terence Wee-Xiang Ang  
 Verity Elise Bond  
 Emily Susan Braggs  
 Yashwanth Chandra

Bailey Alexander Craig  
 John Fox Crowley  
 Julia Didone  
 Shayne Eloise Doddrell  
 Max Douglass  
 Sebastian Gaggi  
 Timothy Yan Mao'En Gan  
 Joshua Goddard  
 Sahil Goel  
 Cara Gordon  
 Kristie Lee Goudas  
 Akash Gowda  
 Jackson Taylor Gum  
 Abhiram Hiwase  
 Cosette Yoon Wey Hoe  
 Lachlan Holden  
 Yue Huang  
 Laura John  
 Don Anh Kieu  
 Thomas Xing Da Kong  
 Samuel Larsen  
 Emily Charlotte Lauritsen  
 Bao Chau Hoang Le  
 Eloise Little  
 Mila Elizabeth Loechel  
 Mohammad Mangi  
 Tanishq Mathur  
 Aleksandra Daniella Mavrandonis  
 Leon Andrew McCalla  
 Ethan Thomas Murphy  
 Bhumika Nekar  
 Ming Xiang Phang  
 Harshit Phogat  
 Sophie Elyse Richter  
 Rosie Annabel Robinson  
 Millicent Russell  
 Elizabeth Serwan  
 Roney Shibu  
 Joshua Michael Smith  
 Taylor Nicole Strube  
 Daniel Subramaniam  
 Jayden Subramaniam  
 Olivia Ai Mei Teh  
 Son Cao (Sonny) Tran  
 Oscar Daniel Watson  
 Bethany Patricia Williams  
 Ryan Thomas Wood  
 Xusheng Wu

## Nutrition

Amelia Grace Blacketer  
 Ellen Nicole Callisto  
 Eliza Gabrielle Jessup  
 Ethan Thomas Murphy  
 Natasha Seymour  
 Paul Sgardelis  
 Dana Spajic  
 Lara Tilley  
 Michael You-Hong Wei  
 Bethany Patricia Williams

## Physics

Samantha Abeygunasekara  
 Samuel Hin-Loong Aggarwal

Teham Ahmad  
Olivia Altmann  
Emily Susan Braggs  
Matthew Thomas Camacho  
Angus James Craig  
Bailey Alexander Craig  
John Fox Crowley  
John Colm Davey  
Carla De Pasquale  
Adam Robert Drogemuller  
Emily Kate Duhne  
Abby Clare Duncan  
Nicholas Edwardes  
Nicholas Giannopoulos  
Lachlan Holden  
Elizabeth Johnson  
Jordan Alan Christopher Kildare  
Taylor Kilpatrick  
Ron Koifman  
Thomas Xing Da Kong  
Samuel Larsen  
Samuel Jack Laube  
Emily Charlotte Lauritsen  
Eloise Little  
Lucy Lu  
Michael Domenico Luppino  
Andrew Makestas  
Leon Andrew McCalla  
Joseph Metcalfe  
Daniel James Mignanelli  
Ross Douglas Monaghan  
Nicolas Parry  
Celia Peters  
Harshit Phogat  
Simon Frank Riddell  
Millicent Russell  
Adrian Erik Sarstedt  
Elizabeth Serwan  
Isabella Thach  
Son Cao (Sonny) Tran  
Philippa Tsirgiotis  
Ryan Thomas Wood

## **Psychology**

Maggie Ao  
Lauren Nicole Aspinall  
Verity Elise Bond  
Charlotte Annelise Brader

Andrea Olivia Braica  
Valerie Bryksin  
Declan Candy  
Claudia Ciccarello  
Tamsin Coleman  
Amelia Jade Combe  
Kirralee Nicole Di Lernia  
Alexandra Drew  
Imilla Kate Dunn  
Alexandra Gavriliadis  
Lucy Havelberg  
Madeline Jane Hegarty  
Mikayla Jade Hussey  
Claudia Ielasi  
Jorgia Bree Inglis  
Dalyce Kate Jenner  
Laura John  
Kimberly Lin Jones  
Taeho Kim  
Jessica Kour  
Nicole Amy Kraemer  
Ashrita Krishnan  
Tet Samnang Leav  
Isabella Marando  
Shayley Martindale  
Elizabeth Louise McDonald  
Armin Muminovic  
Michael Minh Duy Nguyen  
Bruna Yumi Okazawa  
Hannah Ellen Grace Rainbow  
Rosie Annabel Robinson  
Benn Phillip Shephard  
Kate Louise Shepherdson  
Nikita Skuse  
Paris Jessica Smith  
Miranda Stocco  
Isaac Thiele-Swift  
Fiona Thoi  
Yuyan (Lucy) Wang  
Alexandra Warrender  
Sarah Georgia Wyness

## **Scientific Studies**

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Raaj Walee Haeder Masaud  
Haydn Nihill  
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## Appendix E: Financial Statements for the Year Ended 31 December 2016

### Statement of Comprehensive Income for the Year Ended 31 December 2016

	Note No.	2016 \$'000	2015 \$'000
<b>Expenses</b>			
Employee benefits expenses	4	14 316	14 281
Supplies and services	5	5 879	5 212
Replacement teachers' expense	6	1 502	1 760
Depreciation and amortisation expense	7	630	699
Other expenses	8	5	2
<b>Total expenses</b>		<b>22 332</b>	<b>21 954</b>
<b>Income</b>			
Revenues from fees and charges	9	2 721	2 510
Interest revenues	10	198	221
Net gain from the disposal of assets	11	–	1
Replacement teachers' write-back	12	724	610
Other income	13	594	505
<b>Total income</b>		<b>4 237</b>	<b>3 847</b>
<b>Net cost of providing services</b>		<b>18 095</b>	<b>18 107</b>
<b>Revenues from / payments to SA Government</b>			
Revenues from SA Government	14	21 332	18 724
<b>Net result</b>		<b>3 237</b>	<b>617</b>
<b>Other comprehensive income</b>		<b>–</b>	<b>–</b>
<b>Total comprehensive result</b>		<b>3 237</b>	<b>617</b>
The net result and total comprehensive result are attributable to the SA Government as owner.			

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

**Statement of Financial Position  
as at 31 December 2016**

	Note No.	2016 \$'000	2015 \$'000
<b>Current assets</b>			
Cash and cash equivalents	15	11 063	8 416
Receivables	16	384	340
<b>Total current assets</b>		<b>11 447</b>	<b>8 756</b>
<b>Non-current assets</b>			
Receivables	16	57	94
Plant and equipment	17	198	316
Intangible assets	18	2 163	1 659
<b>Total non-current assets</b>		<b>2 418</b>	<b>2 069</b>
<b>Total assets</b>		<b>13 865</b>	<b>10 825</b>
<b>Current liabilities</b>			
Payables	19	1 286	885
Replacement teachers' liability	20	834	1 203
Employee benefits	21	1 368	1 455
Other liabilities	22	–	71
<b>Total current liabilities</b>		<b>3 488</b>	<b>3 614</b>
<b>Non-current liabilities</b>			
Payables	19	180	183
Employee benefits	21	1 949	2 017
Other liabilities	22	–	–
<b>Total non-current liabilities</b>		<b>2 129</b>	<b>2 200</b>
<b>Total liabilities</b>		<b>5 617</b>	<b>5 814</b>
<b>Net assets</b>		<b>8 248</b>	<b>5 011</b>
<b>Equity</b>			
Retained earnings	23	5 623	2 386
Staff entitlements reserve	23	2 625	2 625
<b>Total equity</b>		<b>8 248</b>	<b>5 011</b>
<b>The total equity is attributable to the SA Government as owner.</b>			
Unrecognised contractual commitments	24		

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

**Statement of Changes in Equity  
for the Year Ended 31 December 2016**

	Note No.	Staff Entitlements Reserve \$'000	Retained Earnings \$'000	Total Equity \$'000
<b>Balance at 31 December 2014</b>		<b>2 625</b>	<b>1 769</b>	<b>4 394</b>
Net result for 2015		–	617	617
<b>Total comprehensive result for 2015</b>		<b>–</b>	<b>617</b>	<b>617</b>
<b>Balance at 31 December 2015</b>	23	<b>2 625</b>	<b>2 386</b>	<b>5 011</b>
Net result for 2016		–	3 237	3 237
<b>Total comprehensive result for 2016</b>		<b>–</b>	<b>3 237</b>	<b>3 237</b>
<b>Balance at 31 December 2016</b>	23	<b>2 625</b>	<b>5 623</b>	<b>8 248</b>
All changes in equity are attributable to the SA Government as owner.				

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

**Statement of Cash Flows  
for the Year Ended 31 December 2016**

	Note No.	2016 \$'000	2015 \$'000
<b>Cash Flows from Operating Activities</b>			
<b>Cash outflows</b>			
Employee benefit payments		(14 486)	(14 214)
Payments for supplies and services		(6 072)	(5 920)
Replacement teachers		(1 147)	(869)
<b>Cash used in operations</b>		<b>(21 705)</b>	<b>(21 003)</b>
<b>Cash inflows</b>			
Fees and charges		2 760	2 756
Interest received		199	241
GST recovered from the ATO		424	455
Other receipts		653	564
<b>Cash generated from operations</b>		<b>4 036</b>	<b>4 016</b>
<b>Cash flows from SA Government</b>			
Receipts from SA Government	14	21 332	18 724
<b>Cash generated from SA Government</b>		<b>21 332</b>	<b>18 724</b>
<b>Net cash provided by (used in) operating activities</b>		<b>3 663</b>	<b>1 737</b>
<b>Cash Flows from Investing Activities</b>			
<b>Cash outflows</b>			
Purchases of plant and equipment		(15)	(124)
Purchases of intangible assets		(1 001)	(901)
<b>Net cash provided by (used in) investing activities</b>		<b>(1 016)</b>	<b>(1 025)</b>
<b>Net increase (decrease) in cash and cash equivalents</b>		<b>2 647</b>	<b>712</b>
Cash and cash equivalents at the beginning of the calendar year	15	8 416	7 704
<b>Cash and cash equivalents at the end of the calendar year</b>	<b>15</b>	<b>11 063</b>	<b>8 416</b>

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

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## Notes to the Financial Statements

### Note 1 Objectives of the SACE Board of South Australia

The SACE Board of South Australia aims to achieve student success through the South Australian Certificate of Education (the SACE), by providing a locally and internationally respected qualification that gives all students the capabilities to move successfully into further learning and work as confident and responsible citizens.

The SACE Board is actively pursuing three key strategic objectives:

1. increase the number of students completing the SACE
2. support quality curriculum, teaching, learning, and assessment
3. secure financial sustainability for the SACE Board, and economic benefit for the state.

The main functions of the SACE Board of South Australia, prescribed by the *SACE Board of South Australia Act 1983*, are to:

- establish a qualification to be called the South Australian Certificate of Education (SACE)
- determine the requirements for the achievement of the SACE
- accredit subjects and courses that will be recognised by the SACE Board as being suitable for the purposes of the SACE
- assess achievements in or satisfactory completion of subjects or courses
- assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE
- prepare and publish information and guidelines in relation to the requirements of the SACE.

The SACE Board is predominantly funded from grants provided by the State Government of \$21.33 million (2015: \$18.72 million).

### Note 2 Summary of Significant Accounting Policies

#### a) Statement of Compliance

These financial statements have been prepared in compliance with section 23 of the *Public Finance and Audit Act 1987*.

The financial statements are general purpose financial statements. The accounts have been prepared in accordance with relevant Australian Accounting Standards (Reduced Disclosure Requirements) and comply with Treasurer's

Instructions and Accounting Policy Statements promulgated under the provisions of the *Public Finance and Audit Act 1987* (PFA Act).

The SACE Board has applied Australian Accounting Standards that are applicable to not-for-profit entities, as the SACE Board is a not-for-profit entity.

#### b) Basis of Preparation

The preparation of the financial statements requires:

- the use of certain accounting estimates and requires management to exercise its judgment in the process of applying the SACE Board's accounting policies. The areas involving a higher degree of judgment or where assumptions and estimates are significant to the financial statements, are outlined in the applicable notes.
- accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events are reported.
- compliance with Accounting Policy Statements issued pursuant to section 41 of the *Public Finance and Audit Act 1987*. In the interest of public accountability and transparency the accounting policy statements require the following note disclosures that have been included in this financial report:
  - (a) expenses incurred as a result of engaging consultants
  - (b) employee targeted voluntary separation package information
  - (c) employees whose normal remuneration is equal to or greater than the base executive remuneration level (within \$10 000 bandwidths) and the aggregate of the remuneration paid or payable or otherwise made available, directly or indirectly, by the entity to those employees
  - (d) SACE Board/committee member and remuneration information, where a Board/committee member is entitled to receive income from membership other than a direct out-of-pocket reimbursement.

The SACE Board's Statement of Comprehensive Income, Statement of Financial Position, and Statement of Changes in Equity have been prepared on an accrual basis and are in accordance with the historical cost convention, except for certain assets that were valued in accordance with the valuation policy applicable.



The Statement of Cash Flows has been prepared on a cash basis.

The financial statements have been prepared based on a 12 month period and presented in Australian currency.

The accounting policies set out below have been applied in preparing the financial statements for the year ended 31 December 2016 and the comparative information presented.

#### c) Reporting Entity

The SACE Board of South Australia is a statutory authority established under the *SACE Board of South Australia Act 1983* (the Act).

The SACE Board does not control any other entity and has no interests in unconsolidated structured entities. The SACE Board has not entered into any contractual arrangements that involve the sharing of control or significant influence over another entity.

#### d) Comparative Information

The presentation and classification of items in the financial statements are consistent with prior periods except where specific accounting standards and/or accounting policy statements have required a change.

Where presentation or classification of items in the financial statements has been amended, comparative figures have been adjusted to conform to changes in presentation or classification in these financial statements unless impracticable.

The restated comparative amounts do not replace the original financial statements for the preceding period.

#### e) Rounding

All amounts in the financial statements and accompanying notes have been rounded to the nearest thousand dollars (\$'000).

#### f) Taxation

The SACE Board is not subject to income tax. The SACE Board is liable for payroll tax, fringe benefits tax, goods and services tax (GST), emergency services levy, land tax equivalents, and local government rate equivalents.

Income, expenses, and assets are recognised net of the amount of GST except:

- when the GST incurred on a purchase of goods or services is not recoverable from the Australian Taxation Office, in which case the GST is recognised as part of the cost

of acquisition of the asset or as part of the expense item applicable

- receivables and payables, which are stated with the amount of GST included.

The net amount of GST recoverable from, or payable to, the Australian Taxation Office is included as part of receivables or payables in the Statement of Financial Position.

Cash flows are included in the Statement of Cash Flows on a gross basis and the GST component of cash flows arising from investing and financing activities, which is recoverable from, or payable to, the Australian Taxation Office, is classified as part of operating cash flows.

#### g) Events after the Reporting Period

Adjustments are made to amounts recognised in the financial statements, where an event occurs after 31 December and before the date the financial statements are authorised for issue, where those events provide information about conditions that existed at 31 December.

Note disclosure is made about events between 31 December and the date the financial statements are authorised for issue where the events relate to a condition which arose after 31 December and which may have a material impact on the results of subsequent years.

#### h) Income

Income is recognised to the extent that it is probable that the flow of economic benefits to the SACE Board will occur and can be reliably measured.

Income has been aggregated according to its nature and has not been offset unless required or permitted by a specific accounting standard or where offsetting reflects the substance of the transaction or other event.

The following are specific recognition criteria:

##### *Fees and Charges*

Revenues from fees and charges are derived from the provision of goods and services to other SA government agencies and to the public. Primary income streams include:

- international high school students undertaking the SACE program from within South Australia
- providing the SACE International program (previously known as the South Australian Matriculation program) — a pre-matriculation program administered by the SACE Board in Malaysia, China, and Vietnam

- providing educational support to the Northern Territory Government, such as access to the SACE curriculum, stage curriculum development, standard support, results processing, research, data exchange, and curriculum implementation.

This revenue is recognised upon delivery of the service to the clients or by reference to the stage of completion.

#### *Revenues from SA Government*

Program funding is recognised as revenues when the SACE Board obtains control over the funding. Control over funding assistance is normally obtained upon receipt.

#### *Interest Revenues*

Interest revenues comprise interest earned on deposits at bank and investments with the South Australian Government Financing Authority (SAFA). Interest revenue is recognised on an accrual basis.

#### *Gain from Disposal of Non-current Assets*

Income from the disposal of non-current assets is recognised when the control of the asset has passed to the buyer and has been determined by comparing proceeds with carrying amount.

#### *Replacement Teachers' Write-back*

Income from the temporary replacement teachers' (TRTs) write-back represents the reduction in the temporary replacement teachers' liability due to unclaimed salary reimbursements. The SACE Board's internal policy in the treatment of claims for TRTs is not to accept any liability for charges if the claim is made more than one semester after the semester of issue. Note 12 includes further details.

#### *Other Income*

Other income mainly comprises funding received from the South Australian Tertiary Admissions Centre (SATAC) for the scaling process undertaken by the SACE Board on behalf of the three South Australian universities and TAFE SA, and delivery of training to schools and educators through the Institute of Educational Assessors (IEA). Other income types are recognised on an accrual basis.

### i) Expenses

Expenses are recognised to the extent that it is probable that the flow of economic benefits from the SACE Board will occur and can be reliably measured.

Expenses have been aggregated according to their nature and have not been offset unless required or permitted by a specific accounting standard, or where offsetting reflects the substance of the transaction or other event.

The following are specific recognition criteria:

#### *Employee Benefits Expenses*

Employee benefits expenses include all costs related to employment, including wages and salaries, non-monetary benefits, and leave entitlements. These are recognised when incurred.

#### *Superannuation*

The amount charged to the Statement of Comprehensive Income represents the contributions made by the SACE Board to the superannuation plan in respect of current services of current employees. The Department of Treasury and Finance centrally recognises the superannuation liability in the whole-of-government financial statements.

#### *Depreciation and Amortisation*

All non-current assets, having a limited useful life, are systematically depreciated/amortised over their useful lives in a manner that reflects the consumption of their service potential. Amortisation is used in relation to intangible assets such as software, while depreciation is applied to tangible assets such as plant and equipment.

Assets' residual values, useful lives, and depreciation/amortisation methods are reviewed and adjusted if appropriate, on an annual basis.

Changes in the expected useful life or the expected pattern of consumption of future economic benefits embodied in the asset are accounted for prospectively by changing the time period or method, as appropriate, which is a change in accounting estimate.

The value of leasehold improvements is amortised over the estimated useful life of each improvement, or the unexpired period of the relevant lease, whichever is shorter. The SACE Board expenses items of plant and equipment with an initial purchase price of less than \$10 000 except where that item is part of a group of like assets that have a combined value in excess of \$10 000.

Depreciation/amortisation is calculated on a straight-line basis over the estimated useful life of the following classes of assets as follows:

Class of Asset	Useful Life (years)
Furniture and fittings	3–10
Equipment	3–10
Computer equipment	3–8
Internally developed software	3–8
Leasehold improvements	Life of lease, or the unexpired period of the lease, whichever is the shorter

#### *Replacement Teachers' Expense*

The expense for replacement teachers represents the cost to schools of replacing their teachers who are involved in SACE Board activities. The actual costs are paid by the SACE Board upon submission of approved claims from schools. The expense is recognised when the authority to make a claim is issued to schools that provide teachers to the SACE Board.

#### j) Current and Non-current Classification

Assets and liabilities are characterised as either current or non-current in nature. Assets and liabilities that are to be sold, consumed, or realised as part of the normal operating cycle, even when they are not expected to be realised within 12 months after the reporting date, have been classified as current assets or current liabilities. All other assets and liabilities are classified as non-current.

#### k) Assets

Assets have been classified according to their nature and have not been offset unless required or permitted by a specific accounting standard, or where offsetting reflects the substance of the transaction or other event.

##### *Cash and Cash Equivalents*

Cash and cash equivalents in the Statement of Financial Position include cash at bank and on hand and in other short-term, highly liquid investments with maturities of 3 months or less that are readily converted to cash and which are subject to insignificant risk of changes in value.

Cash is measured at nominal value.

##### *Receivables*

Receivables include amounts receivable from goods and services, GST input tax credits recoverable, prepayments, and other accruals.

Receivables arise in the normal course of selling goods and services to other government agencies and to the public. Receivables are generally settled within 30 days after the issue of an invoice or the goods/services have been provided under a contractual arrangement.

Collectability of receivables is reviewed on an ongoing basis. An allowance for doubtful debts is raised when there is objective evidence that the SACE Board will not be able to collect the debt. Bad debts are written off when identified.

##### *Plant and Equipment*

###### *Acquisition and Recognition*

Plant and equipment is initially recorded at cost or at the value of any liabilities assumed, plus any incidental cost involved with the acquisition. Plant and equipment is subsequently measured at fair value after allowing for accumulated depreciation.

Where plant and equipment is acquired at no value, or at minimal value, it is recorded at fair value in the Statement of Financial Position.

Plant and equipment with a value equal to or in excess of \$10 000 is capitalised.

The SACE Board has not recognised its library as an asset in the financial report because its value cannot be measured reliably. The library is predominantly a collection of books and journals and a range of historical documents, including records of student assessment results, examination papers, and Chief Assessors' reports.

###### *Revaluation of Plant and Equipment*

Plant and equipment has not been revalued as the SACE Board has no items with a fair value at the time of acquisition of greater than \$1 million and with an estimated useful life greater than 3 years, in accordance with *Accounting Policy Framework III – Asset Accounting Framework*. The carrying amount of plant and equipment is deemed to approximate fair value.

###### *Intangible Assets*

An intangible asset is an identifiable non-monetary asset without physical substance. Intangible assets are measured at cost. Following initial recognition, intangible assets are carried at cost less any accumulated amortisation and any accumulated impairment losses.

The useful lives of intangible assets are assessed to be either finite or indefinite. The SACE Board only has intangible assets with

finite lives. The amortisation period and the amortisation method for intangible assets is reviewed on an annual basis.

The acquisition of or internal development of software is capitalised only when the expenditure meets the definition criteria (identifiability, control, and the existence of future economic benefits) and recognition criteria (probability of future economic benefits and cost can be reliably measured) and when the amount of expenditure is greater than or equal to \$10 000.

All research and development costs that do not meet the capitalisation criteria outlined in AASB 138 are expensed.

## l) Liabilities

Liabilities have been classified according to their nature and have not been offset unless required or permitted by a specific accounting standard, or where offsetting reflects the substance of the transaction or other event.

### *Payables*

Payables include creditors, accrued expenses, employment on-costs, and Paid Parental Leave Scheme payable.

Creditors represent the amounts owing for goods and services received prior to the end of the reporting period that are unpaid at the end of the reporting period. Creditors include all unpaid invoices received relating to the normal operations of the SACE Board.

Accrued expenses represent goods and services provided by other parties during the period that are unpaid at the end of the reporting period and where an invoice has not been received.

The Paid Parental Leave Scheme payable represents amounts that the SACE Board has received from the Commonwealth Government to forward on to eligible employees via the SACE Board's standard payroll processes. That is, the SACE Board is acting as a conduit through which the payment to eligible employees is made on behalf of the Family Assistance Office.

All payables are measured at their nominal amount, are unsecured, and are normally settled within 30 days from the date of the invoice or date the invoice is first received.

Employee benefits on-costs include payroll tax and superannuation contributions in respect to outstanding liabilities for salaries and wages, long service leave, annual leave, and skills and experience retention leave (SERL).

The SACE Board makes contributions to several State Government and externally managed superannuation schemes. These contributions are treated as an expense when they occur. There is no liability for payments to beneficiaries as they have been assumed by the respective superannuation schemes.

The only liability outstanding at reporting date relates to any contributions due but not yet paid to the South Australian Superannuation Board and other superannuation funds as nominated by individual employees.

### *Leases*

The determination of whether an arrangement is or contains a lease is based on the substance of the arrangement.

The SACE Board has entered into operating leases only.

Operating lease payments are recognised as an expense in the Statement of Comprehensive Income on a straight-line basis over the lease term. The straight-line basis is representative of the pattern of benefits derived from the leased assets.

### *Lease Incentives*

All incentives for the agreement of a new or renewed operating lease are recognised as an integral part of the net consideration agreed for the use of the leased asset. Incentives received to enter into operating leases are recognised as a liability. The aggregate benefits of lease incentives received by the SACE Board in respect of operating leases have been recorded as a reduction of rental expense over the lease term, on a straight-line basis.

Lease incentives in the form of leasehold improvements are capitalised as an asset and depreciated over the remaining term of the lease or estimated useful life of the improvement, whichever is shorter.

### *Employee Benefits*

These benefits accrue for employees as a result of services provided up to the reporting date that remain unpaid. Long-term employee benefits are measured at present value and short-term employee benefits are measured at nominal amounts.

Salaries and Wages, Annual Leave, SERL, and Sick Leave

The liability for salary and wages is measured as the amount unpaid at the reporting date at remuneration rates current at reporting date.

The annual leave liability and the SERL liability are expected to be payable within 12 months and are measured at the undiscounted amount expected to be paid.

No provision has been made for sick leave as all sick leave is non-vesting and the average sick leave taken in future years by employees is estimated to be less than the annual entitlement of sick leave.

#### Long Service Leave

The liability for long service leave is measured as the present value of expected future payments to be made in respect of services provided by employees up to the end of the reporting period, using the projected unit credit method.

The estimated liability for long service leave is based on actuarial assumptions over expected future salary and wage levels, experience of employee departures, and periods of service. The assumptions are based on employee data over SA Government entities. Expected future payments are discounted using market yields at the end of the reporting period on government bonds with durations that match, as closely as possible, the estimated future cash outflows.

Current long service leave reflects the portion of leave expected to be settled within the next 12 months based on previous experience.

#### m) Unrecognised Contractual Commitments

Commitments include operating and outsourcing arrangements arising from contractual or statutory sources and are disclosed at their nominal value.

Unrecognised contractual commitments are disclosed net of the amount of GST recoverable from, or payable to, the Australian Taxation Office. If GST is not payable to, or recoverable from, the Australian Taxation Office, the commitments are disclosed on a gross basis.

### Note 3 New and Revised Accounting Standards and Policies

The SACE Board did not voluntarily change any of its accounting policies during 2016.

### Note 4 Employee Benefits Expenses

	2016 \$'000	2015 \$'000
Salaries and wages	8 473	8 049
Casual salaries external assessment	2 123	2 171
Casual salaries moderation	266	393
Casual salaries other	338	361
Long service leave (LSL)	318	225
Annual leave	655	668
SERL	27	42
Employment on-costs — superannuation	1 363	1 594
Employment on-costs — other	646	654
Fringe benefits tax	14	17
Board and committee fees	93	107
<b>Total employee benefits expenses</b>	<b>14 316</b>	<b>14 281</b>

#### Remuneration of Employees

	Number	
	2016	2015
<b>Remuneration of employees</b>		
The number of employees whose remuneration received or receivable falls within the following bands:		
\$141 500 to \$145 000*	n/a	2
\$145 001 to \$155 000	2	2
\$155 001 to \$165 000	2	2
\$195 001 to \$205 000	1	2
\$215 001 to \$225 000	1	–
\$295 001 to \$305 000	1	1
<b>Total</b>	<b>7</b>	<b>9</b>

\* This band has been included for the purposes of reporting comparative figures based on the executive base remuneration rate for 2015.

The table includes all employees who received remuneration equal to or greater than the base executive remuneration level during the year. Remuneration of employees reflects all costs of employment including salaries and wages, payments in lieu of leave, superannuation contributions, salary sacrifice benefits, and fringe benefits and any fringe benefits tax paid or payable in respect of those benefits. The total remuneration received or receivable by these employees for the year was \$1.332 million (2015: \$1.596 million).

#### Targeted Voluntary Separation Packages

The number of employees who received a targeted voluntary separation package during the reporting period was nil (2015: nil).

## Note 5 Supplies and Services

	2016 \$'000	2015 \$'000
<b>Supplies and services provided by entities within the SA Government</b>		
Office accommodation	1 199	1 132
Computing charges	225	204
Fleet management costs	41	40
Shared Services SA charges	137	115
Other	94	144
<b>Total supplies and services — SA Government entities</b>	<b>1 696</b>	<b>1 635</b>
<b>Supplies and services provided by entities external to the SA Government</b>		
Consultants	20	—
Contractors	1 499	624
Printing	247	231
Travel and accommodation	318	325
Postage, courier, and freight	432	438
Motor vehicle transport	183	179
Computing and communication	567	580
Software (expensed)	161	314
Rent (other)	106	99
Hospitality	147	154
Stationery and office supplies	73	79
Equipment hire	77	76
Repairs and maintenance	43	47
Security	16	25
Staff development	79	93
Other	215	313
<b>Total supplies and services — non-SA Government entities</b>	<b>4 183</b>	<b>3 577</b>
<b>Total supplies and services</b>	<b>5 879</b>	<b>5 212</b>

	2016		2015	
	Number	\$'000	Number	\$'000
<b>Consultancies</b>				
The number and dollar amount of consultancies paid/payable (included in supplies and services expense) that fell within the following bands:				
Below \$10 000	—	—	—	—
Above \$10 000	1	20	—	—
<b>Total paid/payable to consultants engaged</b>	<b>1</b>	<b>20</b>	<b>—</b>	<b>—</b>

## Note 6 Replacement Teachers' Expense

	2016 \$'000	2015 \$'000
<b>Replacement teachers provided by entities within the SA Government</b>		
Temporary replacement teachers	634	773
<b>Total replacement teachers' expense — SA Government entities</b>	<b>634</b>	<b>773</b>
<b>Replacement teachers provided by entities external to the SA Government</b>		
Temporary replacement teachers	868	987
<b>Total replacement teachers' expense — non-SA Government entities</b>	<b>868</b>	<b>987</b>
<b>Total replacement teachers' expense</b>	<b>1 502</b>	<b>1 760</b>

This expense relates to costs incurred by schools for the release of teachers to undertake duties for the SACE Board. The costs comprise a total of the amount of claims paid by the SACE Board plus an estimate of the cost of outstanding claims not yet received. See also Note 20 for details of the unclaimed funds as at 31 December 2016.

## Note 7 Depreciation and Amortisation Expense

	2016 \$'000	2015 \$'000
<b>Depreciation and amortisation</b>		
Leasehold improvements	39	55
Equipment	17	27
Furniture and fittings	—	1
Computer equipment	77	263
Intangible assets	497	353
<b>Total depreciation and amortisation</b>	<b>630</b>	<b>699</b>

## Note 8 Other Expenses

	2016 \$'000	2015 \$'000
<b>Other expenses</b>		
Allowances for doubtful debts (refer to Note 16)	5	(1)
Bad debts	—	3
<b>Total other expenses</b>	<b>5</b>	<b>2</b>

## Note 9 Revenues from Fees and Charges

	2016 \$'000	2015 \$'000
<b>Fees and charges received/receivable from entities within the SA Government</b>		
Total fees and charges — SA Government entities	–	–
<b>Fees and charges received/receivable from entities external to the SA Government</b>		
Overseas students studying in South Australia	374	360
SACE International program	659	503
Northern Territory Government	1 688	1 647
Total fees and charges — non-SA Government entities	2 721	2 510
<b>Total fees and charges</b>	<b>2 721</b>	<b>2 510</b>

The SACE Board receives revenue from delivering the SACE to students who are not South Australian residents. This includes students from overseas who are studying in local schools on a temporary student visa, students in schools in China and Malaysia who have chosen to undertake the SACE under the SACE International program, and students in Northern Territory schools. The SACE Board has an exclusive agreement with the Northern Territory Government to have the SACE delivered through all Northern Territory government schools.

## Note 10 Interest Revenues

	2016 \$'000	2015 \$'000
<b>Interest revenues</b>		
Interest from non-SA Government entities	40	30
Interest from entities within the SA Government (SAFA)	158	191
<b>Total interest revenues</b>	<b>198</b>	<b>221</b>

## Note 11 Net Gain from the Disposal of Assets

	2016 \$'000	2015 \$'000
<b>Net gain from the disposal of assets</b>		
Proceeds from disposal	–	1
<b>Total net gain from the disposal of assets</b>	<b>–</b>	<b>1</b>

## Note 12 Replacement Teachers' Write-back

	2016 \$'000	2015 \$'000
<b>Replacement teachers' write-back income from SA Government entities</b>		
Replacement teachers' write-back income	306	268
<b>Total replacement teachers' write-back income — SA Government entities</b>	<b>306</b>	<b>268</b>
<b>Replacement teachers' write-back income from entities external to the SA Government</b>		
Replacement teachers' write-back income	418	342
<b>Total replacement teachers' write-back income — non-SA Government entities</b>	<b>418</b>	<b>342</b>
<b>Total other income</b>	<b>724</b>	<b>610</b>

The write-back relates to outstanding amounts, recorded as expenses, raised prior to 31 December 2015, for which schools have not sought reimbursement within the allowable claim time. This write-back is recorded as revenue in the Statement of Comprehensive Income in accordance with accounting standards.

Refer to Note 20 for additional explanation of the liability for replacement teachers.

## Note 13 Other Revenues/Income

	2016 \$'000	2015 \$'000
<b>Other income from SA Government entities</b>		
Institute of Educational Assessors (IEA) revenue from DECD schools	40	109
Other government agencies	5	9
<b>Total other income from SA Government entities</b>	<b>45</b>	<b>118</b>
<b>Other income from entities external to the SA Government</b>		
Assessment fees	2	6
Miscellaneous income	249	101
Replacement certificates	37	25
Scaling grant	112	109
Institute of Educational Assessors (IEA)	149	146
<b>Total other income from entities external to the SA Government</b>	<b>549</b>	<b>387</b>
<b>Total other income</b>	<b>594</b>	<b>505</b>

Other income includes fees received from the SACE Board's Institute of Educational Assessors (IEA), which commenced in 2015. The IEA provides professional learning for teachers who are seeking to strengthen their expertise in the quality assessment of student achievement in accordance with the SACE Board's standards. Professional learning is delivered to teachers for a fee set by the *SACE Board of South Australia Regulations 2008*.

## Note 14 Revenues from SA Government

	2016 \$'000	2015 \$'000
<b>Revenues from SA Government</b>		
Operating grant	21 332	18 724
<b>Total revenues from SA Government</b>	<b>21 332</b>	<b>18 724</b>

The SA Government operating grant for 2016 was received in 12 monthly instalments.

Total revenues from Government consist of \$19 930 000 (2015: \$17 284 000) for operational funding and \$1 402 000 (2015: \$990 000) for capital projects. For details on the expenditure associated with the operational funding received, refer to notes 4 to 8. There were no material variations between the amount received and the expenditure associated with this grant.

## Note 15 Cash and Cash Equivalents

	2016 \$'000	2015 \$'000
<b>Cash and cash equivalents</b>		
Cash on hand	–	1
Cash at bank	2 425	1 436
Short-term deposits with SAFA	8 638	6 979
<b>Total cash and cash equivalents</b>	<b>11 063</b>	<b>8 416</b>

Cash on hand is non-interest bearing. Deposits with the Commonwealth Bank of Australia (operating account) earn a floating interest rate, based on daily deposit rates with interest paid monthly. The carrying amount of cash and cash equivalents represents fair value.

Investments are held with the South Australian Government Financing Authority (SAFA) in the Cash Management Facility (CMF). The CMF is an at-call, pooled investment portfolio comprising cash and short-term money market securities. The daily earnings from the portfolio's investments are applied to the SACE Board's investment balances. The CMF interest rate is the Reserve Bank of Australia's cash rate plus a margin set by the SAFA General Manager.

## Note 16 Receivables

	2016 \$'000	2015 \$'000
<b>Current</b>		
Receivables	118	76
Less allowance for doubtful debts	(8)	(8)
Prepayments	120	182
Accrued revenues	19	20
GST input tax recoverable	135	70
<b>Total current receivables</b>	<b>384</b>	<b>340</b>
<b>Non-current</b>		
Prepayments	57	94
<b>Total non-current receivables</b>	<b>57</b>	<b>94</b>
<b>Total receivables</b>	<b>441</b>	<b>434</b>
<b>SA Government / non-SA Government receivables</b>		
<b>Receivables from SA Government entities</b>		
Receivables	14	3
Prepayments	18	10
Accrued revenues	–	15
<b>Total receivables from SA Government entities</b>	<b>32</b>	<b>28</b>
<b>Receivables from non-SA Government entities</b>		
Receivables	118	74
Less allowance for doubtful debts	(8)	(8)
Prepayments	159	266
Accrued revenues	5	4
Other	135	70
<b>Total receivables from non-SA Government entities</b>	<b>409</b>	<b>406</b>
<b>Total receivables</b>	<b>441</b>	<b>434</b>



## Movement in the Allowance for Doubtful Debts

The allowance for doubtful debts (allowance for impairment loss) is recognised when there is objective evidence (i.e. calculated on past experience and current and expected changes in client credit rating) that a receivable is impaired.

An allowance for impairment loss has been recognised in other expenses in the Statement of Comprehensive Income for specific debtors and debtors assessed on a collective basis for which such evidence exists.

	2016 \$'000	2015 \$'000
<b>Movements in the allowance for doubtful debts (impairment loss)</b>		
Carrying amount at the beginning of the period	8	9
Amounts written off (bad debts)	(5)	(3)
Increase/(decrease) in the allowance	5	2
<b>Carrying amount at the end of the period</b>	<b>8</b>	<b>8</b>

## Note 17 Plant and Equipment

	2016 \$'000	2015 \$'000
Leasehold improvements at cost	664	664
Accumulated depreciation at the end of the calendar year	(617)	(578)
<b>Total leasehold improvements</b>	<b>47</b>	<b>86</b>
Equipment at cost	972	972
Accumulated depreciation at the end of the calendar year	(905)	(888)
<b>Total equipment</b>	<b>67</b>	<b>84</b>
Computer equipment at cost	1 607	1 591
Accumulated depreciation at the end of the calendar year	(1 523)	(1 445)
<b>Total computer equipment</b>	<b>84</b>	<b>146</b>
<b>Total plant and equipment</b>	<b>198</b>	<b>316</b>

## Reconciliation of Plant and Equipment

The following table shows the movement of plant and equipment during 2016 and 2015.

	Furniture and Fittings \$'000	Leasehold Improvements \$'000	Equipment \$'000	Computer Equipment \$'000	Total \$'000
<b>Carrying amount at 1 January 2016</b>	–	86	84	146	316
Additions	–	–	–	15	15
Depreciation	–	(39)	(17)	(77)	(133)
<b>Carrying amount at 31 December 2016</b>	<b>–</b>	<b>47</b>	<b>67</b>	<b>84</b>	<b>198</b>
<b>Carrying amount at 1 January 2015</b>	<b>1</b>	<b>141</b>	<b>43</b>	<b>352</b>	<b>537</b>
Additions	–	–	68	57	125
Depreciation	(1)	(55)	(27)	(263)	(346)
<b>Carrying amount at 31 December 2015</b>	<b>–</b>	<b>86</b>	<b>84</b>	<b>146</b>	<b>316</b>

## Carrying Amount of Plant and Equipment

All items of plant and equipment had a fair value at the time of acquisition that was less than \$1 million or had an estimated useful life that was less than 3 years, and have not been revalued in accordance with APF III. The carrying values of these items are deemed to approximate fair value. These assets are classified in level 3 as there has been no subsequent adjustments to their value, except for management assumptions about the asset condition and remaining useful life.

## Impairment

There were no indications of impairment of plant and equipment assets at 31 December 2016.

## Note 18 Intangible Assets

	2016 \$'000	2015 \$'000
<b>Computer software</b>		
Internally developed computer software at cost	4 703	3 752
Other computer software	50	
Accumulated amortisation	(2 590)	(2 093)
<b>Total computer software</b>	<b>2 163</b>	<b>1 659</b>

Reconciliation of Intangible Assets	Total Intangible Assets \$'000
Carrying amount at 1 January 2016	1 659
Additions	1 001
Amortisation	(497)
<b>Carrying amount at 31 December 2016</b>	<b>2 163</b>

Carrying amount at 1 January 2015	1 111
Additions	901
Amortisation	(353)
<b>Carrying amount at 31 December 2015</b>	<b>1 659</b>

The internally developed computer software relates to the SACE Board's Schools Online and Students Online systems, as well as new software development projects relating to the SACE modernisation program. These systems are recorded in the SACE Board's asset register as a consolidated asset with a remaining useful life of 5 years and carrying amount of \$2 113 000. The board has a contractual commitment for the acquisition of intangible assets, relating to the online learning management system being

implemented under the modernisation program (refer to Note 24).

There were no indications of impairment of intangible assets at 31 December 2016.

## Note 19 Payables

	2016 \$'000	2015 \$'000
<b>Current</b>		
Creditors	571	26
Accrued expenses	399	531
Employment on-costs	316	328
<b>Total current payables</b>	<b>1 286</b>	<b>885</b>
<b>Non-current</b>		
Employment on-costs	180	183
<b>Total non-current payables</b>	<b>180</b>	<b>183</b>
<b>Total payables</b>	<b>1 466</b>	<b>1 068</b>

<b>SA Government / non-SA Government payables</b>		
<b>Payables to SA Government entities</b>		
Creditors	89	–
Accrued expenses	117	144
Employment on-costs	496	511
<b>Total payables to SA Government entities</b>	<b>702</b>	<b>655</b>
<b>Payables to non-SA Government entities</b>		
Creditors	482	26
Accrued expenses	282	387
<b>Total payables to non-SA Government entities</b>	<b>764</b>	<b>413</b>
<b>Total payables</b>	<b>1 466</b>	<b>1 068</b>

As a result of an actuarial assessment performed by the Department of Treasury and Finance, the proportion of long service leave taken as leave has changed from the 2015 rate (37.00%) to 40.00%; and the average factor for the calculation of employer superannuation on-cost has changed from the 2015 rate (10.3%) to 10.2%. These rates are used in the employment on-cost calculation. The net financial effect of the changes in the current year is an increase in the employment on-cost of \$6800 and employee benefits expense of \$6800. The impact on future periods is impracticable to estimate, as the long service leave liability is calculated using a number of assumptions. A key assumption is the proportion of long service leave taken as leave instead of a lump sum, a result determined by the actuary based on current period data.

## Note 20 Replacement Teachers' Liability

	2016 \$'000	2015 \$'000
<b>Current</b>		
Temporary replacement teachers	834	1 203
<b>Total replacement teachers' liability</b>	<b>834</b>	<b>1 203</b>
<b>SA Government / non-SA Government replacement teachers' liability</b>		
<b>SA Government entities</b>		
Temporary replacement teachers	352	529
<b>Total replacement teachers' liability — SA Government entities</b>	<b>352</b>	<b>529</b>
<b>Non-SA Government entities</b>		
Temporary replacement teachers	482	674
<b>Total replacement teachers' liability — non-SA Government entities</b>	<b>482</b>	<b>674</b>
<b>Total replacement teachers' liability</b>	<b>834</b>	<b>1 203</b>

The liability for replacement teachers represents the estimated cost of amounts owing to schools but not yet claimed as at 31 December 2016.

## Note 21 Employee Benefits

	2016 \$'000	2015 \$'000
<b>Current</b>		
Accrued salaries and wages	185	195
Annual leave	679	724
Long service leave	457	481
Skills and experience retention leave (SERL)	47	55
<b>Total current employee benefits</b>	<b>1 368</b>	<b>1 455</b>
<b>Non-current</b>		
Long service leave	1 949	2 017
<b>Total non-current employee benefits</b>	<b>1 949</b>	<b>2 017</b>
<b>Total employee benefits</b>	<b>3 317</b>	<b>3 472</b>

AASB 119 contains the calculation methodology for long service leave liability. The actuarial assessment performed by the Department of Treasury and Finance has provided a basis for the measurement of long service leave.

AASB 119 requires the use of the yield on long-term Commonwealth Government bonds as the discount rate in the measurement of the long service leave liability. The yield on long-term Commonwealth Government bonds has decreased to 2.75% (2015: 3.00%).

This decrease in the bond yield, which is used to discount future long service leave cash flows, results in an increase in the reported long service leave liability.

The net financial effect of these changes in the current year is a reduction in the long service leave liability of \$21 000 and a corresponding reduction in the employee benefits expense of \$21 000. The impact on future periods is impracticable to estimate as the long service leave liability is calculated using a number of assumptions — a key assumption is the long-term discount rate.

The actuarial assessment performed by the Department of Treasury and Finance left the salary inflation rate at 4.00% for long service leave liability and 3.00% for annual leave and skills, experience and retention leave liability. As a result, there is no net financial effect resulting from changes in the salary inflation rate.

## Note 22 Other Liabilities

	2016 \$'000	2015 \$'000
<b>Current</b>		
Lease incentive	–	39
Unearned revenue	–	32
<b>Total current other liabilities</b>	<b>–</b>	<b>71</b>
<b>Non-current</b>		
Lease incentive	–	–
<b>Total non-current other liabilities</b>	<b>–</b>	<b>–</b>
<b>Total other liabilities</b>	<b>–</b>	<b>71</b>

Lease liabilities are effectively secured, as the rights to the leased assets revert to the lessor in the event of default.

## Note 23 Equity

	2016 \$'000	2015 \$'000
<b>Equity</b>		
Retained earnings	5 623	2 386
Staff entitlements reserve	2 625	2 625
<b>Total equity</b>	<b>8 248</b>	<b>5 011</b>

The staff entitlements reserve represents funds retained by the SACE Board to meet liabilities for long service leave, annual leave, and SERL accrued by employees.

## Note 24 Unrecognised Contractual Commitments

	2016 \$'000	2015 \$'000
<b>Capital commitments</b>		
Capital expenditure contracted for at the reporting date, but not recognised as liabilities in the financial report, are payable as follows:		
Within 1 year	32	–
Later than 1 year but not longer than 5 years	107	–
Later than 5 years	–	–
<b>Total capital commitments</b>	<b>139</b>	<b>–</b>
The SACE Board's capital commitments are for a learning management software application, which has been acquired as a component of the SACE Board's modernisation program.		
<b>Expenditure commitments</b>		
Within 1 year	795	777
Later than 1 year but not longer than 5 years	136	273
<b>Total other commitments</b>	<b>931</b>	<b>1 050</b>
The SACE Board's expenditure commitments are for a range of outsourcing services and contracts, including printing and distribution of SACE results, ICT services, and facility maintenance.		
<b>Operating lease commitments</b>		
Commitments in relation to operating leases contracted for at the reporting date but not recognised as liabilities are payable as follows:		
Within 1 year	517	1 079
Later than 1 year but not longer than 5 years	15	464
<b>Total operating lease commitments</b>	<b>532</b>	<b>1 543</b>

The SACE Board's operating leases are for office accommodation and vehicles. Office accommodation is leased through the Department of Planning, Transport and Infrastructure (DPTI), with the present lease expiring in May 2017. Rent is payable in advance.

The SACE Board also leases vehicles from FleetSA. These leases are cancellable on 6 months' notice.

The operating lease expenses incurred by the SACE Board were \$1 239 037 (2015: \$1 171 516).

## Note 25 Remuneration of Board and Committee Members

The members and deputy members who were entitled to receive remuneration for services during the 2016 calendar year were:

<b>SACE Board of South Australia</b>		
<b>Presiding Member</b>		
Ms J.E. Danvers		
<b>Deputy Presiding Member</b>		
Mr R.J. Debelle		
<b>Members</b>		
Mrs C. Bauer		
Ms M.I. Guppy		
Ms H.F. O'Brien		
Ms P.M. Ronan		
Mr P. Vaughan		
Professor M.S. Westwell		
		Number
		2016
		2015
The number of Board and committee members whose remuneration received or receivable falls within the following bands:		
\$0 to \$9999	2	5
\$10 000 to \$19 999	5	6
\$20 000 to \$29 999	1	1
<b>Total number of Board and committee members</b>	<b>8</b>	<b>12</b>

Remuneration of members reflects all costs of performing Board/committee member duties, including sitting fees, superannuation contributions, salary sacrifice benefits and fringe benefits, and any fringe benefits tax paid or payable in respect of those benefits. The total remuneration received or receivable by members was \$95 000 (2015: \$124 000).

In accordance with the Department of Premier and Cabinet Circular No. 016, government employees did not receive any remuneration for Board duties during the calendar year.

Unless otherwise disclosed, transactions between members are on conditions no more favourable than those that it is reasonable to expect the entity would have adopted if dealing with the related party at arm's length in the same circumstances.

## Note 26 Financial Risk Management / Financial Instruments

### 26.1 Financial Risk Management

Risk management is managed by the SACE Board's Office of the Chief Executive, and agency risk management policies are in accordance with the *Risk Management Policy Statement* issued by the Premier and Treasurer and the principles established in the Australian Standard *Risk Management Principles and Guidelines*.

The SACE Board's exposure to financial risk (liquidity, credit, and market) is insignificant based on past experience and current assessment of risk.

The SACE Board is funded principally from appropriation by the SA Government. The board works with the Department of Treasury and Finance to determine the cash flows associated with its Government approved program of work and to ensure funding is provided through SA Government budgetary processes to meet the expected cash flows.

There have been no changes in risk exposure since the last reporting period.

### 26.2 Categorisation of Financial Instruments

Details of the significant accounting policies and methods adopted, including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised with respect to each class of financial asset and financial liability, are disclosed in Note 2.

The carrying amounts of each of the following categories of financial assets and liabilities — held-to-maturity investments; loan and receivables; and financial liabilities measured at cost — are detailed below:

Category of Financial Asset/Liability	Note	2016	2015
		Carrying Amount / Fair Value \$'000	Carrying Amount / Fair Value \$'000
<b>Financial assets</b>			
Cash and equivalent			
Cash and cash equivalents	15	11 063	8 416
Loans and Receivables			
Receivables <sup>(1) (2)</sup>	16	129	88
<b>Total financial assets</b>		<b>11 192</b>	<b>8 504</b>
<b>Financial liabilities</b>			
Financial liabilities at cost			
Payables <sup>(1)</sup>		915	499
Other financial liabilities (replacement teachers)	20	834	1 203

(1) Receivable and payable amounts disclosed here exclude amounts relating to statutory receivables and payables (e.g. Commonwealth, state and local government taxes, fees, and charges; Auditor-General's Department audit fees). In government, certain rights to receive or pay cash may not be contractual and therefore in these situations, the requirements will not apply. Where rights or obligations have their source in legislation such as levies, tax, and equivalents, they would be excluded from the disclosure. The standard defines contract as enforceable by law. All amounts recorded are carried at cost (not materially different from amortised cost).

(2) Receivables amount disclosed here excludes prepayments. Prepayments are presented in Note 16 as trade and other receivables in accordance with paragraph 78(b) of AASB 101. However, prepayments are not financial assets as defined in AASB 132 as the future economic benefit of these assets is the receipt of goods and services rather than the right to receive cash or another financial asset.

## Certification of Financial Statements

We certify that the attached general purpose financial statements for the SACE Board of South Australia:

- comply with relevant Treasurer's Instructions issued under section 41 of the *Public Finance and Audit Act 1987* and relevant Australian Accounting Standards;
- are in accordance with the accounts and records of the SACE Board; and
- present a true and fair view of the financial position of the SACE Board of South Australia as at 31 December 2016 and the results of its operations and cash flows for the calendar year.

We certify that the internal controls employed by the SACE Board of South Australia for the calendar year over its financial reporting and its preparation of the general purpose financial statements have been effective throughout the reporting period.



**Jane Danvers**  
Presiding Member

Date: 29 March 2017



**Dr. Neil McGoran**  
Chief Executive

Date: 28 March 2017



**Alan Herman**  
Chief Finance Officer

Date: 28 March 2017



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## To the Chief Executive SACE Board of South Australia

As required by section 31(1)(b) of the *Public Finance and Audit Act 1987* and section 19A of the *SACE Board of South Australia Act 1983*, I have audited the financial report of the SACE Board of South Australia (the Board) for the financial year ended 31 December 2016.

### Opinion

In my opinion, the accompanying financial report gives a true and fair view of the financial position of the SACE Board of South Australia as at 31 December 2016, its financial performance and its cash flows for the year then ended in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987* and Australian Accounting Standards.

The financial report comprises:

- a Statement of Comprehensive Income for the year ended 31 December 2016
- a Statement of Financial Position as at 31 December 2016
- a Statement of Changes in Equity for the year ended 31 December 2016
- a Statement of Cash Flows for the year ended 31 December 2016
- notes, comprising significant accounting policies and other explanatory information
- a Certificate from the Presiding Member, Chief Executive and Chief Financial Officer.

### Basis for opinion

I conducted the audit in accordance with the *Public Finance and Audit Act 1987* and Australian Auditing Standards. My responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of my report. I am independent of the Board. The *Public Finance and Audit Act 1987* establishes the independence of the Auditor-General. In conducting the audit, the relevant ethical requirements of APES 110 Code of Conduct for Professional Accountants have been met.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my opinion.

## **Responsibilities of the Chief Executive and the Board for the financial report**

The Chief Executive is responsible for the preparation of the financial report that gives a true and fair view in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987* and the Australian Accounting Standards, and for such internal control as management determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

The Board is responsible for overseeing the financial reporting process.

## **Auditor's responsibilities for the audit of the financial report**

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Chief Executive
- evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.



My report refers only to the financial statements described above and does not provide assurance over the integrity of electronic publication by the entity on any website nor does it provide an opinion on other information which may have been hyperlinked to/from these statements.

I communicate with the Chief Executive and Board about, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during the audit.

A handwritten signature in black ink, appearing to read 'A. Richardson', with a long horizontal line extending to the right.

Andrew Richardson

**Auditor-General**

31 March 2017