ANNUAL REPORT

31 December 2014

Government
of South Australia

SACE
Board of SA

Monday 30 March 2015

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

Dear Minister

I am pleased to submit the 2014 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 (2014).

This report documents the activities and achievements of the SACE Board of South Australia for the period 1 January 2014 to 31 December 2014.

Yours sincerely

Jane Danvers

Presiding Member of the Board
SACE Board of South Australia

Government
of South Australia

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PRESIDING MEMBER'S STATEMENT

I have pleasure in submitting the 2014 Annual Report of the SACE Board of South Australia in accordance with section 20 of the *SACE Board of South Australia Act 1983.* The report records the activities of the Board for the year ended 31 December 2014.

I would like to acknowledge and thank Dr Neil McGoran, Chief Executive of the SACE Board, who commenced in this position in October 2013.

Dr McGoran, formerly Principal of Nazareth Catholic College, embraced his new role with enthusiasm, dedication, and a commitment to the principles and values underpinning the work of the SACE Board, and enshrined in the SACE Board of South Australia Act: 'all young people are to be encouraged to obtain a formal education qualification that helps them to live and participate successfully in the world as it constantly changes, after taking into account their goals and abilities'.

This key legislative principle underscores the importance of education in shaping the future lives of our young people. As a Principal myself, I share Dr McGoran's and my fellow Board members' commitment to ensuring that all young people in South Australia are to be encouraged to achieve the South Australian Certificate of Education (SACE), and that when they do so, this will attest to the fact that they are suitably equipped to live, work, and learn in a constantly changing world.

As Presiding Member, I am aware of the SACE Board's responsibility to fulfil the legislative principles of the Act through the provision of a high quality, internationally recognised educational qualification. To this end, it has always been a key objective of the Board to work in partnership with our key stakeholders and those who play a critical role in the delivery of education to our young people: our schools and school communities, the three school sectors, and the teachers, school leaders, and educators who are at the front line of education delivery.

By developing and building upon these relationships, the Board is in the best position to undertake its work, in the full knowledge of how young people learn and the best ways of delivering learning to young people to maximise their successful achievement of the SACE.

One of the ways in which the Board is assured that it is fulfilling its legislative role is to consider the qualities that young people develop as a result of graduating with the SACE.

We know that they are self-directed learners who are able to think independently and critically, and who can analyse and evaluate information, solve problems, and plan and manage a project that achieves an outcome. The reason we know this is because these are the qualities, skills, and attributes that are valued, taught, assessed, and certified when a young person undertakes the SACE in South Australia, the Northern Territory, Malaysia, or China.

These are the qualities, skills, and attributes that define a successful SACE student, and which in turn are the basis for the Board's work. The SACE Board Strategic Plan 2012–2016 has as its central vision 'student success through the SACE', underpinned by its mission to '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'.

In 2014 the SACE Board continued to work towards meeting its key strategic goals and objectives, defined as follows:

• advocating for students
• strengthening SACE innovation and relevance
• delivering quality outcomes
• building professional capacity.

I would like to highlight some of the Board's achievements in 2014 with respect to these key objectives.

In August, the inaugural Research Project Student Expo was held, attracting over 4000 attendees, including students, teachers, educators, employers, and members of the public. The expo was an initiative that arose out of the SACE Board's response to the SACE First Year Evaluation, and was designed to highlight students' research projects, with a focus on students currently undertaking, or about to undertake, the Research Project.

Presentations were given by students, educators from the universities, and business leaders. Feedback from participants and attendees was uniformly and overwhelmingly positive, with

many indicating that their preparedness for completing this subject, or indeed for teaching it, had been greatly enhanced. As a result the event will be held again in 2015 and many schools have already indicated their wish to be involved.

I am highlighting the Research Project Student Expo because the introduction of the compulsory Research Project subject in the SACE has not been without controversy. I would like to challenge the detractors of this subject by pointing out that one of the greatest educational gifts we can provide to our young people is the ability to learn how to learn: to be an empowered learner who can think independently and critically, and who can learn anything, anywhere, at any time. The successful completion of the Research Project enables the SACE Board to certify that a young person is, indeed, just such an empowered learner. A young person who successfully completes the Research Project has learnt *how* to think, not just *what* to think.

I would also like to highlight the establishment of the Institute of Educational Assessors, which is another initiative arising out of the SACE Board's response to the SACE First Year Evaluation.

The SACE Board's decision to establish the Institute recognises that assessment expertise contributes significantly to successful student learning which, once again, is the core, underpinning principle upon which the SACE Board's work rests.

I am personally proud of the Board's support for the establishment of the Institute, which is an Australia-first initiative, and which will provide professional learning to school personnel and educators, as well as lead research into assessment practice and pedagogy.

The delivery of professional learning by the Institute will commence in 2015 and already many schools have indicated their support for the Institute by signalling their teachers' participation in this professional learning.

As Presiding Member, I recognise that the SACE Board must continually evaluate its performance and measure this against the key deliverables set out in our Strategic Plan. The Board also has a responsibility to ensure that the SACE is a relevant, accessible, portable, and high quality qualification that meets the needs of students.

For the SACE Board, this includes students in the Northern Territory, Malaysia, and China. Nearly 1000 students successfully completed the SACE in Malaysia and China in 2014, through the six Malaysian colleges and one Chinese college that have been accredited by the SACE Board to deliver the qualification.

These partnership arrangements not only highlight the worth of the SACE as an internationally valued and recognised senior secondary qualification, but also demonstrate that the SACE is an educational 'product' that showcases the best that South Australia has to offer to students worldwide who seek to gain a pre-university qualification that will give them the greatest opportunity for their future study and career success.

In 2014 the SACE Board focused considerable effort on raising the profile of the SACE International program (the offshore delivery of the SACE) as a high-quality, internationally recognised pre-university qualification, and on sourcing new markets for delivery of the SACE.

Emerging interest from China in flexible delivery models for the SACE means that the SACE Board, and schools, are increasingly considering ways in which students can access the SACE, both onshore and offshore. This has led to the development of the South Australian Senior Secondary Education Alliance — an alliance of South Australian schools, together with the SACE Board, who have agreed to work together to build a presence in Asia and develop delivery models by which students are able to complete the SACE.

Such models include combinations of onshore and offshore educational delivery of the SACE, partnership agreements between South Australian schools and Chinese schools for the delivery of the SACE, and the use of online delivery for some of the SACE.

These innovations underscore the fact that the SACE is highly valued by parents in China (and other parts of Asia more generally) who are in the market for the best possible qualification and eventual career outcome for their children.

In 2014, I was privileged to travel to China, together with the SACE Board's Chief Executive and the Minister for Education and Child Development, to witness the signing of a Memorandum of Agreement with the Beijing Bacui Bilingual School — the newest offshore school to offer the SACE International program. Beijing Bacui Bilingual School will commence delivering the program in 2015.

In addition, in late November the SACE Board hosted a delegation from the Shanghai United International School (SUIS) group, which is interested in pursuing a relationship with the SACE Board for the delivery of the SACE to

Chinese students. The Vice Chairman of SUIS's XIEHE Education Group, Mr Mason Lee, has indicated his commitment to continuing these discussions in 2015.

This is an exciting time for the SACE Board as it welcomes the New Year and its attendant promise of new challenges, opportunities, and achievements. I look forward to continuing to work as part of an organisation whose imperative is to assist young people to successfully achieve their goals and realise their ambitions and dreams.

Jane Danvers
Presiding Member

CHIEF EXECUTIVE'S STATEMENT

A little over a year ago I commenced at the SACE Board of South Australia as Chief Executive, having previously been a school teacher, educational leader, and principal.

My current role has confirmed for me the critical importance of education in shaping a young person's life, and how access to high quality education, as well as to the teachers and leaders who are educational role models, is fundamental to a young person's successful transition from school to study and employment.

I am immensely proud of the South Australian Certificate of Education (SACE) and how it fulfils the educational imperative that informed the 2004 SACE Review: success for all. By ensuring that *every* young person has the greatest opportunity to realise their educational aspirations and abilities, the SACE firmly places young people on a pathway towards future prosperity and fulfilment.

When young people graduate with the SACE, they have demonstrated the knowledge, understandings, abilities, and key skills that will prepare them for the next phase of their lives, including further study and work. The skills that young people gain through the SACE include being literate, numerate, capable of critical thinking and analysis, and able to undertake research and evaluation.

Equally importantly, a young person who has successfully achieved the SACE has demonstrated that they have an outstanding work ethic, that they are determined, and that they can apply their learning to a range of contexts, both familiar and unfamiliar. After all, those students who have achieved the SACE have, during Stage 2 alone, undertaken nearly forty tests and assignments, written more than 25 000 words, and completed up to five examinations or other external assessments.

This actively demonstrates that these young people have met high academic standards; that they are twenty-first century learners who can think critically and creatively; that they can apply their learning to solve problems; and that they have a strong work ethic. These capabilities will underpin a young person's journey through study, work, and life, and will equip them for the rapidly evolving global world in which change is the only constant.

Overall, 2014 has been a year of consolidation as well as an opportunity for the SACE Board to further develop its systems and processes to keep pace with technological change and advancement.

While the core business of accrediting subjects and courses for the SACE, recognising learning towards the SACE, and certifying student achievement in the SACE remains unchanged, the processes and policies that underpin this work are constantly reviewed and enhanced in order to ensure that the SACE Board operates as efficiently and effectively as possible. This in turn leads to improvements for schools, school personnel, and students.

One example is the Online Results Sheets project, a major undertaking by the SACE Board to transition paper-based processes to an online environment. In 2014, for the first time, schools were able to submit all school-assessed results for all Stage 2 subjects online, which eased teacher workload and improved the overall efficiency of these processes.

In 2015, further work will be undertaken to improve the efficiency and capacity of the SACE Board's information technology processes and systems, including the continued expansion of the Online Results Sheets project to other areas of data management, and initial work to explore more fully the possibility of conducting assessments in an online environment. The SACE Board recognises that the way in which young people learn in the twenty-first century has changed significantly in the past 10 years, and I am personally committed to ensuring that the SACE itself — and the way in which young people access information and undertake learning — keeps pace with technological advancement.

The SACE Board recognises that the knowledge, skills, commitment, and dedication of teachers and educational leaders are the underpinning foundation for students' successful learning, and, as such, the support that is provided to these teachers is vital if our young people are to achieve their best.

For this reason, in 2014 the SACE Board committed significant effort and resources to realising the establishment of the Institute of Educational Assessors, an initiative that arose

out of the SACE Board's response to the SACE First Year Evaluation that was undertaken in 2012.

The Institute of Educational Assessors has been established to provide professional learning to educators on the understanding that quality educational assessment contributes significantly to improving student learning, that assessment is integral to pedagogy and to informing practice, and that innovation and research in educational assessment can be used to improve student outcomes.

In 2015, the Institute will begin delivering professional learning to educators. Its vision is to improve student learning outcomes by providing educators with exemplary learning opportunities to develop their expertise in educational assessment.

I am immensely proud of this initiative, as it is centred firmly and squarely on the development of assessment expertise in order to realise the very best learning outcomes for our young people — the essential and underpinning purpose of the SACE, and the SACE Board.

Schools have been encouraged to support their teachers and leaders to take up the professional learning offered by the Institute, and in fact, this learning will be recognised towards postgraduate studies and the Australian Professional Standards for Teachers, and will also meet the Teachers Registration Board's requirements for accumulation of professional learning hours.

As we look forward to the year ahead, I will maintain my focus on ensuring that the SACE continues to provide to young people the best opportunity for attaining a high quality educational qualification that leads to further study or employment.

In 2015, we will continue to work on integrating the senior secondary Australian Curriculum into SACE Board-accredited subjects, with implementation of Stage 1 Australian Curriculum subjects in mathematics and English to occur in 2016, and Stage 2 Australian Curriculum subjects in mathematics and English to be implemented in 2017. This is a major undertaking for the SACE Board, and I have been gratified by the considerable support provided by schools and school personnel in assisting with this important and comprehensive work. Teachers have willingly given of their time and expertise to assist the SACE Board

in meeting the timelines for the introduction of the senior secondary Australian Curriculum, for which I am very grateful.

I am convinced, also, that when major change is introduced, as was the case with the new SACE and now, the senior secondary Australian Curriculum, chances of a successful transition are greatly enhanced when all of those involved work together. This has indeed been the case with the work required to introduce the new Australian Curriculum content into the SACE.

Finally, I would like to highlight two aspects of my role at the SACE Board that I regard as integral to my capacity to fulfil the requirements of the position of Chief Executive. These are the dedication and commitment of SACE Board staff in carrying out the important work of this organisation, and, most importantly, the students themselves, who, each year, continue to amaze me with their resilience, their hard work, their dedication to their dreams and ambitions, their pursuit of their goals, their ability to overcome adversity, their commitment to the SACE journey, and their delight in learning. We should be proud of the citizens of the future — our young people — as they embark on a journey of learning and education.

To this end, let me highlight the achievements of our 2014 SACE graduates. I am very pleased that, in 2014, 14 050 students completed the SACE, an increase from 13 624 in 2013. It was particularly pleasing to note that a record number of students obtained a TAFE SA Selection Score (12 838) or a university aggregate and an ATAR (11 741). The highest ever number of Aboriginal students completed the SACE — 253, an increase from 238 in 2013.

The SACE is a qualification that is designed to foster independent, self-directed learning, and to build the capabilities of young people so that they can take their place as productive and valued members of society. I am proud to be part of the organisation that assists young people on this journey.

Neil McGoran
Chief Executive

THE SACE BOARD OF SOUTH AUSTRALIA

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*. Amendments to this legislation, including a change of title, were enacted on 1 July 2008, and before this date the SACE Board was known as the Senior Secondary Assessment Board of South Australia.

The SACE Board of South Australia Act 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 eleven 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 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 2015, and five members whose 3-year term will conclude on 30 June 2016.

In addition, three Deputy Board members have been appointed to act in the place of members when they are absent.

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 2014

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.M. Bentley Mr S.J. Dowdy Mr K.F. Hebenstreit Ms H.F. O'Brien Ms P.M. Ronan Ms J.D. Scott Mr P. Vaughan Professor M.S. Westwell
Deputy Members	Mr S.V. Bousfield Mr P. Daw Mrs S.G. Duong

In 2014, the Board met eleven times, including a Strategic Planning day, from February through to November. Deputy Board members attend Board meetings in the absence of their designated Board members. Deputy Board members are also invited by the Presiding Member to attend Board meetings as observers if they wish.

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 2014

Member	Observer
ACCREDITATION, RECOGNITION, AND CERTIFICATION COMMITTEE	
Ms P.M. Ronan (Chair)	Dr N.A. McGoran (Chief Executive)
Ms J.D. Scott	Dr A. Mercurio (Executive Manager, Curriculum Services)
Mrs S.G. Duong	Ms J.K. Raymond (Executive Manager, School Assessment Services)
Professor M. Chinnappan	Ms K. Cooper (Manager, Learning and Assessment Design)
Mr K. Clayton	
Professor D.L. Giles	
Dr L.M. MacLeod	
Mrs K.A. McGuigan	
Professor S.M. Pyke	
PLANNING, FINANCE, AND PERFORMANCE COMMITTEE	
Mr K.F. Hebenstreit (Chair)	Dr N.A. McGoran (Chief Executive)
Mr P. Daw	Ms S. Maio (Manager, HR and Corporate Services)
Ms T. Georgiadis	Mr W.P. Abbott (Quality Coordinator)
Mr R. Knight	Mr C. Yeeles (Chief Finance Officer)
Ms M.A. Silva	

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 Institute of Educational Assessors is being progressively established, and its primary purpose is to provide professional learning that meets the needs of professional teachers and educators seeking to strengthen their knowledge of, and practice in, assessment. The Institute will deliver training, professional development, and certification in assessment and assessment practice, and will undertake research related to assessment and pedagogy.

• 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 Advisory Group analyses risks and benefits of potential innovative ideas and new technology for the SACE, and prioritises the potential projects in line with the strategic priorities of the Board.

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 Services, 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
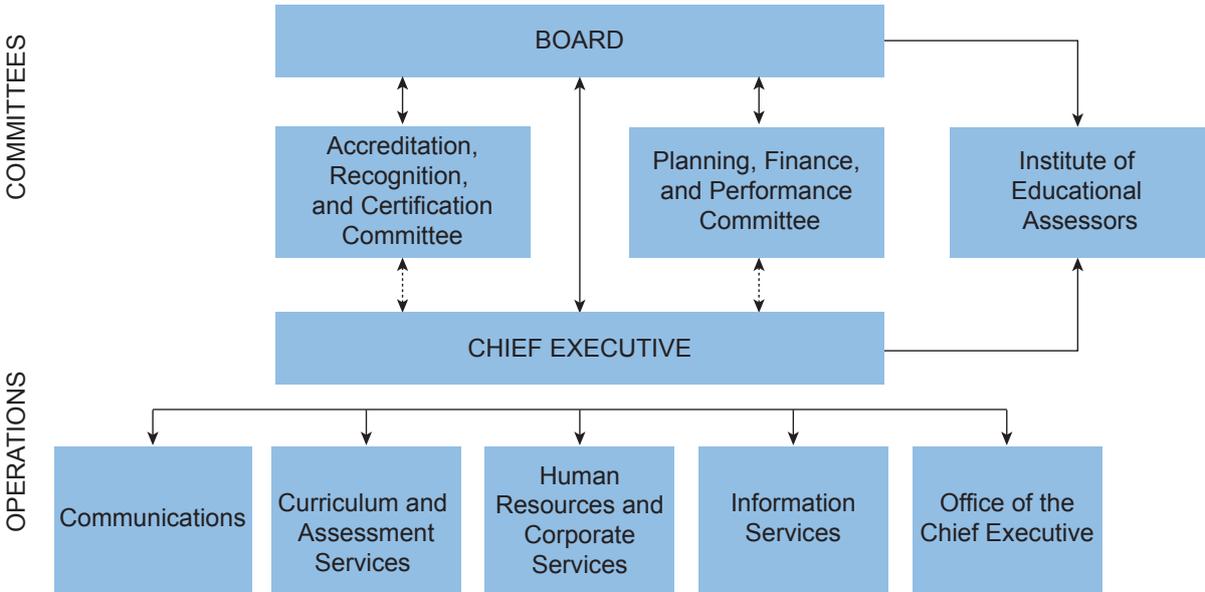
STRATEGIC PLAN 2012–16

The SACE Board of South Australia's 'Strategic Plan 2012–2016' outlines the Board's strategic priorities for the South Australian Certificate of Education (SACE) over 5 years, from 2012 to 2016. It is closely aligned with the South Australian Government's 2011 Strategic Plan, in particular the following targets:

T6 Aboriginal wellbeing: Improve the overall wellbeing of Aboriginal South Australians.

T54 Learning or earning: Increase the proportion of 15–24 year olds engaged fulltime in school, post-school education, training, or employment (or combination thereof) to 85% by 2020.

T88 Science and maths: By 2020 increase by 15% the number of students receiving an Australian Tertiary Admission Rank or equivalent with at least one of the following subjects: mathematics, physics, or chemistry.

T89 SACE or equivalent: Increase yearly the proportion of 15–19 year olds who achieve the SACE or a comparable senior secondary qualification.

The SACE Board will ensure 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.

Our Vision

The SACE Board's vision is student success through the SACE.

Our Mission

The SACE Board's mission is to provide a locally and internationally respected certificate of education that gives students the capabilities to move successfully into further learning and work as confident and responsible citizens.

Our Values

Excellence

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

Equity

We will provide high levels of equity and high educational standards.

Innovation

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

Collaboration

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

Integrity

We uphold the highest ethical standards.

Respect

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

Our Strategic Priorities

The Strategic Plan is framed around four strategic priorities against which the SACE Board's progress towards achieving its core business can be monitored and evaluated: advocating for students, strengthening SACE innovation and relevance, delivering quality outcomes, and building professional capacity.

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

Strategic Priority 1: Advocating for Students

SACE activity constantly focuses on benefits for students.

To ensure this, SACE activity includes monitoring students' changing needs and aspirations; understanding and responding to the full range of student and parent perspectives; valuing diversity of learners and learning; strengthening student pathways into training, higher education, and employment; using research to inform programs to strengthen student outcomes, particularly in areas of disadvantage; publishing data and information to recognise students' success and to improve student outcomes; and using research to identify and remove barriers for students.

Strategic Priority 2: Strengthening SACE Innovation and Relevance

The SACE is a highly relevant and beneficial credential.

To maintain this, the SACE Board strives to ensure that the SACE is responsive to current needs of students, business, and the community; enhance the place of capabilities in curriculum; define clear and rigorous assessment standards connected to assessment practice and pedagogy; provide individualised options for students; ensure alignment between the SACE and the Australian Curriculum; emphasise interconnections between senior secondary education, training, higher education, and employment; and use best practice national and international benchmarks and stakeholder engagement to inform and improve the design of the SACE.

Strategic Priority 3: Delivering Quality Outcomes

Students, schools, and the community respect the quality and integrity of the SACE.

The SACE Board delivers a SACE that provides students with the skills and knowledge for work and further study; delivers responsive and effective curriculum, assessment, quality assurance, and certification services; and produces valid, reliable, and timely SACE results.

In the future, the SACE Board will continue to improve delivery of services through the use of digital technology and online strategies; deliver the SACE to international communities; provide accurate and useful SACE information to stakeholders and the community; and enhance organisational governance and capacity to deliver quality services.

Strategic Priority 4: Building Professional Capacity

SACE activity builds assessment understanding and expertise.

Examples of this include strengthening assessment capacity of SACE Board school assessment moderators and external assessors; working in partnership with school sectors to promote professional capacity in assessment practices and pedagogy; improving assessment quality assurance partnerships with schools; assisting schools to improve internal assessment quality assurance processes; working in partnership with the training sector to enhance the quality of vocational education and training (VET) programs in the SACE; and working in partnership with the university sector to strengthen the assessment capacity of teachers.

In detailing the achievements of the SACE Board in 2014 in the following sections, each Strategic Priority is clearly evidenced.

CURRICULUM, ASSESSMENT, AND STANDARDS

In 2014, 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.

In 2014, the SACE Board of South Australia developed, and made available online, a new policy and procedure, 'Major Disruption to an Examination'.

Minor editorial changes were made to the SACE Modified Subjects Policy as the result of a review of processes.

Special Provisions in Curriculum and Assessment Policy

The policy principles and definitions were discussed during 2014 to ensure consistency with the *Disability Discrimination Act 1992*, the *Disability Standards for Education 2005*, and contemporary disability definitions.

The SACE Board sought advice from the Crown Solicitor, the Equal Opportunity Commission, and health professionals to ensure that the principles and definitions used were appropriate. As a result, some minor amendments will be made to the principles and definitions for 2015.

The SACE Capabilities

A feature of the design 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
- creative and critical thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

These capabilities, which have as their base the capabilities that underpin the Australian Curriculum, were integrated in Stage 1 Research Practices, and the reaccredited Stage 2 Research Project A and Research Project B, which were taught for the first time in 2014.

In 2014, the SACE Board reaccredited the Stage 1 Personal Learning Plan with the seven capabilities, for teaching in 2015.

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 sixty 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 forty 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.

The Personal Learning Plan is a compulsory subject in the SACE. Students must achieve a C grade or better in the Personal Learning Plan to be eligible to achieve the SACE. Of the 19 474 students who enrolled in the Stage 1 Personal Learning Plan in 2014, 19 145 (98.3%) achieved a C grade or better.

In 2014, the SACE Board reaccredited the revised Stage 1 Personal Learning Plan, which incorporates the seven capabilities, for teaching in 2015. The Board also reaccredited the version that includes the five capabilities for 1 more year, to allow schools a longer lead-in time. From 2016, only the version with the seven capabilities will be offered.

The Personal Learning Plan: Modified enables students with identified intellectual disabilities to meet the requirements of the SACE. Of the 263 students who enrolled in the Personal Learning Plan: Modified in 2014, 261 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 more generally.

The Research Project is a compulsory subject in the SACE. Students must achieve a C– grade or better in the Research Project to be eligible to achieve the SACE. Students have the opportunity to study an area of interest in depth.

They use their creativity and initiative, while developing the research and presentation skills that they will need in further study or work.

In 2014, the new Stage 1 Research Practices subject was taught for the first time. This subject focuses on the development of research and enquiry skills, and provides students with opportunities to explore a range of research approaches. A total of 1784 South Australian students studied Stage 1 Research Practices in 2014.

The revised and reaccredited Stage 2 Research Project A and Research Project B were also taught for the first time in 2014.

In 2014, 15 681 South Australian students studied the Stage 2 Research Project and 15 334 students (98%) completed the subject by achieving a grade of C– or better. Of these 15 681 students, 1513 studied Research Project A and 14 169 studied Research Project B.

Australian Curriculum Subjects

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

The integration of these fifteen subjects into the SACE will occur in two phases between 2014 and 2018:

- phase one: English and mathematics subjects
- phase two: history and science subjects, and geography.

During 2014, redrafting of the phase one subjects began for the following subjects (working titles):

- English
- English Literary Studies
- English as an Additional Language
- Essential English
- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics.

To guide the integration, the SACE Board established a number of groups, including learning area reference groups and focus groups.

Learning area reference groups comprised curriculum and assessment leaders in the relevant subject areas, and contributed to the

drafting of the curriculum and assessment requirements for each subject.

Focus groups comprised teachers in the field, who provided feedback on individual subject drafts before formal consultation.

The learning area reference groups for English and for English as an Additional Language both met three times from June to September.

The English focus group, comprising twenty-seven teachers from metropolitan and regional areas and representing the three school sectors, met on 28 August 2014 to provide feedback on the draft subject outlines. The English as an Additional Language focus group, comprising eighteen teachers from metropolitan and regional areas and representing the three school sectors, met on 17 September 2014 to provide feedback on the draft subject outline.

The learning area reference group for mathematics met four times between June and December.

The mathematics focus group, comprising twenty-eight teachers from metropolitan and regional areas and representing the three school sectors, met on 24 September 2014 to provide feedback on the draft subject outlines.

The draft subject outlines for English and mathematics, and exemplar materials for phase one will be available for consultation early in 2015.

Teacher workshops for the Stage 1 English and mathematics subjects will be offered from Term 3, 2015.

Re-drafting of the following phase two subjects will begin early in 2015:

• Biology
• Chemistry
• Physics
• Earth and Environmental Science
• Ancient History
• Modern History
• Geography.

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. In 2014, Victoria hosted the national project on behalf of the participating ACACA authorities. The Office of 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, revisions to assessment design criteria, and CCAFL sharing arrangements.

Of the students across Australia who studied a language supported by CCAFL, 113 were in South Australia. A further 181 students in South Australia participated in languages through interstate arrangements.

In 2014, twenty-seven nationally assessed languages were offered under the CCAFL arrangements. In addition, thirteen locally assessed languages (including Australian Languages) and thirteen 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 2014 were published on the SACE website at the start of Term 4 of 2013.

Each year the Office of 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 2014, some changes were approved by the Board. Of particular note were changes to the following Stage 2 subject outlines for 2015:

• Physical Education (removal of individual negotiated practicals for equity reasons)
• Mathematical Applications (deletion of 10-credit option)
• Music in Context (change of title to Musical Styles)
• Religion Studies (reduction from three to two assessment types in the school assessment component).

In 2014, the Personal Learning Plan was revised to incorporate the seven capabilities, and was reaccredited. This reaccredited Personal Learning Plan allows students to consider one

or more of the capabilities. In 2015, schools can choose to teach either the version with the five capabilities, or the version with the seven capabilities.

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 2014, the SACE Board recognised students' learning towards the SACE through vocational education and training, community learning, and the 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).

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 Recognition Arrangements for Vocational Education and Training (VET) in the SACE Policy aims to assist 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 2014 was the fourth year of implementation of the policy, Recognition Arrangements for Vocational Education and Training (VET) in the SACE. In 2014, 40.8% of students who completed the SACE included VET in their studies, compared with 41.1% in 2013.

Four hundred and thirteen different VET qualifications were undertaken by these students across thirty-four different industry areas.

Of the students who completed the SACE and included VET in their studies, 501 were identified by schools as undertaking VET as part of a school-based apprenticeship or traineeship. These school-based apprenticeships or traineeships were across 109 different VET qualifications in twenty-four different industry areas.

Following the VET Policy Review Panel's 2013 recommendations to develop processes for the recognition of 'foundation-type courses' in the SACE, in May 2014 the SACE Board established the Foundation-type Courses — VET Advisory Panel to provide advice on the processes, procedures, and guidelines for the recognition of foundation-type courses and any potential impacts of decisions taken.

The panel, chaired by the Manager, Learning and Assessment Design, was composed of three teachers, and nominees from the three school sectors, the Department for Skills Development, and the SACE Board of SA. The panel met on two occasions and then presented its Report to the SACE Board. In its Report, the panel recommended that there should be two categories of foundation-type VET courses:

- Category A, defined as having a focus on developing literacy skills, and/or numeracy skills, and/or language skills, and/or skills and knowledge that underpin general vocational performance
- Category B, defined as having a primary focus on the development of a specific skill as a basis for further vocational and/or community participation.

The panel also recommended that:

- qualifications listed in Category A be recognised up to a maximum of 60 credits at Stage 1, and up to a maximum of 20 credits at Stage 2
- qualifications listed in Category B be recognised for a maximum of 10 credits at Stage 1, with no recognition at Stage 2
- qualifications listed in Category A and Category B could not contribute towards the Personal Learning Plan (Stage 1), the literacy requirement, the numeracy requirement, the Research Project (Stage 2), or the compulsory 60 credits at C– or better at Stage 2.

The SACE Board endorsed these recommendations, to come into effect from 1 January 2016.

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

In 2014, 108 community-developed programs from twenty-five community organisations were listed in the Recognised Programs Table.

One new organisation, IC Central Pty Ltd, was added to the Recognised Programs Table. Ten Microsoft qualifications were added to the list of recognised programs in 2014.

In 2014, 1167 students were granted recognition towards their SACE for achievements in a community-developed program.

Self-directed Community Learning

In 2014, 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 2014, forty-two teachers undertook Community Learning assessor training.

In 2014, 362 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 (Department for Education and Child Development), interstate and overseas secondary school qualifications, and university studies comprising a semester or full-year undergraduate course.

In 2014:

- 224 students were granted recognition towards their SACE for IBDP courses
- 16 students were granted recognition towards their SACE for courses delivered by the School of Languages
- 58 students were granted recognition towards their SACE for studies undertaken towards interstate secondary school qualifications
- 74 students were granted recognition towards their SACE for overseas secondary school qualifications
- 68 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 describe five levels of achievement, 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.
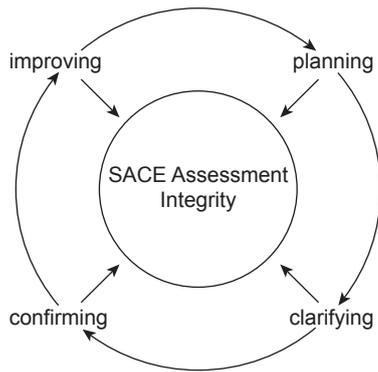
Quality assurance processes in the SACE were organised into a four-phase cycle that involved the SACE Board, school leaders, teachers, and students. The four phases were:

- 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 gained an understanding of the performance standards and agreed on 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 2014. 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 2014, the SACE Board approved learning and assessment plans in all Stage 1 subjects.

Moderation

In 2014, 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 2014, 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 2014, schools were responsible for assessing the school assessment component. The document *SACE Assessment and Reporting Guidelines 2014* 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 staff.

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 more than 8000 bags of student work processed by more than 1200 moderators.

The majority of subjects were moderated in November and December 2014 at the Magill Campus of the University of South Australia; a small number of subjects were moderated at the Adelaide Showground and the SACE Board of South Australia.

Additionally, the moderation of practical school assessments in Physical Education and Visual Arts subjects was conducted by visits to schools and other venues (on-site moderation).

In 2014, 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. Additionally, 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.

Examinations and Investigations

Examinations

The Stage 2 external examinations commenced on Tuesday 21 October 2014 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 3 November 2014 with English Studies and concluded on the afternoon of Wednesday 19 November 2014 with Musicianship.

Students studying Mathematical Applications sat for their examinations on Thursday 12 June and Thursday 6 November 2014. To accommodate the external examination at the end of each semester, schools selected two topics for Semester 1 and two different topics for Semester 2. A change to the subject outline was approved in 2014 to hold just one external (end-of-year) examination in Mathematical Applications, from 2015 onwards.

The SACE Board set a total of forty-three examinations, including six nationally assessed languages for which the Board has hosting responsibility. The SACE Board used nineteen languages examinations from other states either through national agreements or bilateral arrangements.

Investigations

In 2014, thirty-five Stage 2 subjects included an externally marked investigation as part of the assessment scheme. In these subjects students chose 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

Strategic Priority 2 of the SACE Board of South Australia's Strategic Plan commits to strengthening SACE Innovation and Relevance. This leads to a South Australian Certificate of Education (SACE) that is a best practice qualification and a relevant and beneficial credential.

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 were undertaken during 2014:

- The Stage 1 Research Practices subject was implemented in 2014. The title was changed from 'Research Skills' to 'Research Practices'.

- Research Project A and Research Project B were assessed as two distinct subjects rather than the one subject, as was the practice pre-2014. The majority of the information technology (IT) system changes were implemented in January 2014 in readiness for the commencement of the school year, and the last of the IT system changes associated with the assessment of these subjects was programmed and released in May 2014.

- A number of teaching resources, designed to be used with students, were adapted to align with 2014 Research Project A and Research Project B, and were published online. In 2014, these included a series of online videos featuring presentations by students on what they had learnt from their experiences of undertaking the Research Project.

- The SACE Board supported sector initiatives by attending and presenting at workshops conducted by the Association of Independent Schools of SA and Catholic Education South Australia. These workshops were designed to share exemplary practices in the Research Project.

- The SACE Board supported the establishment of the Association of Secondary Research Teachers (ASRT). The inaugural conference of the ASRT, 'Strategies for Success', was held on Saturday 15 February 2014.

- A successful 2-day Research Project Student Expo was held in August 2014, to inspire and inform students preparing to start their Research Project in 2015. The expo featured more than forty booths with student exhibitors and research-related organisations, as well as a range of guest presenters. The event attracted approximately 4000 visitors, primarily school groups.

- The University Aggregate Working Party recommended a 90-credit university aggregate, which is made up of three 20-credit tertiary admission subjects (TAS), plus a 30-credit flexible option, which may include additional TAS subjects and/or up to 20 credits of recognised studies (e.g. university studies or vocational education and training). This has now been agreed. The changed arrangement applies for entry into university for 2016 and has been communicated to schools through South Australian Tertiary Admissions Centre (SATAC) publications. Associated system changes have been implemented and released.

- Improvements and updates to SACE Board quality assurance processes for school assessment and external assessment continued to be made.

- Several forums and resources are supporting teachers in strengthening their professional expertise in standards-based assessment and in designing valid and reliable assessment tasks. A range of workshops was offered via videoconferencing.

- Assessment quality assurance processes continued to be refined by analysing the correlation between school assessment and external assessment results.

- Branding and a logo design for the Institute of Educational Assessors (IEA) was developed and a minisite was created. In collaboration with the sectors and universities, the IEA hosted a series of breakfast sessions to launch the professional learning opportunities offered by the SACE Board; held two information sessions for educators interested in the services offered by the IEA; and, through public advertisement, engaged the services of sessional staff to support the writing and presentation of the professional learning courses. The first module of the Certified Educational Assessor (CEA) and Assessment for Educators (AES) course was endorsed for delivery by a Steering Committee and the SACE Board. The IEA began to accept formal registrations from schools and individuals for engagement in professional learning courses.
- A number of digital innovations were introduced, with work taking place on a range of others that are to be implemented during the 2015 school year.
- Online Results Sheets for the school assessment component of all Stage 2 subjects were successfully implemented and released to schools in 2014. Schools can now manage their own users of *Schools Online*, which significantly reduces administrative time for schools and increases flexibility and security.
- Work commenced on establishing a data warehouse that will provide the foundation for improving reporting both within the SACE Board and to external stakeholders.
- The content management system supporting the SACE website was upgraded. This upgrade facilitated a range of other mobility and accessibility upgrades as part of a broader website refresh project, ready for the 2015 school year.
- The accessibility for people with disabilities of several hundred documents was reviewed, and changes were implemented to meet government accessibility standards in preparation for the 2015 school year.
- A Google-based search function was introduced on the SACE website in July 2014, and was immediately used several thousand times each month.
- The SACE website underwent a major redevelopment throughout 2014 in preparation for the 2015 school year, including an update of the structure of the site's content in consultation with teachers and schools, and informed by website use statistics; an upgrade of the underlying software and the site's design to make it responsive to smartphones and tablet devices; and improvements to

accessibility for people with disabilities, with thousands of pieces of web content and hundreds of documents updated for improved accessibility.
- An interactive SACE Calendar was implemented in January 2014, allowing teachers and SACE coordinators to filter, print, and export key SACE operational dates.
- Minisites supporting SACE Operations and Special Provisions were launched. The sites provide easy access to dedicated information on each of these topics from the SACE website.
- A SACE Board YouTube channel was developed and launched, allowing longer-form video content to be distributed, improved usability via mobile devices, and more options for captioning and accessibility.

Providing the SACE to International Communities

The SACE International program is the SACE Board's globally recognised offshore educational program. The program is currently delivered in six colleges in Malaysia and one college in China:

- Taylor's College, Subang Jaya
- Taylor's College, Sri Hartamas
- INTEC Education College
- INTI International University
- Institut Sinaran
- DISTED College
- Qian Huang International College (China).

In 2014, the program, formerly named the South Australian Matriculation Program (SAM), was renamed 'SACE International' to more accurately reflect the international portability and recognition of the qualification.

The program, which has been delivered in Malaysia since the 1980s and in China since 2004, is a highly regarded pre-university program that attracts students on the basis of its academic rigour and the quality and breadth of the curriculum. Graduates from the program have successfully gained places in the world's top 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.

Students undertaking the SACE International do so to gain entrance to their university of choice. SACE International is an intensive 12-month

program based on Stage 2 of the SACE, with students receiving recognition for Stage 1 since they have usually completed the senior secondary equivalent qualification in their home country. Students who successfully complete the SACE International receive the SACE and are eligible for an Australian Tertiary Admission Rank, which enables them to apply to Australian and international universities.

Sixteen SACE subjects are currently offered in the SACE International: English as Second Language Studies, English Communications, English Studies, Accounting, Biology, Chemistry, Economics, Information Technology, Legal Studies, Malay, Mathematical Studies, Nutrition, Physics, Psychology, Research Project, and Specialist Mathematics. Students study five subjects.

A memorandum of agreement is in place with each of the SACE International colleges, which 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 2014, the SACE Board invested considerable effort in promoting the program against increased competition from other pre-university programs and a diversifying market for international education.

The SACE Board is committed to ensuring the long-term success of the program, and is exploring alternative delivery mechanisms and partnership arrangements to provide maximum flexibility for students, families, and education providers. To this end, the SACE Board has established the South Australian Senior Secondary Education Alliance — an alliance of South Australian schools, together with the SACE Board, who have agreed to work together to build a presence in Asia and develop delivery models by which students are able to complete the SACE. Such models include combinations of offshore and onshore educational delivery of SACE subjects; partnership agreements between South Australian schools and Chinese schools for the delivery of the SACE; and the use of online delivery for some of the SACE.

The SACE Board works closely and collaboratively with the staff of the SACE International colleges and values its partnership with the providers of the SACE International program.

Continuous Improvement

SACE Innovations

Schools Online

Since 2010, the SACE Board has been rolling out a significant program of improvements to its online services for teachers, schools, and students. These improvements have included an upgrade to the SACE website to provide greater accessibility and ease of use, and the provision of more online tools for teachers and schools. A range of improvements to the *Schools Online* system have also been made.

These improvements and enhancements are the result of extensive consultation with the SACE Board's stakeholders to ensure that these changes will result in positive benefits for schools, teachers, and, ultimately, student outcomes.

In 2013, the SACE Board committed to a major, transformational program to replace paper-based results sheets with online tools and procedures for the collection of results from schools.

The first of these online results sheets, the school assessment results sheet, was used to collect the school assessment grades for all students studying a Stage 2 subject in 2014.

It is anticipated that all paper-based results sheets used to collect the results of approximately 40 000 Stage 1 and 23 000 Stage 2 SACE students from schools each year will be replaced by online equivalents by the end of the decade.

Stage 2 Online School Assessment Results Sheets ('yellows') and Schools Online

In 2014, two significant steps towards online SACE information exchange were achieved:

- School assessment results for Stage 2 ('yellows') were submitted online, rather than on paper result sheets.
- *Schools Online* was directly accessed by 5000 teachers.

These projects delivered the following benefits:

- 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 2015, three additional significant steps towards online SACE information exchange will take place, with the following to be submitted online rather than on paper result sheets:

- school assessment results for Stage 1
- school assessment results for investigations
- predicted examination results.

Renewal of the Board

No Board positions became vacant in 2014 due to appointment terms ending. There were three resignations from the Board — one Board member and two Deputy Board members.

The Board member who resigned was the legislatively required nomination from the Director-General of Education (*SACE Board of South Australia Act 1983*, Part 2, Division 1, 8(3)(d).

A new nomination was sought from the Department for Education and Child Development, and the Governor appointed Deputy Board member, Ms Janette Scott, to the role. This appointment was announced in the *South Australian Government Gazette*, number 46 (dated 26 June 2014), with a term ending on 30 June 2016, which will coincide with the other two legislatively required school sector positions on the Board.

The Board did not seek replacements for the two resigned Deputy Board members or for the Deputy Board member promoted to the Board.

Renewal of Board Standing Committees

Board standing committee membership is generally for a 2-year period and has been staggered so that not all membership terms fall due in the one year. Membership terms for both standing committees were to end on 31 December 2014.

Letters inviting nominations to the Committees were sent out to the designated entities defined in Schedule 1 of the SACE Board of South Australia Act, and to the Committee members whose terms were ending on 31 December 2014.

Appointments to the Committees were determined by the Board Presiding Member, the Board Deputy Presiding Member, the Chairs of the standing committees, and the Chair of the Innovations Development Advisory Group. These appointments and re-appointments were made for either a 1- or 2-year period (beginning on 1 January 2015), and aimed to ensure a mixture of continuity and new expertise on the committees.

Quality Accreditation

From 6 August to 8 August 2014, 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

The SACE Board of South Australia's vision of fostering student success through the South Australian Certificate of Education (SACE), and its mission to provide a certificate that has integrity and is respected both locally and internationally, are largely dependent on the strength of its partnerships with key stakeholders.

Developing partnerships and building professional capacity are collaborative processes where success is dependent on the relationships between teachers, schools, sectors, key stakeholders, and the SACE Board.

To ensure that the SACE Board facilitates regular communication with its key stakeholders to exchange information and advice, a number of formal consultative groups have been established.

Schools, other education providers, and the SACE Board are partners in managing the policies and procedures for assuring the integrity of the SACE. The SACE Board has established and maintained a variety of avenues that assist schools and education authorities to provide information and professional development opportunities to teachers, in order to assist students to successfully complete the SACE.

Assessment Capacity

One of the priorities in the SACE Board's continuing improvement program for 2014, as outlined in *SACE Directions and Actions*, was building on the strength of teacher expertise in standards-based assessment.

As part of the SACE Board's quality assurance cycle, a range of professional learning programs were designed and delivered to build and consolidate teachers' knowledge and understanding of standards-based assessment.

In 2014, the range of professional learning programs provided teachers and school leaders with opportunities to extend professional learning in the areas of curriculum, the design of assessment tasks, and the interpretation and application of performance standards. The range of programs 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 clarifying 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.

To complement these SACE Board assessment activities, the Institute of Educational Assessors launched a professional learning model that aims to support all educators in South Australia in consolidating and enhancing their expertise in educational assessment.

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 2014, 144 community and/or teaching experts participated in eighty 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 to activities that support each of the four phases of the quality assurance cycle: planning, clarifying, confirming, and improving.

SACE Curriculum Leaders Groups

During 2014, Curriculum Leaders groups met to:

- prepare exemplar materials for Stage 2 clarifying forums and online publication
- source student materials for annotated student work samples
- share information on national and international trends in specific subject areas.

For some subjects, the Curriculum Leaders groups also gave expert advice to the SACE Board on revisions to SACE subject outlines, to clarify learning and assessment requirements, and to update information.

During Terms 3 and 4, members of the Curriculum Leaders groups in the English and mathematics learning areas contributed to the work of the relevant Australian Curriculum reference groups in integrating the Australian Curriculum into the SACE subjects.

Planning and Clarifying

The SACE Board provides support in the planning phase of the quality assurance cycle by reviewing and approving plans to ensure that intended learning and assessment programs reflect the subject outline against which students' results are to be reported. Teachers of all Stage 1 and Stage 2 subjects, with the exception of Community Studies and Research Project A and Research Project B, are required to teach from an approved learning and assessment plan.

In 2014 the SACE Board approved and provided feedback on 2457 Stage 2 learning and assessment plans and 2439 Stage 1 learning and assessment plans. Plans are approved for 3 years and although teachers are encouraged to review and update their plans annually, these do not require SACE Board approval each year.

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.

The SACE Board conducted clarifying forums, in which a panel of subject experts facilitated discussion based on samples of student work. The discussions covered areas such as making assessment decisions, assessment task design, interpretation of performance standards, and a review of 2013 Chief Assessors' reports.

A total of 111 Stage 2 clarifying forums were held in 2014; ninety-eight forums were held across the metropolitan area and ten forums were held in regional areas across the state

from the West Coast to the Limestone Coast. Additionally, three videoconferences were held. The forums were attended by 1772 teachers: 1656 at metropolitan forums and 107 at regional forums. A total of nine teachers participated in the three videoconferences. 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 the Northern Territory Certificate of Education and Training (NTCET) students.

In 2014, 33% (578) of the teachers who attended a forum provided evaluative feedback about the structure, content, and effectiveness of the forums. The feedback confirmed the effectiveness of the forums, as over 95% of teachers indicated that, as a result of the clarifying forums, they considered themselves to be 'prepared' or 'well-prepared' when using the performance standards.

The SACE Board also provided planning and clarifying support for the Stage 1 compulsory subjects; these are the Personal Learning Plan and the English and mathematics subjects. In 2014, planning and clarifying support sessions were held in Semester 1 and Semester 2, with over 100 participants attending these sessions from across all sectors and from both regional and metropolitan schools.

Teachers New to the SACE: Assessment in the SACE Workshops

The SACE Board, in partnership with the Association of Independent Schools 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.

The workshops attracted 190 participants and were received favourably by participants. Over 95% of participants indicated that the material

delivered supported teachers new to the SACE to be prepared and more confident in the preparation and delivery of SACE assessments.

Exemplars and Support Materials

During 2014, 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.

Through collaboration with schools and the school sectors, an additional 267 individual exemplar documents were made available on the SACE website in 2014. Of these, forty-six were interactive clarifying activities, eleven were non-written exemplars, and sixty-three were materials previously used as benchmarking activities.

In addition to new exemplar documents, the scope of the Research Advice page on the SACE website was expanded to include a range of teaching and learning resources. New materials focusing on academic writing skills, referencing, narrowing a research question, and assessed discussion were included.

Existing support materials for both Stage 1 and Stage 2 subjects were revised to incorporate changes to subject outlines for 2014, and new materials were developed to reflect changes to the Personal Learning Plan and Mathematical Applications from 2015.

Schools and School Sectors

Leaders Forums

In 2014 the SACE Board convened three 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 2014 and beyond.

The forums were held in March — two at metropolitan locations and one via videoconference — and were attended by 240 principals and leaders from the three school sectors.

The forums focused on the collective goal of maximising student success in the SACE, the innovations in the introduction of the Online Results Sheets project, and the implications of the introduction of an Australian Tertiary

Admission Rank (ATAR) based on a 90-credit university aggregate.

The forums generated some engaging discussion regarding the implications for schools. The collated feedback was provided to the relevant committees to guide and inform ongoing planning, and support for 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 2014, the group met monthly and provided critical liaison and support between the school sectors and the SACE Board. The group provided updates on organisational activities and examined key issues such as:

- initiatives and strategies for maximising student success in the SACE
- integration of the senior secondary Australian Curriculum
- progressive development of the Online Results Sheets initiative
- 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 related 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 (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).

In 2014, the group met four times, once each in February, May, August, and November. 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.

In 2014, the group was pivotal in guiding the implementation of the Online Results Sheets project, a major initiative of the SACE Board to transfer a large number of paper-based processes to an online environment. This includes teachers submitting student results for school-assessed subjects via an online form rather than a paper form as in previous years. The scope of the project meant that the number of school personnel with access to *Schools Online*, the SACE Board's web-based data management application system, increased from around 2000 to over 6000. As a consequence, processes for ensuring the security and privacy of student information were also developed. The feedback of the group was instrumental in ensuring the successful online submission of the mid-year Research Project results, as well as online school-based assessment results for all Stage 2 subjects at the end of 2014.

The group also played a critical role in assisting the SACE Board as it developed and established

the Institute of Educational Assessors (IEA). The IEA is a significant initiative that arose from the SACE Board's response to the SACE First Year Evaluation, in which a key recommendation was the need to build the capacity of school personnel in educational assessment.

From 2015 the IEA will deliver a range of courses and professional learning in educational assessment practice and pedagogy, which will support educators to develop their expertise in educational assessment.

Additionally, educators who undertake the professional learning delivered by the IEA will be able to have their studies recognised towards postgraduate qualifications as well as the Australian Professional Standards for Teachers. The professional learning delivered by the IEA will also meet the Teachers Registration Board's requirements for accumulation of professional learning hours.

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

- SACE Self-review Tool, designed to support school leadership teams to evaluate the effectiveness of their school assessment practices
- Maximising Student Success Strategy, established by the SACE Board in partnership with the three school sectors to consider areas of strength and potential growth in relation to student achievement in the SACE
- integration of senior secondary Australian Curriculum subject content into SACE subjects, and the associated timelines for implementation of the first suite of Australian Curriculum subjects in 2016 (Stage 1) and 2017 (Stage 2)
- processes and criteria for the awarding of the Governor of South Australia commendations
- inaugural Research Project Student Expo, held in August. More than 4000 students, teachers, and members of the public attended the event, which was designed to showcase student achievement in the Research Project and assist students preparing to undertake the subject. The support of schools and, in particular, members of the group in encouraging their school communities to attend, resulted in an overwhelmingly positive response, with the result that the event will be held once again in 2015.

At their final meeting in 2014, members of the SACE Principals Partnership Strategy Group

unanimously endorsed the value of the group and confirmed its continuation in 2015.

A subgroup of the SACE Principals Partnership Strategy Group, the SACE School Operations Working Group, had been established in 2013 to provide strategic direction to the SACE Board in respect to its operational policies and systems, and to monitor their effectiveness.

This working group is also responsible for monitoring and analysing how the SACE Board's operational policies and systems interact with schools' operational policies and systems, and identifying potential opportunities, benefits, and risks of operational innovation, with specific reference to the use of digital and online technologies.

Membership of the group comprises nominees from each Principals Association as well as nominees from the SACE Board. The group is chaired by a SACE Board Executive Manager who is nominated by the Chief Executive of the SACE Board, and executive support is provided by the SACE Board's School Assessment Services group. In 2014, the working group met on three occasions.

Key Stakeholders

Joint Chairs Group (Training and Skills Commission and SACE Board of SA)

The Joint Chairs Group was formed to provide a forum for mutual discussion and collaboration with regard to the recognition of vocational education and training (VET) towards the SACE.

A memorandum of agreement was developed between the Training and Skills Commission and the SACE Board of South Australia which recognises the respective roles of each organisation with regard to VET. Students can use a significant amount of VET to complete their SACE, and the collaborative relationship between the SACE Board and the Training and Skills Commission recognises the organisations' shared interest in VET.

The Joint Chairs Group comprised:
• the Chair and Deputy Chair of the Training and Skills Commission
• the Director of the Office of the Training and Skills Commission
• the Presiding Member of the Board and the Chief Executive of the SACE Board
• nominated members from both organisations.

No meetings of the group were held in 2014, pending the outcomes of the State Government's 2014 reform of boards and committees.

The final report of this reform process was released in October, with the Training and Skills Commission listed in the 'Other Reform' category.

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

The Australian Education Union (SA Branch)–SACE Board 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 is as follows:
• the Chief Executive of the SACE Board (Chair)
• the President of the Australian Education Union (AEU) (SA Branch)
• other senior AEU members
• other senior SACE Board staff.

In 2014, the group met on four occasions, once each in March, May, August, and October.

Key areas of discussion included:
• the effectiveness of the Online Results Sheets project in reducing teachers' workload, and the ease of use of this new system
• the proposed professional learning to be delivered by the IEA, and strategies to maximise schools' and educators' take up of the professional learning
• the integration of senior secondary Australian Curriculum subjects in the SACE, the timelines required for implementation of the Australian Curriculum, and teacher preparedness for delivery of the Australian Curriculum
• policy development and review, including the review of the Special Provisions in Curriculum and Assessment Policy.

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 2014, members of the working group agreed that the group provided a valuable forum

for cooperation and collaboration on the SACE, and communication between the SACE Board and union representatives of school personnel. As such, the group will continue in 2015.

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

In 2014, the SACE Board established the Independent Education Union of South Australia–SACE Board Collaborative Working Group with the objective of providing 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 is as follows:
• the Chief Executive of the SACE Board (Chair)
• the Secretary of the IEUSA
• the Assistant Secretary of the IEUSA
• other senior SACE Board staff.

In 2014, the group met on four occasions, once each in March, June, September, and October.

Key areas of discussion included:
• ways in which the SACE Board could more fully engage with schools and school communities in the Independent schooling sector
• the effectiveness of the Online Results Sheets project in reducing teachers' workload, and the ease of use of the new system
• the proposed professional learning to be provided by the IEA, and strategies to maximise schools' and educators' take up of the professional learning
• the integration of the senior secondary Australian Curriculum subjects in the SACE, the timelines required for implementation of the Australian Curriculum, and teacher preparedness for delivery of the Australian Curriculum
• policy review, including the review of the Special Provisions in Curriculum and Assessment Policy.

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 2014, members of the working group agreed that the group provided a valuable forum for cooperation and collaboration on the SACE, and communication between the SACE Board and union representatives of school personnel. As such, the group will continue in 2015.

Parents Associations–SACE Board Consultative Group

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

Parents associations that are represented on the group include the following:
• Federation of Catholic School Parent Communities (SA)
• Isolated Children's Parents Association (SA Branch)
• South Australian Association of School Parents Clubs Inc.
• South Australian Association of State School Organisations Inc.

In 2014, the SACE Board strengthened its focus on collaboration with parent communities through attendance by the Chief Executive at a number of special meetings arranged by the parents associations.

The group provided the SACE Board with valuable feedback and advice in relation to the following key focus areas:
• the inaugural Research Project Student Expo
• Special Provisions Review outcomes
  - In 2013, the group participated in a consultation forum as part of the review of the Special Provisions in Curriculum and Assessment Policy. The group's feedback informed the recommendations resulting from the review, which were implemented progressively in 2014.
• SACE 'first principles'
  - The group provided a forum for the Chief Executive to revisit parent expectations and understandings of the SACE and how it can underpin their child's future career and study pathways. As a result, members of the group invited the Chief Executive to consider visiting school communities across South Australia in 2015, to promote the benefits of the SACE to all young people.

- Communication and engagement with school communities
  - School communities, through their representatives on this group, requested that a clear and accessible explanation of SACE moderation and quality assurance processes be developed in order to assist school communities, students, and their families in understanding these procedures and policies. A flyer was produced and the information contained in the flyer was subsequently reproduced in the various parents associations newsletters.

Members confirmed the value of the group as a means of keeping parents informed of issues and developments in relation to the SACE, and providing a forum within which parents' views can be expressed. Members were unanimous in their view that the group should continue in 2015.

South Australian Tertiary Admissions Centre

Extensive collaboration between the SACE Board and the South Australian Tertiary Admissions Centre (SATAC) continued throughout 2014. During this time business rules for the introduction of the 90-credit university aggregate were developed and implemented, in readiness for the 2015 school year.

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.

As in 2013, 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

During 2014, two editions of the student magazine *Achieve* were produced. 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 higher education and further 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.).

The content on the SACE website, including the 'Students and Families' section, was updated for the 2014 school year.

During 2014, a project to improve the structure of the SACE website, as well as its accessibility on mobile devices and for people with disabilities, was undertaken. The updated website will have a 'Students' section as a top-level category, to improve the navigability of information about the SACE for students and their families.

Both online and printed information were produced to assist students and parents to interpret SACE results.

SACE Board staff worked with a print supplier and Australia Post to deliver printed documentation to students in South Australia, the Northern Territory, and Asia.

A brochure entitled 'Results Information' was mailed to students with a result in a Stage 2 subject, together with their SACE results. The brochure provided answers to frequently asked questions about SACE results, as well as relevant contact details and other information.

The full SACE website was available on the day of results release and included a range of materials to assist students and families to understand their results.

Around 74% of SACE completers accessed their results via the SACE website on 18 December 2014 when results were released, with 45% using a smartphone or tablet device. The SACE website received approximately 30 000 visits on that day.

Schools

The SACE website, the SACE Board's primary tool for communicating with teachers and schools, maintained its high levels of use during 2014. According to analytics, the site received approximately 765 000 visits.

Minisites supporting SACE Operations and Special Provisions were launched in 2014.

The sites provide easy access to dedicated information on each of these topics from the SACE website. Pages on the SACE Operations minisite were viewed approximately 118 000 times throughout the year.

An interactive SACE Calendar was implemented in January 2014, and allows teachers and SACE coordinators to filter, print, and export key SACE operational dates. The SA calendar was visited more than 7500 times in 2014.

In response to feedback from schools, a Google-based search function was introduced on the SACE website in July 2014, and was used approximately 10 000 times each month.

Schools from each of the school sectors were consulted about a significant upgrade being undertaken during 2014 in preparation for the 2015 school year. The upgrade will improve the prominence of information for teachers and school leaders, through a new 'Schools' section at the top level of the website.

'SACE News', an electronic news bulletin, was sent each term to subscribers to keep teachers and schools up-to-date with the SACE. Each edition was viewed between 3000 and 4000 times.

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

During 2014, two editions of the student magazine *Achieve* were produced. At the beginning of Term 1, an edition tailored to students commencing their SACE was distributed to every Year 10 student and every Stage 1 teacher and school leader. At the beginning of Term 3, an edition designed to

support course counselling for Year 12 was distributed to all Year 11 students and every Stage 2 teacher and school leader.

A flyer entitled 'Using *Achieve* in Your School' was emailed to teachers and school leaders with each edition of *Achieve*.

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.

Assessment reports for the 2013 assessment cycle were posted on the SACE website early in 2014.

The SACE Board's *Annual Report 2013* was published online, and a limited number of printed copies were provided to key agencies.

A suite of A5 booklets was published and provided to assist Chief Supervisors and moderators in their work with the SACE Board.

Industry, Employer Groups, and the Community

Approximately 1300 copies of the two editions of *Achieve* magazine were sent to more than 135 institutions in the community, including a range of vocational education and training (VET) providers, business groups, and libraries.

A range of data reports around student enrolments, results, and other aggregate data were uploaded to the SACE Data minisite. Every year, the SACE Board also responds to requests for data. In 2014, a range of data was provided to schools and other institutions, both state and federal.

STUDENT OUTCOMES

Strategic Priority 1 of the SACE Board of South Australia's Strategic Plan describes the SACE Board as an advocate for students. In other words, SACE Board activity constantly focuses on benefits for students. This leads to positive outcomes for students, parents, and the SACE Board.

Success Indicators

SACE Completion Rates

In 2014, there was an increase in the number of students who studied at least one Stage 2 subject, from 21 685 in 2013 to 21 857 in 2014.

The South Australian Certificate of Education (SACE) completion rate increased from 93.5% in 2013 to 94.5% in 2014.

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 2014, 1197 students completed both the SACE and a VET certificate.

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
• VET courses focusing on literacy or numeracy
• Board-recognised community-based or institution-based courses in literacy or numeracy
• English or mathematics courses from other Australian states and overseas
• a folio of evidence verified by the principal of the student's school (for adult students only).

To meet the 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.

To meet the 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.

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 2014, of those students who undertook at least 20 credits of English subjects at Stage 1, 94.8% 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, 93.1% achieved a C grade or better and thereby met the SACE numeracy requirement.

The Board-accredited subjects of English Pathways: Modified and Mathematics Pathways: Modified provided opportunities for students with identified intellectual disabilities to meet the literacy and numeracy requirements of the SACE.

Aboriginal Education Strategy

The SACE Board acknowledges that Aboriginal and Torres Strait Islander students are a diverse group, and believes that the best outcomes for students can be achieved through working in partnership with the school sectors and other agencies that support the success of Aboriginal young people.

In 2014, the SACE Aboriginal Education Strategy 2012–2016 built on the achievements of the previous year in the following five areas of strategic development:

• achievement
• participation
• recognition
• sustainability
• representation.

The SACE Aboriginal Education Strategy Steering Committee continued to guide the implementation of the strategy, with the support of the SACE Aboriginal Education Strategy Working Party. The 2014 strategy outcomes include:

• 253 students successfully completed their SACE, the highest to date for Aboriginal

students. This resulted in a completion rate of 91.0%.

- 137 of the 253 Aboriginal SACE completers received an Australian Tertiary Admission Rank (ATAR).
- Three merits were achieved by Aboriginal and Torres Strait Islander students in 2014, and the third Governor of South Australia Commendation — Aboriginal Student SACE Award was presented to the Aboriginal or Torres Strait Islander student with the best overall performance in the SACE in 2013.
- The sixth SACE Aboriginal Student Pathways Conference was held in June and attended by over 140 students from across twenty schools from metropolitan and regional areas.

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, personal circumstances, misadventure, or short-term difficulties.

The granting of special provisions to students who applied for special provisions for school assessments remained the responsibility of schools in 2014, but the SACE Board provided advice on 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 2014, 922 students from 161 schools in South Australia and the Northern Territory were granted special provisions for external assessments.

Fourteen students from two schools in Asia were also granted special provisions.

A range of new procedures and support materials was developed and implemented during 2014 in response to the 2013 review. These improvements aimed to better enable eligible students to access appropriate special provisions in the SACE, and included:

- a dedicated special provisions minisite on the SACE website with information for schools, families, students, and health professionals
- further support materials for schools including workshops, case studies, and information sheets

- more information for students and families about the availability of special provisions, how to apply for special provisions, and the types of variations that are available
- the development of a special provisions status report for schools
- improved communication with schools and students in regards to the outcome of special provisions applications
- the increased use of health professionals to support SACE Board decision-making processes.

Modified Subjects

Modified subjects are designed to 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 reach the performance standards in mainstream subjects because of an identified intellectual disability.

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 2014:

- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English Pathways: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics Pathways: 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 2014.

Modified subjects allow students, with the support of others, opportunities to set and 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 2014 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; seventy-nine 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 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 2014, 128 students completed the SACE by studying at least one modified subject at Stage 1 or Stage 2, and 65 students completed the SACE by studying modified subjects only.

Recognition of Excellence

Merit Ceremony

Each year the SACE Board publicly recognises student achievement at the SACE Merit Ceremony. The event honours students who achieved overall excellence, as well as those who performed exceptionally well in one or more of the Board's accredited Stage 2 subjects in the previous school year.

On Tuesday 11 February 2014, 828 South Australian students and their parents and friends, as well as invited distinguished guests, attended the SACE Merit Ceremony in the grounds of Government House. These South Australian students achieved a total of 1117 Merit Certificates for outstanding achievement in SACE subjects in 2013.

Twenty-nine students received the Governor of South Australia's Commendation for outstanding overall achievement, and were presented to

His Excellency Rear Admiral Kevin Scarce AC, CSC, RANR, Governor of South Australia. The Hon. Jennifer Rankine MP, Minister for Education and Child Development, presented the Tennyson Medal for English Studies to Miss Dione Lorraine Jones. Ms Jane Danvers, the Presiding Member of the SACE Board, presented Merit Certificates to students with outstanding achievements in five, four, three, or two subjects. Miss Victoria Polvere responded on behalf of all students.

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

- Gale Edwards, Theatre and Opera Director, Opera Australia
- Jenny Paradiso, Managing Director, Suntrix
- Dr Drew Evans, Senior Research Fellow, Mawson Institute, University of South Australia
- Kate Collins, News Presenter and Reporter, Channel 9 Adelaide
- Mark Soderstrom, Sports Presenter and Reporter, Channel 7 Adelaide
- Natasha Stott Despoja AM, Australia's Ambassador for Women and Girls, Founding Chair, Foundation to Prevent Violence Against Women and their Children
- Marcus Booth, Project Manager, New Royal Adelaide Hospital, Hansen Yuncken
- Dr Paul Willis, Director, Royal Institution of Australia (RiAus)
- Dr Andrew McGrath, Senior Research Fellow, Airborne Research Australia, Flinders University.

Music was provided by Brighton Secondary School, Fremont–Elizabeth City High School, Marryatville High School, Pembroke School, and Woodville High School. 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 of the 2014 Merit Ceremony: Adelaide City Council, BankSA, Knispel Fruit Juices Pty Ltd (Nippy's), Santos Ltd, and St John Ambulance Australia SA Inc.

Governor's Awards

Based on the 2014 SACE results, twenty-six 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 2014 Governor of South Australia's Commendations will be presented to South Australian students at the 2015 SACE Merit Ceremony. (See Appendix E 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 2014, a total of 929 students achieved an A+ with Merit in at least one subject, including 874 from South Australia, 21 from the Northern Territory, and 34 from Asia.

Merit Certificates for the 2014 school year will be presented to South Australian students at the 2015 SACE Merit Ceremony. (See Appendix E for the names of recipients.)

Art Show

The thirty-second annual SACE Art Show was held from 22 March 2014 to 30 April 2014 at the 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 Mr Nick Tridente, Managing Director and Principal Designer at Tridente Architects. Nick Tridente presented a number of encouragement awards to students from both regional and metropolitan schools.

Selected for exhibition were 162 works by 149 students from 81 schools across the three sectors. The artworks demonstrated a broad and insightful interpretation of the performance standards for the Stage 2 Visual Arts Assessment Type 2: Practical. Almost 5000 people visited the exhibition. Many members of the on-site moderation assessment panels volunteered to supervise in the gallery. This gave them the opportunity to share ideas and information about the exhibits with the expectation that students would be inspired and enthused by the work.

Following the exhibition, selected works were hung in the offices of the SACE Board, the Australian Education Union, the Teachers Registration Board of South Australia, and the Minister for Education and Child Development.

Student Pathways

Australian Tertiary Admission Rank

Students who complete the SACE and obtain a university aggregate are eligible for university entry using the ATAR. The ATAR is a nationally recognised rank derived from the university aggregate and is reported as a number between 0 and 99.95.

To obtain a university aggregate, students who complete their SACE must, while complying with rules regarding subject combinations and restrictions on the number of credits permitted in selected subject areas, gain at Stage 2:

• 60 credits from tertiary admission subjects (TAS)
• a further 20 credits from TAS, other Board-approved subjects, and/or Board-recognised courses.

The structure of the university aggregate allows students to use the flexible options of the new SACE for university entry. In 2014, 11 741 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 and higher level 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 2014, 12 838 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 human resource management, financial management, administration, and other corporate services to support the SACE Board of South Australia.

Some data are reported as the number of persons *and* as the number of full-time equivalent positions (FTEs).

Employee Numbers, Gender, and Status

	Total Number of Employees
Persons	116
FTEs (shown to 1 decimal place)	109.3

Gender	% Persons	% FTEs
Male	36.2	38
Female	63.8	62

	Number of Persons During the 2014 Year
Separated from the agency	12
Recruited to the agency	21
On leave without pay at 31 December	3

Status of Employees in Current Position

FTEs	Ongoing	Short-term Contract	Long-term Contract	Other (Casual)	Total
Male	12.0	7.5	22	0	41.5
Female	25.9	14.4	27.5	0	67.8
Total	37.9	21.9	49.5	0	109.3

Persons	Ongoing	Short-term Contract	Long-term Contract	Other (Casual)	Total
Male	12	8	22	0	42
Female	30	15	29	0	74
Total	42	23	51	0	116

Number of Employees by Salary Bracket

Salary Bracket	Male	Female	Total
$0–$54 799	1	6	7
$54 800–$69 699	6	20	26
$69 700–$89 199	11	18	29
$89 200–$112 599	22	29	51
$112 600 +	2	1	3
Total	42	74	116

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	0	0	0	1	1	1	0	0	1	0.86	2	1.72	3
EX C	0	0	0	0	1	0	0	0	1	0.86	0	0	1
Total	0	0	0	1	2	1	0	0	2	1.72	2	1.72	4

Employment Opportunity Programs

During 2014, the SACE Board did not employ any staff through an employment opportunity program. Nevertheless, equal employment opportunity is a significant part of the SACE Board's recruitment and selection process.

Leave Management

Average Days Leave Taken per Full-time Equivalent Employee

Leave Type	2011	2012	2013	2014
Sick leave	7.4	7.1	7.8	6.8
Family carer's leave	1.5	1.6	1.9	1.5
Miscellaneous special leave	0.2	0.5	0.6	0.5

Workforce Diversity

The SACE Board has a diverse workforce, of which 4.3% have an ongoing disability and 19.8% were born overseas.

In 2014, no new workplace adaptations were required for employees with disabilities.

Aboriginal and/or Torres Strait Islander Employees

Salary Bracket	Aboriginal Employees	Total Employees*	% Aboriginal Employees	Target†
$0–$54 799	0	7	0.0	2%
$54 800–$69 699	0	26	0.0	2%
$69 700–$89 199	0	29	0.0	2%
$89 200–$112 599	0	51	0.0	2%
$112 600 +	0	3	0.0	2%
Total	**0**	**116**	**0.0**	**2%**

* These figures do not include casual employees.
† *Source*: South Australia's Strategic Plan, www.saplan.org.au.

Number of Employees by Age Bracket by Gender

Age Bracket (years)	Male	Female	Total	% of Agency	2014 Workforce Benchmark*
15–19	0	1	1	0.9%	5.5%
20–24	0	1	1	0.9%	9.7%
25–29	1	5	6	5.2%	11.2%
30–34	7	5	12	10.3%	10.7%
35–39	6	13	19	16.4%	9.6%
40–44	12	14	26	22.4%	11.4%
45–49	4	15	19	16.4%	11.1%
50–54	5	10	15	12.9%	11.4%
55–59	3	5	8	6.9%	9.1%
60–64	4	4	8	6.9%	6.7%
65+	0	1	1	0.9%	3.6%
Total	**42**	**74**	**116**	**100%**	**100.0**

* *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.

Cultural and Linguistic Diversity

	Male	Female	Total	% of Agency	SA Community*
Number of employees born overseas	11	12	23	19.8	22.1%
Number of employees who speak language(s) other than English at home	3	7	10	8.6	14.4%

* *Source*: Australian Bureau of Statistics, *Basic Community Profile (SA) Cat. no. 2001.0*, 2011 census.

Types of Disability (Where Specified)

Disability*	Male	Female	Total	% of Agency
Disability requiring workplace adaption	0	0	0	0.0
Physical	1	0	1	0.9
Intellectual	0	0	0	0.0
Sensory	1	1	2	1.7
Psychological/psychiatric	1	1	2	1.7
Total	**3**	**2**	**5**	**4.3**

* As defined by section 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	$93 774	0.9%
Total leadership and management development expenditure	$41 585	0.4%

Accredited Training Packages by Classification

Classification	Number of Accredited Training Packages
ASO4	0
ASO5	0
ASO6	1
ASO7	0
ASO8	1

Performance Management

During 2014, there has been a significant improvement in the number of documented individual performance management reviews for employees.

Documented Review of Individual Performance Management

Employees with . . .	% of Total Workforce	
	2013	2014
a review within the past 12 months	74	92
a review older than 12 months	19	5
no review	7	3

Voluntary Flexible Working Arrangements

SACE Board employees have access to Voluntary Flexible Working Arrangements, which are designed to assist employees to better manage their work and other responsibilities and interests.

Voluntary Flexible Working Arrangements by Gender

Working Arrangement	Male	Female	Total
Purchased leave	0	1	1
Flexitime	37	69	106
Compressed weeks	0	0	0
Part-time	1	20	21
Job share	0	7	7
Working from home	0	0	0

Note: Employees may be undertaking more than one type of Flexible Working Arrangement at the same time. In this way, the total is unlikely to add to 100%.

Work Health, Safety, and Injury Management

The SACE Board continues to have low incidences of workers compensation claims, with two claims lodged in 2014. A service level agreement is in place with the Department for Education and Child Development to manage WorkCover claims and provide injury management services.

The SACE Board Work Health and Safety Committee provides a forum where management and employees work together to address work health and safety matters. During 2014, the Committee reviewed the Work Health and Safety Policy and coordinated a range of employee well-being activities. The Committee also monitored the SACE Board's work health and safety management systems to ensure that compliance was maintained.

In 2014, the SACE Board also renewed the contract for our Employee Assistance Program provider and elections were held for a new Health and Safety Representative.

Work Health and Safety Notices and Corrective Action Taken

WHS Legislative Requirements	2010	2011	2012	2013	2014
Number of notifiable incidents pursuant to WHS Act Part 3	0	0	0	0	0
Number of notices served pursuant to WHS Act Section 90, Section 191, and Section 195 (provisional improvement, improvement, and prohibition notices)	0	0	0	0	0

OPERATIONS MANAGEMENT REPORTING

Asbestos Management

The building owner provided the SACE Board with a current asbestos register in 2014.

Greening of Government Framework

Energy Efficiency

The premises at 60 Greenhill Road, Wayville has a 3.5 star rating from the National Australian Built Environment Rating System (NABERS). This rating is based on energy performance and greenhouse gas emissions.

The building owner has installed a power factor correction unit to improve efficiency at the site, which should assist in the reduction of energy costs.

The SACE Board continued its commitment to being an energy-conscious organisation by continually monitoring and conducting scheduled maintenance on plant and equipment, and employing electronic solutions in preference to printed materials where possible.

Electricity Usage

	Usage (units)	Cost ($)
Base year 2001	235 530	36 496.28
2002	220 260	37 284.15
2003	231 740	38 586.51
2004	289 116	47 279.93
2005	283 840	51 077.14
2006	273 161	48 664.34
2007	266 825	49 790.06
2008	273 869	57 664.58
2009	290 514	64 122.55
2010	285 588	68 025.21
2011	278 047	77 558.45
2012	272 849	82 813.21
2013	279 916	95 975.03
2014	273 081	96 089.54

After Hours Air Conditioning

	Usage (units)	Cost ($)
Base year 2002	3 093.43	91 712.54
2003	2 550.74	69 768.10
2004	3 051.59	54 482.85
2005	2 407.96	25 841.97
2006	2 812.82	28 757.49
2007	2 446.30	23 341.16
2008	1 895.83	18 776.52
2009	1 215.03	11 959.64
2010	1 294.41	8 050.26
2011	919.05	8 099.00
2012	1 685.90	15 000.60
2013	1 401.95	12 436.10
2014	368.93	3 470.48

Performance Against Annual Energy Efficiency Targets

	Energy Use (GJ)*	Greenhouse Gas Emissions	Business Measures (FTE)†	Energy Intensity (GJ/FTE x 1000)	Efficiency Gains
Base year 2001	1 669.75	0.27	68.6	24 304.40	
2008	1 786.17	0.29	118.2	15 111.40	38%
2009	1 818.52	0.30	99.8	18 221.69	25%
2010	1 860.81	0.30	98.3	18 929.91	22%
2011	1 393.30	0.27	89.1	15 637.47	36%
2012	1 263.01	0.23	96.8	13 047.66	46%
2013	1 194.64	0.23	100.5	11 886.97	51%
2014	1 132.37	0.26	109.3	10 360.16	57%

* Sum of all fuel types, expressed in gigajoules (GJ).
† Full-time equivalents.

Carbon Emissions

The SACE Board maintained its commitment to South Australia's Strategic Plan target 59: to reduce greenhouse gas emissions by 60% (to 40% of 1990 levels) by 2050.

The SACE Board continues efforts to reduce carbon emissions by using electronic and online systems to receive materials from, and deliver them to, stakeholders.

Travel and Fleet

The SACE Board continued its effort to reduce its carbon footprint in 2014 by conducting a further review of its fleet vehicle numbers. As a result, the fleet has been reduced from six to four vehicles.

Motor Vehicle Fuel Usage

	Fuel (litres)	Cost ($)
2001	23 704.95	18 619.37
2002	25 295.01	18 512.41
2003	26 803.51	20 549.70
2004	26 165.00	21 201.15
2005	28 602.44	27 009.34
2006	27 922.05	29 225.59
2007	27 446.71	28 552.88
2008	23 988.82	31 879.78
2009	22 334.22	24 498.79
2010	24 071.35	25 369.26
2011	11 308.74	14 052.49
2012	8 031.77	9 918.71
2013	5 318.69	6 508.59
2014	4 325.89	5 687.96

Waste

Through its suppliers and other collection agencies such as Close the Loop, the SACE Board continued to recycle consumables such as toner cartridges and other equipment peripherals.

General recycling of paper, cardboard, cans, cartons, glass, and plastics is standard SACE Board operating practice. A bin system allows staff to separate waste.

Water Efficiency and Wastewater

The SACE Board, in collaboration with the building owners, continued to work towards a high level of compliance with the required standards. A regular maintenance program is in place to assist in achieving greater efficiency and a reduction of water consumption.

Disability Access and Inclusion Plans

The SACE Board has continued its commitment to providing facilities and support to customers and staff with disabilities.

Improvements to the SACE website were identified. Enhancements to accessibility for people with disabilities, particularly those with visual impairments and those using assistive technologies, will be rolled out in January 2015.

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.

The SACE Board recognises students who have completed their SACE entirely through the study of modified subjects, and 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 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.

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 people 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 2014, the SACE Board received a total of seven applications made under the *Freedom of Information Act 1991*.

Of these, one application was found to be invalid, and the remaining six applications were dealt with in accordance with the requirements of the FOI Act.

One applicant sought an external review through the office of the State Ombudsman. The Ombudsman determined that the application was out of scope of the FOI Act and therefore the Ombudsman had no jurisdiction to make a determination in respect of the application.

Freedom of Information Statement 2014

In 2014, an up-to-date information statement was published on the SACE website to satisfy Freedom of Information obligations.

Whistleblowers Protection Act

The SACE Board of South Australia 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 of South Australia under the WPA during the period 1 January 2014 to 31 December 2014.

FINANCIAL MANAGEMENT REPORTING

Financial policies and procedures are reviewed on a regular basis to ensure that they remain accurate and relevant.

A number of policies and procedures were reviewed and endorsed by the Leadership Team in 2014, including the Records Management Policy, Asset Accounting Policy, and the Fraud and Corruption Prevention Guideline.

Account Payment Performance

The table below shows the number and value of creditors' accounts paid in accordance with Treasurer's Instruction 11.

During 2014, 97.3% of invoices were paid by the due date, up from 92.4% in 2013. The SACE Board is committed to ensuring that invoices are processed in a reasonable timeframe. Improvements in this area will continue in 2015, and e-options to improve performance will be explored.

Fraud

There were no instances of fraud reported in 2014 at the SACE Board.

In December 2014 the Leadership Team endorsed the agency's Fraud and Corruption Prevention Guideline. The guideline is available to all staff and outlines the prevention, detection, and response to fraud and corruption within the agency.

Consultants

The SACE Board engaged one consultant in 2014; the dollar amount of consultancies paid is shown in the table below.

Consultancies	Number	$'000
Below $10 000	1	8
Total paid	**1**	**8**

Contractual Arrangements

The SACE Board had no contractual arrangements during 2014 where the total value of the contract exceeded $4 million and the contract extended beyond a single year.

Account Payment Performance

Particulars	Number of Accounts Paid	Percentage of Accounts Paid (by number)	Value in $A of Accounts Paid	Percentage of Accounts Paid (by value)
Paid by the due date	4 818	97.3	8 119 554	96.2
Paid late but within 30 days of the due date	111	2.2	204 493	2.4
Paid more than 30 days after the due date	22	0.4	119 846	1.4

Overseas Travel

Number of Employees	Destination(s)	Reasons for Travel	Travel and Accommodation ($)	Salary and On-Costs ($)	Total Cost ($)
1	Malaysia	Merit Ceremony	4 965	5 427	10 392
9	Malaysia/China	SACE International professional development	58 188	34 679	92 867
1	Singapore	International Association for Educational Assessment Annual Conference	2 608	4 555	7 163
11			**65 761**	**44 661**	**110 422**

Appendix A: Board Profiles

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.

In 2013 she 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.

He is the Festival Director of the World Science Festival to be held annually in Brisbane starting in March 2016, and which is held annually in New York.

Robert is Managing Director of the strategic consulting firm ROBERT DEBELLE, and a Senior Associate of SKC, an economic analysis consultancy with a focus on network industries.

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 Association of Independent Schools of South Australia (AISSA) Secondary/Combined Heads Committee. She is a member of the Australian Institute of Company Directors, the Australian Council for Educational Leaders, the Association of Heads of Independent Schools of Australia (AHISA), the Australian Anglican Schools Network (AASN), and AISSA.

Michelle BENTLEY

Michelle's involvement in education-aligned careers spans 30 years. As General Manager, Hender Careers, Michelle specialises in career management; transition; organisational and workforce development, planning, and review programs; and coaching services.

Michelle has an MBA, BEd, DipT, and Certificate IV in Training and Assessment and is accredited in the Myers-Briggs Type Indicator (Step I and Step II Certificates), the Genos Emotional Intelligence Multi-rater Assessment, and the Genesys Psychometric Assessment. Michelle is also a Career Coach accredited by Career Partners International.

She is an active member and graduate of the Australian Institute of Company Directors, and a member of the Governor's Leadership Foundation network, and of the University of South Australia's Executive Partners Programme mentoring scheme and Human Resource Management Curriculum Review group.

Michelle has served on the SACE Board since 2009, previously as a Deputy Board Member.

Stephen DOWDY

Stephen was appointed inaugural Head of UniSA College in February 2011 following an extensive career as a secondary school teacher, professional development adviser, and principal. Stephen's role at UniSA College has seen him lead the development of an innovative, effective, and student-centred organisation. UniSA College offers university-enabling programs and school, community, and university partnership activities.

Stephen is an executive member of the National Association of Enabling Educators of Australia and a member of the University of South Australia Academic Board. He has also served as a member of the Northern Futures Inc. Board of Directors, the South Australian Tertiary Admissions Centre Schools Reference Group, and the editorial board of *Principal Matters*.

Stephen was the Principal of Adelaide High School from 1997 until 2011. He was also Principal of Windsor Gardens High School from 1994 to 1996 and the Founding Principal of Marden Senior College from 1990 to 1993. In these schools he developed a culture of supporting student achievement and programs responsive to a diversity of student needs.

Stephen is recognised for his commitment to educate every person by offering students a quality learning experience and curriculum that enables individuals to reach their full potential.

Kim HEBENSTREIT

Kim is currently Director, Operations in the Office for Education within the Department for Education and Child Development. For the past 12 years he has been 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 20 years. He has also worked in advisory positions for the [then] Department of Education and Children's Services in curriculum, equity, and vocational education roles.

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 a Board member of the South Australian Secondary Principals' Association, and a member of the Australian College of Educators and the Australian Institute of Company Directors.

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.

Helen O'BRIEN

Helen is Deputy 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. She also leads a team of educators and learning consultants who provide professional learning opportunities and student services to Catholic school communities in South Australia.

Previously Helen has worked as a regional adviser, principal, mathematics consultant, and teacher in the Catholic education sector.

Helen is committed to ensuring that all young people have access to the best learning opportunities possible. This orientation is practised at sector, state, and national levels through the various curriculum leadership responsibilities that engage her.

Pam **RONAN**

Pam is the Principal of St Francis de Sales College, Mount Barker. She is also Chair of the Association of Principals of Catholic Secondary Schools in South Australia and state President of the Australian College of Educators, as well as being a member of various committees and groups supporting the well-being and learning opportunities for students in regional and rural areas.

From 2005 to 2012, Pam was Chair of the TAFE SA Regional Institute Council, and in 2006 was awarded the MacKillop Distinguished Educator Medal by the Australian College of Educators.

Janette **SCOTT**

Janette is the Principal of Para Hills High School. She is a member of the Department for Education and Child Development Senior Secondary Reference Committee; a member of the Northern Advanced Manufacturing Industry Group (NAMIG) Management Board; past chairperson of the Northern Adelaide State Secondary Schools Principals' Network (NASSSPN); and a member of the South Australian Secondary Principals' Association (SASPA), contributing to its Board and subcommittees.

She has been a member of the SACE Board's Accreditation, Recognition, and Certification Committee since its inception in 2008. Prior to that, she was a member of the SSABSA Board from 1994 to 2008.

Janette has been involved in leading school improvement programs to increase secondary students' numeracy and literacy skills and understandings over many years. In 2013, this included working with numeracy and literacy coaches, teams of mathematics and English teachers, and supporting teachers in all learning areas to teach specific numeracy and literacy skills explicitly, and to develop new pedagogies through the use of new technologies. This work has been published in 'Stories from the Field', a document that describes the work of fourteen school leaders to improve student learning in Northern Adelaide schools.

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.

Martin **WESTWELL**

Martin is the Director of the Flinders Centre for Science Education in the 21st Century and a Strategic Professor in the Science of Learning. The centre applies an evidence-based approach to teaching and learning, with a focus on mathematics and science education. The centre works with a number of states and territories, nationally and internationally, to support the development of quality teaching and innovation.

He is a Chief Investigator in the national Science of Learning Research Centre and a member of the steering group for UNESCO's Education Research Institutes Network.

After completing his degree and PhD at the University of Cambridge, Martin moved to the University of Oxford. He left academia to pursue other interests and then returned to Oxford in 2005 as Deputy Director of the Institute for the Future of the Mind. Here he ran a research program on the influence of modern lifestyles and technology on the minds of the young and the old. Throughout his time at the Institute, Martin worked with the UK government, parliament, teachers, parents, and others, to provide access to scientific evidence and inform decision-making about the learning and education of young people.

Martin moved to South Australia in 2007 and has two boys who attend public schools.

Deputy Board Members

Steve BOUSFIELD

Steve was appointed Principal of Westminster School in early 2009.

Holding a Master of School Management Degree from Central Queensland University (1997), Steve has more than 30 years of education experience. He was Head of Science and Director of Staff Development at Bankstown Grammar School (NSW), and was Deputy Principal of The Kooralbyn International School (Qld). He moved to Westminster School in 2001 to become Director of Studies and a member of the School Management Committee.

Steve's expertise is in curriculum development and in 2006 he was appointed a member of the secretariat charged with reviewing senior schooling in South Australia and preparing the new South Australian Certificate of Education. He was also recognised in that year by the Association of Independent Schools of SA (AISSA) with an award for his outstanding commitment to curriculum. His current interests focus on professional standards for teachers and school leaders and school improvement. He has a strong commitment to education within an Asian context, with a specific focus on China.

Steve is a member of the Australian Council for Educational Leaders, the Association of Heads of Independent Schools of Australia (AHISA), and AISSA.

Peter DAW

Peter has been a teacher for more than 30 years and a principal since 1989. He is currently the Principal of Mercedes College. He has assisted in the management of the South Australian Curriculum Standards and Accountability Framework and was a principal consultant for Catholic Education South Australia.

Peter manages an international student program and leads a curriculum that comprises both the International Baccalaureate and SACE programs in Years 11 and 12. He meets regularly with the heads of schools that teach the International Baccalaureate, and has worked in cluster groups dealing with vocational education and training in schools. Having worked with students from a wide variety of socio-economic backgrounds, he is passionate about ensuring that our education system is able to meet the needs of all young people.

Sharon DUONG

Sharon's education consulting services focus on leadership development and school improvement and renewal. Sharon is a strong advocate of strategic, whole-school planning for improving learning outcomes, with high expectations for all students to have opportunities to experience success.

Sharon was Deputy Director of Teaching and Learning at the Catholic Education Office, Diocese of Darwin, from 2011 to 2014, when she was also a member of the Northern Territory Board of Studies. Sharon's previous roles included Senior Education Adviser and Indigenous Education Consultant for Catholic Education South Australia. She led a team that supported Northern Territory Catholic schools in teaching and learning in the early years through senior secondary education with particular focus areas of curriculum, inclusion, literacy and numeracy development, e-learning, pastoral care and well-being, professional learning, leadership development, and pre-service teacher education.

Appendix B: Curriculum Leaders Groups

Arts

Creative Arts

Tiffany Beasley
Corinne Berry
Robyn Callan
Malcolm Cheffirs
Marilyn Feneley
Max Mastrosavas
Mary-Lou Michael
Ashleigh Noll
Denise Piggott
Harry Postema
Ruth Stephenson
Trent Wickers

Dance

Corinne Berry
Robyn Callan
Megan Cooper
Amanda Kimber
Mary-Lou Michael
Carolyn Obst
Judy Swan
Penelope Thomas
Christine Underdown
Anne Young

Drama

Anita Baltutis
Corinne Berry
Michael Butler
Graham Cox
Jessica Foster
Martin Gray
David Hill
Hannah McCarthy
Roger Masters
Max Mastrosavas
Alison Rosenthal
Karen Sheldon

Music

Corinne Berry
Anne Cawrse
Fran Charlton
Janelle Colville
Elizabeth Cox
Bronwyn Elsegood
Kaye Fitton
David Garwood
Peter Gillard
Jason Hammond
Elizabeth Harlock-Lea
Leanda Herring
Antony Hubmayer

Jeffrey Kong
Virginia Lakeman
Janet Leadbeater
Anna Lester
Eviniki Levendis
Stephen Millar
Peter Miller
Luke Nash
Daniel Pereira
Caroline Pomeroy
Darryl Pope
Trent Wickers

Visual Arts

Tiffany Beasley
Corinne Berry
Amanda Chalmer
Malcolm Cheffirs
Laetitia de Braconier Harders
Marilyn Feneley
Ruth Flaherty
Peter Hughes
Tony Jeffrey
Carola Kennedy
Vit Jurevicius
Sarah Melhuish
Ashleigh Noll
David Northcote
Gail Radford
Josephine Revesz
Deborah Russell
Ian Sinclair
Ruth Stephenson
Christine Wheatley-Dawson

Business, Enterprise, and Technology

Accounting

Scott Copeland
Trudi Duggin
Sotithya Gardner
Glen Malkin
John Medlin
Donald Murray
Bala Naidoo
Matthew Noble
Lucy Poloni
Julie Stewart
Helen Willmer

Business and Enterprise

Laura Brady
Scott Copeland
Michelle Cordera
Evan Franco
Sharyn Habel

Vincenza Iammarrone
Donald Murray
Jane Ratsch-Jenke
James Reichstein
Simon Tanti
Tricia Yandell

Design and Technology

Greg Bassani
Shane Beitz
Roger Button
Peter Coulter
Anthony Izzo
Angela Facchini
Barry James
Ian McEgan
Leoni Mayes
Donald Murray
Ashleigh Noll
Dean Osborn
Stephen Read
Annie Reid
Chris Short
Rod Yon

Information Processing and Publishing

Jacqueline Amor
Ruth Blythman
Paul Condous
Sharyn Habel
Giovanna Iannicelli
Deanna Isles
Jason Johns
David Roberts
Denise Spiroulias

Information Technology

Julie Clune
Katrina Falkner
Barbara Hender
Harris Iacovou
Cruz Izu
Leon Marsden
Peter Mitchell
Kylie Murphy
Donald Murray
Julie Ruiz
Kevan Varley
Joanne Zucco

Workplace Practices

Adele Broster
Claire Goble
Catherine Green
Malcolm Hughes
Kerrie Mackey-Smith
Anna Mirasgentis
Luke Northcote
Mandy Rego
Jason Schutt
Melissa Sherman

Cross-disciplinary

Community Studies

Karen Box
Kathryn Champion
Joy Cresp
Katrina Hudson
Kaye Lee
Adela Lock
Hilda Neville
Tonia Niven
Belinda Oakley
Amanda Parsons
Rebecca Siney

Cross-disciplinary Studies/Integrated Learning

Cherie Baker-Hutton
Adele Broster
Sharon Davey
Jim Debnam
Tracey Dorian
Carmen Gambarotto
James Green
Anne Harvey
Karen Horvath
Michelle Lange
Julienne Lenain
Sarah McCarthy
Susan Melhuish
Ian Milne
Bronte Nicholls
Sammy Nutt
Judi Schmidt
Jacinta Stirrat
Rhonda Williams

Personal Learning Plan

Jamie Dunnill
Cheryl Flight
Sally Hodgson
Scarlett Lucero
Josephine Riccio
Kerry Rochford
Rebecca Siney
Colleen Tomlian
Debra Turley
Joshua Vick
Shannon Warren

Research Project

Bob Buxton
Annabel Dalzell
Heather De Blasio
Tracey Dorian
Ceinwyn Elleway
Virginia Grantham
Meridie Howley
Stephen Inglis
Stephen Kelly

Chris McGuire
Alison McLean
Luke Nash
Gianni Petrucci
Lisa Pope
Mandy Rego
Angela Stamati
Gabriele Trobbiani

English

English as a Second Language

Lynette Bellwood
Mei French
Sarah Goldfain
Andrew Hartigan
Meridie Howley
Katrina Hudson
Sarah McCarthy
Max Marshall
Joan Richards
Mark Ryan
Gavin Scrimgeour
Miriam Smith
Virginia Thompson
Dalal Zahr
Olympia Zoanetti

English Communications, English Pathways, and Literacy for Work and Community Life

Marie Baker
Liz Bawden
Ann Bishop
Majo Bogatec
Renee Broadbent
Teresa Cimmino
Nicole Elding
Alison Ellett
Dawn Ferrett
Joslyn Fox
Assunta Fusco
Rebecca Giles
Meridie Howley
Dymphna Lonergan
Marilyn Marshall
Ruth Massie
Helena Monaghan
Kristine Nielsen
Roseanne Peady (Madden)

English Studies

Guy Bayly-Jones
Michael Butler
Richard Calam
Pamela Cashen
Margaret Donovan
Joslyn Fox
Jim Freeman
Stephen Kelly
Richard Noone
John Oakman

Nick Prescott
Melanie Smith

Health and Physical Education

Child Studies/Food and Hospitality

Cheryl Both
Catherine Correll
Carmela Culshaw
Kathleen Dodgson
Leanne Jarvis
Jan Longbottom
Bronwyn Maywald
Ann Mott
Luke Nash
Italia Parletta
Sue Richards
Daphne White

Health

Daniel Bayer
George Evreniadis
Gillian Forster
Jill Grove
Graeme Hudson
Deanna Isles
Felicity-ann Lewis
Sharyn Schell
Elizabeth (Betty) Szilagyi-Lipparelli
Robert Weatherald
Daphne White

Outdoor Education

Greg Allen
Gordon Begg
Pas Cosentino
David Edwards
Mark Kelly
Adrian Maywald
Mike Meredith
Donald Murray
Scott Polley
Andrew Pope
Andrew Quinn

Physical Education

Craig Bailey
Sharon Cibich
Christian Davidson
Jeff Fischer
David Hicks
Chris Hodgson
Deanna Isles
Craig Johncock
Adrian Maywald
Janelle Morrissey
Kain Noack
Brad Snell
Jacinta Stirrat
Glen Urbani

Humanities and Social Sciences

Aboriginal Studies

Neil Blenkinsop
Leigh Hughes
Helena Monaghan
Luke Nash
Elisa Resce
Lorraine Securo
Cheryl Uren

Ancient and Classical Studies

Giles Bartram
George Cafcakis
Mizpah Constable-Gray
Claire Flenley
Jim Freeman
Barbara Harding
Bob Pryce
Philip Stewart

Australian and International Politics

Morris Allen
Jim Freeman
Ascenzo Lancione
Sarah Rance
Harry Savelsberg
Malcolm Vaughan

Economics

Christopher Burrows
Bob Buxton
Bernadetta Chaustowski
Cheryl Flight
Evan Franco
Vincenza Iammarrone
Jon Inge
Wendy Jacobs
Josephine Riccio
Mark Simpson
Robyn Walter

Geography

Lynette Bellwood
Krystyna Farnan
Kingsley Head
Michael Holmes
Malcolm McInerney
Mark Manuel
Simon Miller
Andrew Penny
Alexandra Piggott
Lisa Pope
Rita Shepherd
Robin Sleeman
Joanne Wegener

History

Daryl Best
Beverley Bury
Andrew Buxton

Patricia Fabian
Mary Fisher
Neil Fletcher
Filomena Isles
Rachel McCall
Malcolm McInerney
Wendy Martin
Luke Nash

Legal Studies

Robin Aukett
Laura Brady
David Caruso
Penny Cavanagh
Bill Deegan
Shane Hennessy
Gina Kadis
Scarlett Lucero
Luke Nash
Jane Penhall
Ross Templeman

Media Studies

Chika Anyanwu
Daniel Bradley
Grant Brindal
Donald Murray
Harry Postema
Gareth Saunders
Karen Vered
Cheryl Webber

Philosophy

David Crossman
Janet Farrall
Jim Freeman
Rosemary Hennig
Sue Knight
Tim Nailer
Peter Sage

Religion Studies

Josephine Armour
Robert Crotty
Jim Freeman
Anne Harvey
Rosemary Hennig
Laura Law
John Lewis
Deborah Lubatti

Society and Culture

Peter Davidson
Laila El-Assaad
Ceinwyn Elleway
Jim Freeman
Virginia Grantham
Anne Harvey
Harry Savelsberg
Lorraine Securo
Moira Stevens

Tourism

Peter Allen
Chris Anargyros
Shane Barnes
Chris Fanning
Susan Melhuish
Catherine Pearce
Robyn Pillans
Gabriele Trobbiani

Women's Studies

Anne Bourke
Pam Cramond
Keri Fisher
Robyn Pillans
Karen Zilm

Languages

Rob Amery
Fayrouz Ajaka
Anna Axarlis
Brent Bloffwitch
Galina Brunoli
Eric Bouvet
Irene Castrechini-Sutton
Sokho Chau
Toni Chen
Teresa Cimmino
Donovan Cresdee
F. Javier Diaz-Martinez
Christina Emblem
Marnie Foster
Rachel Francis
Yuhiko Fujiwara
Andrea Gallo de Garcia
Lucia Gentilcore
Amy Geue
Georgia Heynemann
Shiqin Hu
Gosia Iszbic
Marlene Jarema
Li-Hau Jin
Loiza Karamanis
Maisy Latif
Ly Le
Naoko Learmonth
Mireille Le Doledec
Bob Lemar
Fang Liu
Louise Lycett
Diliara Mahmodi
Hassan Mekawy
Keiko Nielsen
Cyriaque Nijenahagera
Susan O'Connell
Kirsten Ohlhaber
Shahla Pakrou
Lee Pereira
Danielle Popovic
Sophie Qin
Marietta Rossetto
Dagmar Schmidt-Duncan

Andrew Scrimgeour
Joseph Sun
Agnes Szabo
Judy Taylor
Christopher Thorburn
Catrina Tridente
Guy Tunstill
Joe van Dalen
Minh Van Pham
Gabriele Walldorf-Davis
Xuewei Wang
Mani White
Philip Wilson

Mathematics

Mathematical Applications

Anna Bassani
Hailey Hay
Deanna Isles
Annette Johnston
Kate Manuel
Christine Slattery
Bernadette Thorpe
Sharon Ward
Deborah Williams

Mathematical Methods, Mathematical Studies, and Specialist Mathematics

David Andrew
Leonie Brown
Valerie Frost
Gary Glonek
James Grant
Anthony Harradine
Lois Ey
Isabel Heath
Anne Ind
Deanna Isles
Derek Jeffrey
Jo Kellaway
Lisa Lanchester
Alastair Lupton
Louise Lycett
Michael Mickan
Jon Roberts
Bill Schenk
Mike Scherer
Natasha Smith
Deb Woodard-Knight

Mathematics

David Andrew
Lois Ey
David Kinna
Rebecca Ludewig
Kate Manuel
Jan Menzies
Merilyn Salisbury
John Shanahan
Christine Slattery

Sciences

Agriculture and Horticulture

Paul Fanning
Mark Innes
Mal Jurgs
Robyn Pillans
Sue Pratt
Ross Templeman

Biology

Jan Brooks
Alison Bullock
Penny Collins
Kathy Daniels
Peter Donnelly
Lois Ey
John Glistak
Sally Hodgson
Brian LeCornu
Anne-Marie Taylor
Peter Walwyn

Chemistry

Glen Arthur
Brent Atherton
Sharon Davey
Alison Drake
John Drew
Vera Duniaski
Sandra Eustace
Michael McCann
Ian McMahon
Ann Murray
Sally Nobbs
Michael Perkins
Robyn Pillans
Simon Pyke

Geology

Peta Abbot
Len Altman
Joanne Maratos
Bronte Nicholls
Robyn Pillans
Cynthia Pyle
Kelly Sharrad

Nutrition

Lisa Cibich
Sarah Craig
Joy Cresp
Chris Evans
Karen Magee
Anna Palombaro
Robyn Pillans
Bernadette Young

Physics

Tatiana Anesbury
Penny Collins
Lois Ey
Christopher Gambell
Derek Jeffrey
Gerald Little
Michelle McGrath
Paula Mills
Brian Parsons
Jamie Quinton
Michael Smith
Andrew Stanley
Michael Wilcock

Psychology

Irena Atherton
Kate Cutts
Jillian Dorrian
Matthew Dry
Rachel Earl
Katrina Elliott
Kirsty Gebert
Paul Hudson
Jennifer Hunter
Paul Jessen
Robyn Pillans
Julie Robinson
Samantha Savage
Deborah Skelly
Penny Spencer
Zena Tan

Scientific Studies

Jan Brooks
Wesley Chambers
Katrina Elliott
John Glistak
Bronte Nicholls
Robyn Pillans
Sharon Robertson
Kimberley Shean
Brian Stratfold
Bruce White

Appendix C: Accredited Subjects

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
   Arts and the Community
   Business and the Community
   Communication and the Community
   Design, Construction, and the Community
   Environment and the Community
   Foods and the Community
   Health, Recreation, and the Community
   Science and the Community
   Technology and the Community
   Work and the Community
Cross-disciplinary Studies
Integrated Learning

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 (background speakers)
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 Pathways: Modified
Health: Modified
Language and Culture: Modified
Mathematics Pathways: 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

Half-year (10-credit) subjects

Arts

Creative Arts
Drama
Music
   Composing and Arranging
   Ensemble Performance
   Musicianship
   Music in Context
   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
   Business and the Community
   Communication and the Community
   Design, Construction, and the Community
   Environment and the Community
   Foods and the Community
   Health, Recreation, and the Community
   Science and the Community
   Technology and the Community
   Work and the Community
Cross-disciplinary Studies
Integrated Learning
Research Project*

English

English Communications
English Pathways

Health and Physical Education

Child Studies
Food and Hospitality
Health
Outdoor Education

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

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

Mathematical Applications
Mathematics Pathways

Modified Subjects

Business and Enterprise: Modified
Creative Arts: Modified
Cross-disciplinary Studies: Modified
English Pathways: Modified
Health: Modified
Language and Culture: Modified
Mathematics Pathways: 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 a Second Language
English Pathways
Literacy for Work and Community Life

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
Religion Studies

*10-credit subject only.

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

Mathematical Applications
Mathematics
Mathematics Pathways
Numeracy for Work and Community Life

Modified Subjects

Business and Enterprise: Modified
Creative Arts: Modified
Cross-disciplinary Studies: Modified
English Pathways: Modified
Health: Modified
Language and Culture: Modified
Mathematics Pathways: 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 D: Prizes and Awards

Prizewinners

Alliance Française d'Adelaide Prize for French
Claire Patricia Hannon

Annie Montgomerie Martin Prize for French
Claire Patricia Hannon

Annie Montgomerie Martin Prize for Modern History
Zoe Kassiotis

Australian Hellenic Educational Progressive Association Prize for Modern Greek
Sophia Ephremia Dais

Australian Institute Of Physics Prize — Bronze Bragg Medal
Ahnaf Tajwar Tahabub

Azhar Abbas Memorial Trust Prize for Indonesian
Jordan Daniel Noble

Campbell Award for overall excellence (student attending a government school)
Ahnaf Tajwar Tahabub

Co-ordinating Italian Committee Prize for Italian
Liana Elena Rossi

Don Maynard Music Prize
Jordan Daniel Noble

Economics Teachers Society of South Australia Award For Excellence
Christian Nardi Andreotti

Goethe Prize for German
Sorrel Franziska Salb

Hardwicke College Prize for Biology
Trudy Qiu di Hong
Sarah Melissa Jones

John Lewis Medal and Prize for Geography
Thu Hien Nguyen

Schiller Prize for German
Kira Tamm Millikan

Tennyson Medal for English Studies
Tess Catherine Murray

Way College Prize for Chemistry
Ahnaf Tajwar Tahabub
Xin Louis Xiao

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

Janine Haines Memorial Award for Excellence in Women's Studies — Minister for the Status of Women

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 E: Governor's Awards and Merit List

Governor's Awards

Governor of South Australia SACE Award

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

Sarah Abell
Amy Lee Borg
David Leonard Brook
Alison Burford
Brooke Capewell
Mahendra Chitrarasu
Emma Kaye Gard
Alison Rose Gill
Albert Xing-Yi Kong
Kaden Lange
Alexander Makarowsky
Rahul Malhotra
Kaitlin Renee Morrison

Erica Lindsay Musgrove
Jordan Daniel Noble
Alice O'Connell
Christine Xin Zhu Ong
Ahnaf Tajwar Tahabub
Chloe Madeleine Taylor
Hai Thanh Tran
Andrew Paul Vonow
Samuel James White
Antoinette Wichmann
Rami Zahr
Laura Katherine Zdanowicz

Governor of South Australia Commendation — Aboriginal Student SACE Award 2014

Kaitlin Renee Morrison

Governor of South Australia Commendation — Excellence in Modified SACE Award 2014

Viola Mulodiang

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

Hayden Burke
Shannon Elise Chamberlain
Kaden Lange
Ruo Jun Lei
Tayla McDougall
Holly Tetlow
Henry Zheng Wei Thong

Dance

Jeska Loui Allen
Nathan John Boemia
Crystal Lee Pope
Brooke Louise Young

Drama

Tatiana Julia Lempriere Abbott
Daisy Anderson
Naomi Grace Belet
Sarah-Jo Alycia Bramfit
Georgia Rose Brett
Lilian May Danvers
Samantha Kate Dawes
Heidi Lee Grace
Oliver Jack Lacoon Williamson
Conor George Arthurs Mackenzie
Jack Francis Musgrave
Louisa Neate
Sophie Perkins
Jeffrey Alan Hunter Thomson
Ellen Mary Walsh

Music

Composing and Arranging

Benjamin John Maltby
Madeleine Claire Stewart

Ensemble Performance

Maggie Bland
Joshua Dylan Chenoweth
Alexander Brougham Flood
Daniel Axel Handsworth
James Thomas Morley
Dylan Nam Nguyen
Jordan Daniel Noble
Christine Xin Zhu Ong
Lucy Sara Ryan
Kyle Ellis Trevenen

Music in Context

Benjamin John Maltby

Music Individual Study

Fergus Willsmore

Music Technology

Nathan James Churches

Musicianship

Bernard Colin Alexander
David Martin Goodwin
Sarah-Rose Runnalls
Thomas Stephen Voss

Performance Special Study

Bernard Colin Alexander
Dylan Craig Bentley
Yong-Min Lee
James Thomas Morley
Chao Sui
Kate Therese Worley

Solo Performance

Sarah-Jo Alycia Bramfit
Benjamin Edward Finnis
Daniel Axel Handsworth
Kathryn Jannes
Yong-Min Lee
Aaron Robert Lloyd
James Thomas Morley
Dylan Nam Nguyen
James William Owen
Jade Je In Paterson
Jonathon Riley Poulson
Emily Jane Olivia Squires
Tyler Jae Venter

Visual Arts

Visual Arts — Art

Matilda Maisie Bristow
Carla Grace Bruinsma
Arviegail Pineda Cahilig
Mary-Frances Darmody
Alice Fabbro
Annelise Forster
Megan Louise Gillespie
Monica Heang
Alexander Deane Hill
Annie Elizabeth Koch
Wan Tze Christine Koh
Oliver Jack Lacoon Williamson
Lucy Reynolds
Serena Ricci
Kate Telford
Gabrielle Joy Tyler
Ryan Grant Varga
Omid Vojdani

Visual Arts — Design

Abbey Douglass
Eloise Jean Leopold
Shelby Munro
Tess Joanna Newton
Ella Lauren Oszczypok
Saige Griffith Prime
Chris Skrembos

Business, Enterprise, and Technology

Accounting

Nur Farhanah Adam Malik
Ramzy Al-Moughraby
Jessica Molly Barker
Pooja Bhindi
Jiahao (William) Cheng
Yi Xin How
Yu Kato
Tyler Jordan Kelly
Janet Kuan Hui Fang
Gabriel La Paglia
Wen Yie Ng
Sam Thomas Hoad Pears
Jade Pisaniello
Zoe Taylor
Kurtis Willson

Business and Enterprise

Stasha Constance Andrews
Samantha Batt
Jonathan Cadieux
Alicia Jasmine Cardone
Daniel Kuo Rong Choo

Sarah Marie Delmedico
Suriah Jade Fishburn-Bungey
Jessica Green
Katelyn Louise James
Anna Lehmann
Hannah Jane Leiblich
James Illias Lontos
Georgia Kate Lornie
Kahlia Amy Lynch
Rose-Mary Mansfield
Kim Han Nguyen
Jade Palmer
Joseph Pipicella
Nathan John Ramos
Molly Della Podesta Richardson
Nicholas John Shanks

Design and Technology

Communication Products I

Alessandro Borrello
Julia Marie Ebbs
Adam Ryan Favretto
Jenae Darcy Fox
Matthew Henry
Laura Jane Kretschmer
Whitney Lee
Lachlan Marich
Bonny Jade Scott
Sarah Sturm

Communication Products II

Mitchell Alexander Phillips
Henry Reuther

Material Products I

Connor Coates
Ben Aaron Evans
James Nicholas Pojer Everett
Damon Matthew Humphris
Lewis Kennedy
Sarah Ellen Noonan
Bradley Jonathan Walker
Michael Broderick Williams

Material Products II

Bradley Jonathan Walker

Systems and Control Products I

Toby Guy Smith

Systems and Control Products II

Harrison Julien Gloyne
Samuel Alexander McGill

Information Processing and Publishing

Isabella Barila
Stephanie Beddall
Megan Belton

Megan Louise Gillespie
Bridget Hicks
Rhianna Hilditch
Courtney Hughes
Liana Kantilaftas
Talia McCabe
Georgie Morris
Karen Nguyen
Caitlin North
Brigitte Pacillo
Renee Tsoulos
Omid Vojdani
Kaitlyn Ward

Information Technology

Markus James Andersons
Daniel Cotton
Joseph Kneebone

Workplace Practices

Jamie Sarah Becker
Tayla Jane Canton
Chanel Donna Caruso
Kyle Chalmers
Anton Karl Chehade
Lauren Michelle Egel
Ellie Jean Francis
Alexander James Gatoudis
Brooke Gauci
Taylor Brooke Greig
Amelia Palmira Griffin
Lucy Therese Holland-Smith
Kelly Erin Horsnell
Annabel Jane Lampard
Jai Lee-Martin
Amy Rose Marin
Brittany Mashado
Claudia Louise May
Chloe Moran
Isabelle Victoria Price
Taylor Ashleigh Sarantidis
Lucinda April Alenya Schmidt
Lachlan Schultz
Georgina Smith

Workplace Practices A

Michael John Brice
Edward Tolmer Verco

Cross-disciplinary

Community Studies

Health, Recreation, and the Community

Elle Rose Jarman

Cross-disciplinary Studies

Zoe Kay Anastasiou

Integrated Learning

Anna Lehmann
Alice O'Connell

Integrated Learning II

Lisa Fanto
Benjamin John Maltby
Oliver Darcy Mountain
Lachlan James Phillips
Madeline Summers-Kalogeras

Research Project

Emily Abbot
Mandy Jane Abbott
Sarah Abell
Sarah Christina Adams
Nehna Ahamed
Melinda Alley
Lauren Amato
Matthew Brayden Amberg
Sanchita Anand
Jessica Anne Anderson
Jade Andriani
Jackie Arends
Norik Avetisian
Julianne Elizabeth Baldock
Daniella Barilla
Samantha Batt
Jesse William Beckinsale
Liam Bennett
Laura Ann Betts
Meg Bielby
Neha Bishnoi
Lauren Elizabeth Blake
David Leonard Brook
Billie-Jaye Brougham
Olivia Buckby
Helen Bui
Alice Louise Burch
Alison Burford
Emily Kate Burgess
Lucy Isabelle Burnett
Lucie Burnod
Rhiannon Butler
Claudia Priscilla Caruso
Lauren Casbarra
Saumya Chanana
Carolyn Chhour
Sara Chiera
Lisa Jane Childs
Angela Christine Ciancio
Laura Anne Cimarosti
Ben William Clarke
Hamish Clarke-Smith
Ella Gwendoline Clarkson
Sian Elizabeth Cliffe
Jordan Cluse
Eleanor Cordingley
Bethany Georgina Cox
Georgia Mae Crossman
Naomi Jane Currie
Lauren Daniell

Chloe Jane Danvers
Lilian May Danvers
Jessica Taylor Darley
Jack Dascombe
Charlotte Dawson
Eleanor Day
Jenny Day
April Paige De Silva
Abigail de Vera
Jackson Ty Dearing
Sarah Marie Delmedico
Naomi Dewing
Eloise Ruth Dibden
Sophie Dickinson
Jack Baichao Ding
Casey Anne Donehue
Vittoria Ella D'Ortenzio
Claudia Dottore
Jemma Dougan
Maddison Rose Duncan
Erin Dunn
Dimity Charlotte Dutch
Sophie Jane Eather
Sophie Elise Eckel
Joshua Benjamin Cameron Edwards
Masoma Entazami
Kellen James Ewens
Claudia Fantarella
Sabina Jade Penelope Fisher
Anna FitzGerald
Madison Kayla Fleming
Tess Montague Fuller
Tristram McNamara Fyfe
Theodora Galanis
Amelia Grace Galpin
Emma Kaye Gard
Sonia Ghimire
Alison Rose Gill
Naveen Golyala
Ashley Jayden Goodman
Lachlan Thomas Goss
Philip Timothy Grace
Brooke Griffin
Alexander Marc Gwiazdzinski
Joshua Michael Johns Habib
Ainsley Amelia Hadden
Araj Haider
Wala Hamid Haj Ali
Oliver Morden Hales
Myron Hall
Ebony Paige Hallas
Isabella Johanna Hamann
Cianah Jane Harris
Sian Nicole Harrison
Mohadeseh Hassani
Jarryd Hawes
Thenu Nethma Herath
Sophie Hilditch
Bianca Jane Hoffrichter
Sophie Alisha Simmons Howe
Tayla Maddisson Hunt
Jennifer Phuong Thao Huynh
Patricia Claryce Imatani
Julie Jackowiak

Declan Kelton Jamieson
Hannah Kate Jenkin
Emma Beth Jensen
Tessa Elise Jensen
Rhys William Jiannis
Lau Jiet Ern
Amber Myrie Jurek
Georgia Kappos
Ella Kate Kearsley
Bianna Marie Kelly
Sascha Margaret Simeon Kelly
Teagan Jade Kelsh
Darcy Kenny
Francesca Hannah Kidd
Sasha Kockan
Sascha Margarita Koerner-Heinjus
Tina Kogoj
Abhipriya Kottarapat
Kevin Kour
Jacinta Mica Kracman
Hui Ann Christine Kuan
Nicholas Thomas Kuchar
Oliver Jack Lacoon Williamson
Caroline Jennifer Lam
Tom William Lancaster
Margaret-Mary Lane
Tyffany Le
Vi Le
Zoe Lee
Audrey Chu Wei Lian
Lauren Elizabeth Litchfield
Hamish Grant Loechel
Nakia Jaymee Love
Isabella Marija Lowe
Erin Jennifer Lukas
Kaitlyn Gabrielle Lusty
Zoe Lynch
Alistair Mel Arthurs Mackenzie
Elysha Magor
Alexander Makarowsky
Francesca Mary Louise Mansfield
Jonathan Edward Markey
Jaymie Louise Martin
Katie Maxted
David Michael McAfee
Madeleine Grace McArthur
Claudia Rebecca McDonald
Remy Elise McGrath
Lachlan Daniel McLeod
Andrew Memma
Mary-Helen Moragiannis
Rachelle Samantha Kate Moses
Nyasha Mpofu
Nisa Jade Mulholland
Nicholas James Munday
Kellie Ann Murfitt
Jacob Patrick Murphy
Erica Lindsay Musgrove
Isaac Nakone
Victoria Neale
Tess Joanna Newton
Hoai Tran Ngo
Marie Nguyen
Alexandra Beth Nichols

Jordan Daniel Noble
Erin Margaret O'Brien
Alice O'Connell
Laura Eimar Offe
Sam Adelle Olsen
Ailsa Rose Ormerod
Shana Kate O'Toole
Tessa Pahl
Jade Palmer
James Anthony Parker
Benjamin Paschke
Jeet Sandip Patel
Joshua Thomas Paynter
Giorgia Pellegrini
Sophie Perkins
James Frederick Petchey
Jamie Rebecca Phillips
Arjit Phogat
Melanie Marie Politis
Joshua Popadinoski
Tim Porter
Tania Michelle Pullin
Ashleigh Quee
Khizar Rana
Jessica Lauren Read
Callum Andrew Reid
Declan James Reidy
Gabrielle Reyes
Molly Della Podesta Richardson
Eleanor Ridings
Grace Isabella Dennis Roache
James Ryan Robertson
Zachary Rodrigues
Amelia Vikki Romeo
Daina Simone Ross
Kelly Jill Ross
Liana Elena Rossi
Caitlin Fay Rowe
Ashleigh Sarah Ruediger
Madison Paige Ruehlemann
Patrick Leo Schaefer
Ben Schmidt
Jessica Lily-Ann Schmidt
Hannah Kate Schwarz
William Peter Seddon-Quigley
Surbhi Sehgal
Dilan Seimon
Sabrina Sghirripa
Nikhil Shankar-Noble
Jayden Rhys Sharrad
Clarissa Hope Sheehan
John Shenoda
Zoe Sheridan
Ryan Shibu
Christie Siatis
Bryony Skiparis
Lucy Kathleen Sladic
Maggie Beth Slee
Brittany Smith
Olivia Nikita Smith
Phoebe Phillips Christie Smith
Georgia Rachel Blanche Smithson-Tomas
Dana Spajic
Mathana Nair A/L Sreedaran

Abhishekh Srinivas
Joy Ebony Stahl
Labrie Constance Stasinopoulos
Valentin Stoica
Marko Stojanovic
Eleanor Ritchie Stretton
Mira-Srikandi Sulistiyanto
John Hamilton Swan
Ahnaf Tajwar Tahabub
Ashlee Jade Taylor
Jessie Emma Taylor
Kristyn Taylor
Erin Elizabeth Teakle
Sarah Ashley Tellis
Henry Zheng Wei Thong
Ian Shi Yin Tjia
Rachel Louise Torpy
Vivien Tu
Rachel Hope Tulla
Jack Anthony Turton
Michael Ucci
Natasha Renee Van Antwerpen
Rory Peter Van der Linden
Alexandra Van Gemert
Alanah Varricchio
Ryan Vice
David Vincekovic
Nicole Vincent
Isabella Vinci
Tammy Vo
Ellen Mary Walsh
Kate Rhiannon Walsh
Naomi Alice Warmer
Monica Welsh
Gabriello White
Samuel James White
Simon-James Whiteside
Antoinette Wichmann
Cie-Ayn Belinda Wild
Fergus Willsmore
Brian Alfred Wilson
Amy Wishart
Evan James Wolfendale
Alexander Patrick Wong
Amanda Jane McEachran Wurst
Xiaohua Yang
Brooke Louise Young
Kristy Young
Amy Zhu
April Sherrie Zimmermann

English

English as a Second Language
Xuanhuan Chen
Thi Nguyen Thao Luu

English as Second Language Studies
Yap Aik Chern
Muhammad Asyraf Badruddin

Gimin Baek
May Xuan Chew
Van My Du
Keng Wah Foong
Yi Xin How
Newton Lellang Jen
Hui Ann Christine Kuan
Cindy Sze Wern Lee
Yao Rhong Lionel Lee
Jie Mei Jamie Liew
Ji Yian Low
Suresh Mahendra Raj
Rahul Malhotra
Yen-Nhi Hong Nguyen
Han Yang Quek
Zachary Sean Sia
Mathana Nair A/L Sreedaran
Shiyao (Sharon) Sun
Raghuraman Thayagaraja
Wan Ahmad Syakir Suhaimi Wan Abdul Hakim
Kay Yen Wong
Rachel Matilda Wong
Sabrina Jo-Ai Yap
Jia Yee Yeo

English Communications
Nehna Ahamed
Josephine Ainscough
Georgina Akkermans
Hannah Baker
Vincent Bowyer
Katherine Alexandra Brown
William Brown
Hayden Burke
Alexandra Carubia
Janelle Marie Cheung
Henry Coard
Ellie Ann Cobiac
Angus Peter Colovic
Chloe Jane Danvers
Jim Deadman
Naomi Dewing
James William Gerald Duncan
Elise Gordon
Declan James Cranston Gray
Celia Jane Elizabeth Hardy
Stacey Hein
Thomas Hibburt
Rebekah Hillan
Sascha Margarita Koerner-Heinjus
Caroline Jennifer Lam
Henry Lam
Charlotte Rachel Lassaline
Edward Angus Calvert Leighton
Zhen Xi (Chelsea) Liu
James Illias Lontos
Henry James Lumbers
Kahlia Amy Lynch
Lidia Manka
Madison Marcelis
Jennifer Matters
Katie Maxted

Candice McCue
Thomas McKenzie
Daphne Theresa McLeod
Baylee Jayde Meechan
Luke William Mitchell
Alexandra Kate Moody
Tahlia Louise Mulholland
Erica Lindsay Musgrove
Lilian Nguyen
Emily Grace Nicholson Gartley
Belinda Ong
Thomas Roy Padget
Nicholas James Palmer
Katrina Skye Pantillano
Simon Pazos Quintana
Huy-Dat Vuong Pham
Georgia Rose Raphael
James Benjamin Rawley
Indigo-Rose Redding
Adan Richards
Thomas James Rohrsheim
Dylan Rowen
Aleksandra Savic
Alexandra Louise Schutz
Mary-Anne Sexton
Kathryn Diana Sharley
Meg Hannah Smith
Mason Spangler
Brandt Steyn
Jack Fraser Stuart
Ashlee Jade Taylor
Samuel Taylor
Luisa-Marie (Abby) Velasco
Ellen Mary Walsh
George Waite Wells
Madelyn Clare Westover
Lincoln Xu
Danni-Arna Marie Zitterbart

English Pathways

Schonn-Pierre Jerome Hirst

English Studies

Sarah Abell
Lachlan Robert Blake
Claudia Boccaccio
David Leonard Brook
Michelle Chan
Sai Lekshmi Chandramohan
Lauren Therese Clarke
Ella Gwendoline Clarkson
Samantha Kate Dawes
Eloise Ruth Dibden
Sophie Jane Eather
Emma Kaye Gard
Claire Patricia Hannon
Sophie Alisha Simmons Howe
Yvette Jones
Barbara Karageorgos

Emma Rose Kavanagh
Siok Ping Kheng
Catherine Amelia Louise Kirby
Silva Wallawa Dream Landers
Anna Kristina Miers
Tess Catherine Murray
Louisa Neate
Christine Xin Zhu Ong
Shana Kate O'Toole
Lucy Pittman
Hannah Short
Lauren Simpson
Samuel Stephen Sunter
Ella Rose Syme
Natasha Renee Van Antwerpen
Mairi Louise Walker
Monica Welsh
Samuel James White
Annelise Wood

Health and Physical Education

Child Studies

Daniella Barilla
Ivana Louise Barolo
Johanna Meg Chapman
Annabel Meg Coleman
Abbey Douglass
Georgia Rose Farese
Madison Grace Firth
Stacey Hein
Ashleigh Kate Henderson
Paula Messina
Montana Grace Minagall
Elise Marie Prestia
Melissa Kate Royals
Maggie Beth Slee
Labrie Constance Stasinopoulos
Kayla Vitale
Jasmin Kayla Woll

Food and Hospitality

Nicholas James Booth
Rachel Cate Favilla
Carla Ruth Gallasch
Danielle Ghinis
Tiarna Kathleen Harfield
Alexandra Amy-Rose Hewitt
Ashleigh Kate Hill
Tayla Maddisson Hunt
Courtney Rose Koch
Taylah Marie Koch
Vanessa Annemarie Fedele Litt
Danielle Loffler
Abbie Martin
Katelyn Peta Menzel
Cassandra Mae Mills
Brigitte Emma Murphy

Emma Rose O'Connor
Jacqueline Joy Quinsey
Tikari Rigney
Charlee Anne Ritter
Khalia Hannah Thorn
Christina Katie Webb
Sophie Katrina Woods
April Sherrie Zimmermann

Health

Shantelle Marie Burden
Abbie Rose Cousins
Charlotte Kate Forrest
Jayden Leigh Pacor
Jade Elizabeth Robertson
Kate Searle
Elizabeth Mae South
Jessica Jade Tassone
Nicole Vincent

Outdoor Education

Jordan Elizabeth Bryant
Annabelle Rose Buttery
Annie Kate Isaksson
Eloise Kate Meaney
Hamish Alexander Mills
Shaelyn Matilda Puckridge

Physical Education

Ellen Bennett
Claudia Camilos
Callum Cook
Georgia Rose Farese
Josephine Guthridge
Olivia Marie Jansen
Sascha Margarita Koerner-Heinjus
Kimberley Langley
Nicholas Dean Litchfield
Henrietta Catherine Douglas MacMillan
Elise Newman
Angus Owen
Lucinda Silvestri
Laura Elizabeth Sinclair
Rosie Anne Smith
Kate Frances Te Piki Tihema
Courtney Daxine Waterman
Megan Wheatley

Humanities and Social Sciences

Australian and International Politics

Tyler Robert Parsons
Kate Rhiannon Walsh

Classical Studies

Susan Han Dieu
Sascha Margaret Simeon Kelly
Caitlyn Laing
Tyler Robert Parsons

Economics

Nur Farhanah Adam Malik
Christian Nardi Andreotti
Matthew Richard Boughey
Alex Dimasi
Madeline Hanns
Yi Xin How
Christos Kontos
Evangeline Amelia Papps
Tim Porter

Geography

Molly Jean Dillon
Van My Du
Alexander Deane Hill
Thu Hien Nguyen
Eilis Jane Noone
Rachael Erin Robb
Cate Ellen Snell
Millie Primrose Williams

Legal Studies

Sarah Abell
Jade Andriani
Samantha Batt
Mitchell Brunker
Josie Chantrell
Henry Coard
Anna FitzGerald
Sophie Hilditch
Gabriel La Paglia
Anna Kristina Miers
Jordan Daniel Noble
Tim Porter
Frances Adelaide Raynham
Kate Therese Worley

Media Studies

Adriane Neshoda
Henry Zheng Wei Thong
Xiaohua Yang

Modern History

Christian Nardi Andreotti
Catherine Barron
Mitchell Brunker
Lucy Isabelle Burnett
Henry Coard
Callum Edward Young-Il Davies
Claire Patricia Hannon
Yvette Jones
Zoe Kassiotis
Harry Edward Martin
Alice O'Connell
Tyler Robert Parsons
Jessica Maree Pilkington
India Short
Joel Smith
Ella Rose Syme
Sophie Rose Thompson

Kate Rhiannon Walsh
Gabriello White

Philosophy

Rebecca Louise Munday

Religion Studies

Saghar Ahmadi
Kiara Elise Buccella
Jenny Day
Rebecca Kathleen Gooch
Mohadeseh Hassani
Oliver Henry Heaney
Dim Maldeniye Koralalge
Ashleigh McDonald
Yen-Nhi Hong Nguyen
Eilis Jane Noone
David Vincekovic
Isabella Vinci

Society and Culture

Kayleigh Clarke
Lilian May Danvers
Irini Alexandra Germanos Kourakis
Mia Erin Lucy Heim
Nikola Emily Higgins
Kate Georgina Lewis
Jacqueline Marian Milne
Nyasha Mpofu
Jakeb Charles Noble
Maria Positano
Tikari Rigney
Rosie Anne Smith
Felicia Spadavecchia
Ashlee Jade Taylor
Sandra Wu

Tourism

Mollie Meegan Barker
Bethany Georgina Cox
Courtney Jayne Donnellan
Chiara Gatti
Stephanie Catherine Zito

Women's Studies

Evelyn Manfield
Manon Ryan

Languages

Chinese (background speakers)

Ziqi Tang

Chinese (continuers)

Yue Huang
Tania Wen Shan Wong

French (continuers)

Claire Patricia Hannon
Katarina Louise Plush
Sophie White

German (continuers)

Jana Gropl
Kira Tamm Millikan
Sorrel Franziska Salb

Hindi (continuers)

Rahul Malhotra

Indonesian (continuers)

Jordan Daniel Noble

Italian (continuers)

Rocco Oliva
Liana Elena Rossi

Japanese (continuers)

Kenneth Do

Malay (background speakers)

Nor Shafika Shahira Binti Mohamed Adnan

Modern Greek (continuers)

Stephanie Bourboulis
Sophia Ephremia Dais

Russian (continuers)

Roman Stepchyn

Second Language Learning II

Kupa Henry

Spanish (beginners)

Lauren Carole Northcote
Benedict William Yeates

Spanish (continuers)

Luisa Fernando Rozo Losada
Valentina Salcedo
Tania Zeissig

Vietnamese (background speakers)

Quynh Hoai Phuong Nguyen

Vietnamese (continuers)

Linda Phi Nhung Nguyen

Mathematics

Mathematical Applications

Mollie Meegan Barker
Madison Bennett
Ainsleigh Renee Bilato
Tayla Deni Brine
Emily Kate Burgess
Larissa Rachel Cavallaro
Laura Chadwick
Janelle Marie Cheung
Tamika Jade Cobb
Ellie Ann Cobiac
Paisley Crozier
Rachel Hannah Davis
Jessica Kimberly Dearman
Zachary William Simon De-Boeck
Cameron Den Dekker
Thomas Peter Dichiera
Beth Alison Eichmann
William Alwyn Fitridge
Alessandra Foster
Genna Rose Geddes
Brooke Griffin
Herbie Santino Aston Griffiths
Jarryd Hawes
Mikaela Kathleen Heath
JungEun Kim
Emma Jane Kohlberger
Taneeka Siobahn Lang
James Thomas Lanthois
Eloise Jean Leopold
Amber Lauren Lillyman
Isabel Lokan
James Illias Lontos
Victoria Ann Malavazos
Isla Rose Mapleson
Lewis March
Abbey Matson
Candice McCue
Claudia Rebecca McDonald
Naomi McKay
Dimitrios Mitsioulis
Billie Newton
Brydie Jayne O'Leary
Amy Kaye Parkin
Luke Partington
Katherine Jane Peek
Anthony Pigliacelli
Kate Louise Rattigan
Amelia Vikki Romeo
Marcus Aaron Rose
Dana Marie Rowbottom
Mike Vincent Maximilian Schmid
Ashleigh Smith
Matt Smith
Margo Jane Sullivan
Victoria Jane Tait
Sarah Tesolin
Mikaela Townsend
Lucy Mae Tweed
Lauren Kate Walker
Kate Rhiannon Walsh

Emma Warren
Chloe Anne Watson
Jake Charles Westbrook
Sophie Katrina Woods
Sandra Wu
Olivia Zoia

Mathematical Methods

Christian Nardi Andreotti
Amelia Basedow
Tiffany Byerley
Harrison James Dearing
Molly Jean Dillon
Lucy Therese Holland-Smith
Sarah Melissa Jones
Yu Kato
Phong Khuu
Evelyn Manfield
Hollie Christina Moran
Stephanie Nomikos
Matilda Elizabeth Nugent
Alice O'Connell
Tess Penfold
Amber Pengelley
Eliza Jane Quinlan
Georgia Rachel Blanche Smithson-Tomas
George Waite Wells
Xin Louis Xiao

Mathematical Studies

Benjamin Hin-Kiong Aggarwal
Xavier William McDonald Agnew
Isabella Maria Avis Allen
Ramzy Al-Moughraby
Samuel Thomas Arthurson
Vidhi Arya
Zahra Ataie Ashtiani
Jayne Catherine Atkinson
Faith Michelle Brohier
Luke James Butcher
Brock Angus Campbell
Jiahao (William) Cheng
Ashleigh Mei Ling Chin
Jessica Michelle de La Perrelle
Jackson Ty Dearing
Danielle Jade Edwards
Richard Engelke
Julia Jayne English
Syed Shahkar Faiz
Alexander Sebastian Furlan
Emma Kaye Gard
Philip Timothy Grace
Declan James Cranston Gray
Daniel James Weston Hill
Abhiram Hiwase
Joshua Nathan Hoare
Yi Teng Hoo
Sophie Alexandra Hood
Daeun Jung
Joshua Kempster
James Stuart Kimber
Matthew Oliver King
Yi Wai Koh

Albert Xing-Yi Kong
Andreas Ktoris
Nicholas Thomas Kuchar
Anyue Lang
Esrom Edward Leaman
Doyeon Lee
Ray Juan Li
Shir Ling Lim
Benjamin Madigan
Stacey Matthews
Nicholas McLean
Jake Lawson Miell
Rebecca Louise Munday
Erica Lindsay Musgrove
Isaac Nakone
Dylan Nam Nguyen
Marie Nguyen
Phi Nguyen
Thu Hien Nguyen
Christine Xin Zhu Ong
James Anthony Parker
Tania Michelle Pullin
Dylan Michael Raftery
Shabab Rahman
Lucy Sara Ryan
Krutarthkumar Jayeshkumar Satani
Julia Steele Scott
Stephen Sika
Lauren Simpson
Meg Hannah Smith
Abhishekh Srinivas
Adam James Swan
Cao Son Tran
Dechlan Victory
Jedwin Villanueva
Brandon Wadforth
Caleb Wijesinha
Alexander Patrick Wong
Lok Yan (Gloria) Wong
Anna-Maria Zacharakis

Specialist Mathematics

Xavier William McDonald Agnew
Thomas William Aspinall
Luke James Butcher
Philip Timothy Grace
Liam Christopher Hockley
Sophie Alexandra Hood
Haocheng Huang
Esrom Edward Leaman
Doyeon Lee
Ray Juan Li
Joshua Yi-Jian Lim
Alexander Makarowsky
Benjamin Moore
Rohitsurya Muralikumar
Sam Thomas Hoad Pears
Tania Michelle Pullin
Krutarthkumar Jayeshkumar Satani
Stephen Sika
Abhishekh Srinivas
Adam James Swan
Ahnaf Tajwar Tahabub

Letitia Katherine Townsend
Hai Thanh Tran
Jedwin Villanueva
Andrew Paul Vonow
Maxwell James Weppner
Xin Louis Xiao

Science

Agricultural and Horticultural Studies

Lauren Amy Innes
Tahlia Renee Liebelt
Molly Rose O'Dea

Agriculture and Horticulture

Agricultural and Horticultural Principles

Leah Melanie Zimmermann

Biology

Terence Wee-Xiang Ang
Isaac Christopher Bell
Isabelle Rose Blacketer
Matthew Thomas Camacho
Claudia Camilos
Brooke Lil Caputo
Simran Jessica Chand
Jessica Chao
En-Lih Chew
Lisa Jane Childs
Mahendra Chitrarasu
Ellie Ann Cobiac
Kate Eliza Collins
Mason Henry Crossman
Harrison James Dearing
Roman Delo
Zander Engelbrecht
Madeline Kate Gordon
Brooke Griffin
Wala Hamid Haj Ali
Ella Julia Harrison
Lucy Therese Holland-Smith
Trudy Qiu di Hong
Sarah Melissa Jones
Siok Ping Kheng
Yen Ee Amy Lee
Darcie Rose Linnell
Yen Jin Loo
Cindy Ly
Alistair Mel Arthurs Mackenzie
Suresh Mahendra Raj
Rahul Malhotra
Stacey Matthews
Connor McPhail
Anna Kristina Miers
Hollie Christina Moran
Tess Catherine Murray
Erica Lindsay Musgrove
Phi Nguyen
Thu Hien Nguyen
Aidan Norbury

Alice O'Connell
Christine Xin Zhu Ong
Thomas Roy Padget
Tessa Pahl
Sam Thomas Hoad Pears
Rhianna Penfold
Kaya Timothea Piotrowski
Khizar Rana
Grace Isabella Dennis Roache
Surbhi Sehgal
Hannah Short
Lauren Simpson
Phoebe Phillips Christie Smith
Georgia Rachel Blanche Smithson-Tomas
Hai Thanh Tran
Jennifer Tran
Timothy James Trewren
Natasha Renee Van Antwerpen
Serena Yaxin Vi
Isabella Vinci
Lauren Quynh Thi Vu
Antoinette Wichmann
Millie Primrose Williams
Yasmin Lee Wilson
Haoyang Wu
Fang Zhou

Chemistry

Ramzy Al-Moughraby
Paul Alvaro
Lachlan Joshua Bateman
Daniel James Bendo
Faith Michelle Brohier
David Leonard Brook
En-Lih Chew
Mahendra Chitrarasu
Roshini Jeny Chrispha Christy
Jenny Day
Jackson Ty Dearing
Keng Wah Foong
Emma Kaye Gard
Meg Elizabeth Gazzard
Erica Sacha Ghezzi
Trudy Qiu di Hong
Yi Teng Hoo
Sarah Melissa Jones
Emma Rose Kavanagh
Joshua Kempster
Sascha Margarita Koerner-Heinjus
Yi Wai Koh
Albert Xing-Yi Kong
Yo Han John Kwon
Su Min Lee
Yen Ee Amy Lee
Shir Ling Lim
Yee Jin Loo
Zhen Xi (Chelsea) Liu
Cameron Mitchell Macintosh
Suresh Mahendra Raj
Alexander Makarowsky
Stacey Matthews
Hollie Christina Moran
Erica Lindsay Musgrove
Li Sa Ng
John Nguyen

Huy-Dat Vuong Pham
Jack Rumbelow
Julia Steele Scott
Ryan Shibu
Lauren Simpson
Meg Hannah Smith
Phoebe Phillips Christie Smith
Abhishekh Srinivas
Joseph Graham Steer
Ahnaf Tajwar Tahabub
Hai Thanh Tran
Jennifer Tran
Timothy James Trewren
Samuel James White
Sophie White
Alexander Patrick Wong
Kate Therese Worley
Haoyang Wu
Xin Louis Xiao
Lincoln Xu
Laura Katherine Zdanowicz
Wenqi Zhang

Nutrition

Rachel Hannah Davis
Ji Yian Low
Claudia Rebecca McDonald
Naomi McKay
Isabella Vinci
Louise Wray

Physics

Xavier William McDonald Agnew
Yap Aik Chern
Marcus John James Andreucci
Thomas William Aspinall
Zahra Ataie Ashtiani
Quoc Huy Banh
Lachlan Joshua Bateman
Daniel James Bendo
David Leonard Brook
Robert Kieren Chantrell
En-Lih Chew
Ashleigh Mei Ling Chin
Jessica Michelle de La Perrelle
Jackson Ty Dearing
Kenneth Do
Danielle Jade Edwards
Emma Kaye Gard
Meg Elizabeth Gazzard
Philip Timothy Grace
Declan James Cranston Gray
Zoe Haralampopoulos
Liam Christopher Hockley
Barbara Karageorgos
Joshua Kempster
Albert Xing-Yi Kong
Yo Han John Kwon
Thomas Lawler
Ray Juan Li
Shir Ling Lim
Alexander Makarowsky
Rahul Malhotra
Nicholas McLean

Kerry Mu
Thu Hien Nguyen
Gueyoul Oh
Justin Ong Kywen
Tania Michelle Pullin
Julia Steele Scott
Kailin Mitchell Sullivan
Ahnaf Tajwar Tahabub
Zoe Taylor
David Vincekovic
Samuel James White
Kate Therese Worley
Haoyang Wu
Rami Zahr
Laura Katherine Zdanowicz

Psychology

Nur Farhanah Adam Malik
Courtney Michelle Aird
Catherine Barron
Molly Barron
Elly Matilda Beal
Emma Carlsson
Michelle Chan
Mahendra Chitrarasu
Lauren Therese Clarke
Erin Dunn
Genna Rose Geddes
Erica Sacha Ghezzi
Brooke Griffin
Sara Elise Hariz
Joshua Nathan Hoare

Marielle Intveld
Courtney Rose Irrgang
Alexandra Amelia Ladas
Samantha Lai
Darcie Rose Linnell
Sonya Ann Lorenzoni
Cindy Ly
Kahlia Amy Lynch
Katie Maxted
Jordan Daniel Noble
Aidan Norbury
Shana Kate O'Toole
Jade Palmer
Hazel Frances Paton
Brittany Sheree Perry
Kate Louise Rattigan
Aleksandra Savic
Amy Seager
Sabrina Sghirripa
Annabel Kate Louise Short
Gurfarmaan Singh
Johanna Lif Sveinsson
Kristyn Taylor
Antonia Theodoulou
Zoe Clare Thiel
Maja Vujic
Sophie Katrina Woods
Petrina Yap

Scientific Studies

Alexander Jakob
Alexander Pacifico

Appendix F: SACE Board Statistics

Statistics previously published in the Annual Report are now available at www.sace.sa.edu.au/web/sace-data

In addition, longitudinal statistics (statistics published in the SACE Board Annual Report from 1996–2010) are provided at www.sace.sa.edu.au/web/sace-data/longitudinal-statistics

Appendix G: Financial Statements for the Year Ended 31 December 2014

Statement of Comprehensive Income
For the Year Ended 31 December 2014

	Note No.	2014 $'000	2013 $'000
Expenses			
Employee benefits expenses	4	14 628	13 267
Supplies and services	5	5 676	7 176
Replacement teachers' expense	6	1 624	1 846
Depreciation and amortisation expense	7	655	638
Other expenses	8	162	–
Total expenses		**22 745**	**22 927**
Income			
Revenues from fees and charges	10	2 488	2 649
Interest revenues	11	231	253
Net gain from the disposal of assets	12	1	–
Replacement teachers' write-back	13	450	352
Other income	14	334	463
Total income		**3 504**	**3 717**
Net cost of providing services		**19 241**	**19 210**
Revenue from/Payments to SA Government			
Revenues from SA Government	15	19 697	19 517
Net result		**456**	**307**
Other comprehensive income		**–**	**–**
Total comprehensive result		**456**	**307**
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 2014

	Note No.	2014 $'000	2013 $'000
Current Assets			
Cash and cash equivalents	16	703	1 474
Receivables	17	563	391
Other financial assets	18	7 001	5 688
Total current assets		**8 267**	**7 553**
Non-current Assets			
Receivables	17	–	12
Plant and equipment	19	537	1 122
Intangible assets	20	1 111	714
Total non-current assets		**1 648**	**1 848**
Total assets		**9 915**	**9 401**
Current Liabilities			
Payables	22	1 043	1 240
Replacement teachers' liability	23	906	1 099
Employee benefits	24	1 642	1 375
Other liabilities	25	100	11
Total current liabilities		**3 691**	**3 725**
Non-current Liabilities			
Payables	22	165	159
Employee benefits	24	1 801	1 721
Other liabilities	25	22	16
Total non-current liabilities		**1 988**	**1 896**
Total liabilities		**5 679**	**5 621**
Net assets		**4 236**	**3 780**
Equity			
Retained earnings	27	1 611	1 155
Staff entitlements reserve	27	2 625	2 625
Total equity		**4 236**	**3 780**
The total equity is attributable to the SA Government as owner.			
Auditor's remuneration	9		
Unrecognised contractual commitments	26		
Remuneration of Board and committee members	29		
Financial instruments/financial risk management	30		

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

Statement of Changes in Equity
For the Year Ended 31 December 2014

	Note No.	Staff Entitlements Reserve $'000	Retained Earnings $'000	Total $'000
Balance at 31 December 2012		**2 625**	**848**	**3 473**
Net result for 2013		–	227	227
Error correction	31	–	80	80
Restated net result for 2013		–	307	307
Total comprehensive result for 2013		**–**	**307**	**307**
Balance at 31 December 2013	27	**2 625**	**1 155**	**3 780**
Net result for 2014		–	456	456
Total comprehensive result for 2014		**–**	**456**	**456**
Balance at 31 December 2014	27	**2 625**	**1 611**	**4 236**
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 2014

	Note No.	2014 $'000	2013 $'000
Cash Flows from Operating Activities			
Cash Outflows			
Employee benefit payments		(14 298)	(13 662)
Payments for supplies and services		(6 547)	(7 124)
Replacement teachers		(1 367)	(1 204)
GST paid to the ATO		(73)	–
Cash used in operations		**(22 285)**	**(21 990)**
Cash Inflows			
Fees and charges		2 638	4 023
Interest received		210	263
GST recovered from the ATO		545	551
Other receipts		365	33
Cash generated from operations		**3 758**	**4 870**
Cash flows from SA Government			
Receipts from SA Government		19 697	19 517
Cash generated from SA Government		**19 697**	**19 517**
Net cash provided by (used in) operating activities	28	**1 170**	**2 397**
Cash Flows from Investing Activities			
Cash Outflows			
Purchases of property, plant and equipment		(20)	(323)
Purchases of intangible assets		(608)	(407)
Net cash provided by (used in) investing activities		**(628)**	**(730)**
Net increase (decrease) in cash and cash equivalents		**542**	**1 667**
Cash and cash equivalents at the beginning of the financial year		7 162	5 495
Cash and cash equivalents at the end of the financial year	28	**7 704**	**7 162**

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

Note Index

Notes to the Financial Statements

Note 1 Objectives of the SACE Board of South Australia

The main functions of the SACE Board of South Australia 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, and
- 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 $19.70 million (2013: $19.52 million).

Note 2 Summary of Significant Accounting Policies

a) Basis of Accounting

Statement of Compliance

The financial statements are general purpose financial statements. The accounts have been prepared in accordance with relevant Australian Accounting Standards 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. Australian accounting standards and interpretations that have recently been issued or amended but are not yet effective have not been adopted by the SACE Board for the reporting period ended 31 December 2014. These are outlined in Note 3.

Basis of Preparation

The preparation of the financial statements requires:

- the use of certain accounting estimates and 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. Management has made an assessment of the potential impact that estimates and assumptions may have on the financial statements and considers it to be low
- 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 PFA Act. 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) Revenues, expenses, financial assets and liabilities where the counterparty/transaction is with an entity within the SA Government as at the reporting date, classified according to their nature. No threshold for separate identification of these items applies.
  - (b) Expenses incurred as a result of engaging consultants (as reported in the Statement of Comprehensive Income).
  - (c) Employee targeted voluntary separation package information.
  - (d) 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.
  - (e) 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 operating cycle and are presented in Australian currency.

The accounting policies set out below have been applied in preparing the financial statements for the year ended 31 December 2014 and the comparative information presented.

b) Reporting Entity

The SACE Board of South Australia is a body corporate established under the *SACE Board of South Australia Act 1983* (the Act). It operates within legislative requirements of the Act and adheres to occupational health, safety and welfare requirements, equal opportunity and public sector principles. The SACE Board is responsible for the development and management of curriculum and its assessment, as well as the certification and reporting of student information and data about student participation in the South Australian Certificate of Education.

c) Comparative Information

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

d) Rounding

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

e) 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.

Unrecognised contractual commitments and contingencies 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 and contingencies are disclosed on a gross basis.

f) 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 that may have a material impact on the results of subsequent years.

g) Income and Expenses

Income and expenses are recognised to the extent that it is probable that the flow of economic benefits to/from the authority will occur and can be reliably measured.

Income and 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.

Income

The following are specific recognition criteria.

Revenues from SA Government

SACE Board grant payments are made on behalf of the Minister for Education and Child Development and are the state government's contribution to the operation of the SACE Board of South Australia.

Fees and Charges

Revenues from fees and charges are derived from the provision of goods and services. 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 and China
- 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 on delivery of the service to the clients or by reference to the stage of completion.

The SACE Board ceased setting and marking examinations for the Singapore Examinations and Assessment Board after completion of the work involving the 2012 examination.

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.

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 is determined by comparing proceeds with carrying amount.

Replacement Teachers' Write-back

Income from the Replacement Teachers' Write-back comprises the reduction in the replacement teachers' liability due to unclaimed salary reimbursements. Note 13 includes further details. The SACE Board's internal policy in the treatment of claims for temporary replacement teachers (TRTs) is not to accept any liability for charges if the claim is made more than one semester after the semester of issue.

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. Other income types are recognised on an accrual basis.

Expenses

Employee Benefits Expenses

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

Superannuation

The amount charged to the Statement of Comprehensive Income represents the contributions to superannuation plans in respect of current service at the SACE Board. The Department of Treasury and Finance centrally recognises the superannuation liability.

Replacement Teachers' Expense

The expense for replacement teachers represents the cost to schools of staff to replace teachers who are involved in SACE Board activities. These costs are reimbursed by the SACE Board on submission of claims by schools. An initial expense is recognised when the TRT is issued.

h) Current and Non-current Classification

Assets and liabilities are characterised as either current or non-current in nature. The SACE Board has a clearly identifiable operating cycle of 12 months. Assets and liabilities that are 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.

Where asset and liability line items combine amounts expected to be realised within 12 months with amounts expected to be realised after 12 months, the SACE Board has separately disclosed the amounts expected to be recovered or settled after more than 12 months.

i) Cash and Cash Equivalents

Cash and cash equivalents in the Statement of Financial Position comprise cash at bank and on hand.

j) Receivables

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

Trade receivables arise in the normal course of selling goods and services to other agencies and to the public. Trade receivables are generally

receivable within 30 days of issuing an invoice or when the goods/services have been provided under a contract arrangement.

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

k) Other Financial Assets

Other financial assets consist of a short-term, highly liquid investment account with maturities of 3 months or less that are readily converted to cash and which are subject to insignificant risk of changes in value. In accordance with the accounting policy statements contained in the *Accounting Policy Framework IV — Financial Asset and Liability Framework*, the SACE Board measures financial assets at historical cost.

l) Plant and Equipment

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 less accumulated depreciation.

Where assets are acquired at no value, or at minimal value, they are recorded at their fair value in the Statement of Financial Position.

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

Plant and equipment has not been revalued as there are no items that had a fair value at the time of acquisition 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. These assets are classified in level 3 of the fair value hierarchy as described in note 21 Fair Value Measurement as there has been no subsequent adjustment to their value, except for management assumptions about the assets' condition and remaining useful life.

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' comments.

m) Depreciation and Amortisation of Non-current Assets

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. All intangible assets have a finite useful life.

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 Assets	Useful Life (years)
Furniture and fittings	3–8
Equipment	3–8
Computer equipment	3–10
Schools Online (DATEX) software	3–10
Leasehold improvements	Life of lease

n) Intangible Assets

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 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.

Under these requirements the SACE Board has recognised at cost an asset relating to internally generated software integral to its results assessment operation, the *Schools Online* (DATEX) software application.

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

o) 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 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 for payment to eligible employees made on behalf of the Family Assistance Office.

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

Employee benefit 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. 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.

Employment on-costs include superannuation contributions and payroll tax in respect to outstanding liabilities for salaries and wages,

long service leave, annual leave, and skills and experience retention leave. In addition, employment on-costs include $101 000 (2013: $137 000) in unpaid superannuation relating to December 2014.

p) Employee Benefits

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

Wages, Salaries, Annual Leave, Skills and Experience Retention Entitlement, and Sick Leave

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

The annual leave liability and the skills and experience retention entitlement 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 at 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 duration that match as closely as possible the estimated future cash outflows.

q) Leases

The SACE Board has entered into operating lease agreements for buildings and vehicles where the lessors effectively retain all the risks and benefits incidental to ownership of the items held under the operating leases. Equal instalments of the lease payments are charged to the Statement of Comprehensive Income over the lease terms, as this is representative of the pattern of benefits derived from the leased assets.

Lease Incentives

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 in the rental expense over the lease term, on a straight-line basis.

r) Unrecognised Contractual Commitments

Unrecognised contractual commitments comprise remuneration, operating, and other commitments. These commitments arise from contractual sources and are disclosed at their nominal value.

Note 3 New and Revised Accounting Standards and Policies

The SACE Board has made a voluntary change to its asset accounting policy in relation to the asset capitalisation threshold, effective 1 January 2014. The threshold has been increased from $1000 to $10 000, and has resulted in the following changes to the carrying amounts of assets on 1 January 2014:

	Carrying amount		
	Prior to change $'000	Following change $'000	Decrease $'000
Plant and equipment			
Furniture and fittings	16	14	2
Leasehold improvements	288	251	37
Equipment	125	102	23
Computer equipment	693	594	99
Total plant and equipment	**1 122**	**961**	**161**
Intangible assets			
Schools Online software	714	713	1
Total intangible assets	**714**	**713**	**1**
Total assets	**1 836**	**1 674**	**162**

Note 4 Employee Benefits Expenses

	2014 $'000	2013 $'000
Salaries and wages	8 122	7 583
TVSPs (refer below)	–	77
Casual salaries external assessment	2 253	2 067
Casual salaries moderation	375	425
Casual salaries other	200	86
Long service leave	555	172
Annual leave	751	623
Skills and experience retention leave	26	70
Employment on-costs - superannuation	1 548	1 402
Employment on-costs - other	665	603
Fringe benefits tax	21	28
Board and committee fees	112	131
Total employee benefits expenses	**14 628**	**13 267**

	2014 $'000	2013 $'000
Targeted Voluntary Separation Packages (TVSPs)		
Amounts paid during the reporting period to separated employees:		
TVSPs	–	77
Annual leave and long service leave	–	5
Total employee benefit expenses	**–**	**82**

	2014 $'000	2013 $'000
less recovery from Department of Treasury and Finance	–	78
Net cost to the Board	**–**	**4**

The number of employees to whom TVSPs were paid/payable during the reporting period was 0.

Remuneration of Employees

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, retention payments, superannuation contributions, salary sacrifice benefits, 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 $1.160 million (2013: $1.220 million).

	Number	
	2014	2013
Remuneration of Employees		
The number of employees whose remuneration received or receivable falls within the following bands:		
$141 500 to $151 499	2	1
$151 500 to $161 499	1	1
$191 500 to $201 499	1	1
$211 500 to $221 499	1	–
$221 500 to $231 499	–	1
$231 500 to $241 499	–	1
$251 500 to $261 499	–	1
$281 500 to $291 499	1	–
Total number of employees	**6**	**6**

Note 5 Supplies and Services

	2014 $'000	2013 $'000
Supplies and services provided by entities within the SA Government		
Office accommodation charged by DPTI	1 040	1 169
Computing charges	154	512
Fleet management costs	47	62
Shared Services SA charges	121	250
Other	112	134
Total supplies and services — SA Government entities	**1 474**	**2 127**
Supplies and services provided by entities external to the SA Government		
Consultants	8	–
Contractors	1 313	1 828
Printing	248	252
Travel and accommodation	258	257
Postage, courier and freight	600	368
Motor vehicles transport	182	232
Computing and communication	607	947
Software (expensed)	226	242
Rent (other)	107	97
Hospitality	153	147
Stationery and office supplies	90	90
Equipment hire	30	42
Repairs and maintenance	44	119
Security	9	46
Staff development	76	93
Other	251	289
Total supplies and services — Non-SA Government entities	**4 202**	**5 049**
Total supplies and services	**5 676**	**7 176**

	2014		2013	
	Number	$'000	Number	$'000
The number and dollar amount of consultancies paid/payable (included in supplies and services) that fell within the following bands:				
Below $10 000	1	8	–	–
Total paid/payable to consultants engaged	**1**	**8**	**–**	**–**

Note 6 Replacement Teachers' Expense

	2014 $'000	2013 $'000
Replacement teachers' expense		
Temporary replacement teachers	1 624	1 846
Total replacement teachers' expense	**1 624**	**1 846**

This expense relates to costs incurred by the Department for Education and Child Development and other school sectors for the release of teachers to undertake duties for the SACE Board. See also Note 23 for details of the unclaimed funds up to 31 December 2014.

Note 7 Depreciation and Amortisation Expense

	2014 $'000	2013 $'000
Depreciation		
Leasehold improvements	110	64
Equipment	59	103
Furniture and fittings	13	19
Computer equipment	263	325
Total depreciation	**445**	**511**
Amortisation		
Schools Online software	210	127
Total amortisation	**210**	**127**
Total depreciation and amortisation	**655**	**638**

Note 8 Other Expenses

	2014 $'000	2013 $'000
Other expenses		
Change in Asset Accounting Policy (refer Note 3)	162	–
Total other expenses	**162**	**–**

Note 9 Auditor's Remuneration

	2014 $'000	2013 $'000
Audit Services		
Audit fees paid/payable to the Auditor-General's Department relating to the audit of the financial statements	62	55
Total audit fees	**62**	**55**

Other Services

No other services were provided by the Auditor-General's Department.

Note 10 Revenues from Fees and Charges

	2014 $'000	2013 $'000
Fees and charges received/receivable from entities external to the SA Government		
Overseas students studying in South Australia	296	272
SACE International program	586	636
Singapore Examinations and Assessment Board	–	174
Northern Territory Government	1 606	1 567
Total fees and charges — Non-SA Government entities	**2 488**	**2 649**
Total fees and charges	**2 488**	**2 649**

Candidates' fees collected during 2014 include students in Malaysia and China who entered the SACE Board's assessment program, students from the Northern Territory, and amounts collected from overseas students studying in South Australia.

Note 11 Interest Revenues

	2014 $'000	2013 $'000
Interest revenues		
Other	41	62
Interest from entities within the SA Government	190	191
Total interest revenue	**231**	**253**

Note 12 Net Gain from the Disposal of Assets

	2014 $'000	2013 $'000
Proceeds from disposal	1	–
Total net gain from the disposal of assets	**1**	**–**

Note 13 Replacement Teachers' Write-back

During 2014, $450 304 (2013: $351 865) was written back against the liability for replacement teachers. The write-back relates to outstanding amounts raised prior to 31 December 2013, for which the Department for Education and Child Development and private schools have not sought reimbursement.

Refer to Note 23 for additional explanation of the liability for replacement teachers.

Note 14 Other Income

	2014 $'000	2013 $'000
Other income from SA Government entities		
Department for Education and Child Development	5	131
Other government agencies	15	104
Total other income from SA Government entities	**20**	**235**
Other income from entities external to the SA Government		
Assessment fees	4	7
Miscellaneous income	173	92
Replacement certificates	30	25
Sale of publications	1	1
Scaling grant	106	103
Total other income from entities external to the SA Government	**314**	**228**
Total other income	**334**	**463**

Note 15 Revenues from SA Government

	2014 $'000	2013 $'000
Revenues from SA Government		
Operating grant	19 697	19 517
Total revenues from SA Government	**19 697**	**19 517**

The State Government operating grant for 2014 was received in twelve instalments.

Note 16 Cash and Cash Equivalents

	2014 $'000	2013 $'000
Cash and cash equivalents		
Cash on hand	1	1
Cash at bank	702	1 473
Total cash and cash equivalents	**703**	**1 474**

Interest Rate Risk: cash on hand is non-interest-bearing. Deposits with the Commonwealth Bank of Australia earn a floating interest rate, based on daily deposit rates with interest paid monthly.

Net Fair Values: the carrying amount of cash and cash equivalents represents fair value.

Note 17 Receivables

	2014 $'000	2013 $'000
Current		
Trade receivables	214	197
Allowance for doubtful debts	(9)	(9)
Prepayments	175	127
Accrued revenue	37	17
GST receivable	146	59
Total current receivables	**563**	**391**
Non-current		
Prepayments	–	12
Total non-current receivables	**–**	**12**
Total receivables	**563**	**403**
SA Government/Non-SA Government receivables		
Receivables from SA Government entities		
Trade receivables	7	–
Prepayments	15	–
Accrued revenue	21	14
Other	–	–
Total receivables from SA Government entities	**43**	**14**
Receivables from non-SA Government entities		
Receivables	198	188
Prepayments	160	139
Accrued revenue	16	3
Other	146	59
Total receivables from non-SA Government entities	**520**	**389**
Total receivables	**563**	**403**

Interest Rate and Credit Risk

Receivables are raised for all goods and services provided for which payment has not been received. Receivables are normally settled within 30 days. Trade receivables and accrued revenues are non-interest-bearing. Other than being recognised in the provision for doubtful debts, it is not generally anticipated that counterparties will fail to discharge their obligations. The carrying amount of receivables approximates net fair value due to being receivable on demand. In addition, there is no concentration of credit risk.

a) Maturity analysis of receivables — please refer to Table 30.3 in Note 30.

b) Categorisation of financial instruments and risk exposure information — please refer to Note 30.

Bad and Doubtful Debts

The SACE Board has recognised a bad debt expense of $11 000 in the Statement of Comprehensive Income under supplies and services. This amount has been written off directly against the Accounts Receivable asset where amounts owing have been identified as uncollectable. The provision of doubtful debts balance against the remaining Accounts Receivable has not been adjusted during 2014.

Note 18 Other Financial Assets

	2014 $'000	2013 $'000
Current		
Investments with SAFA	7 001	5 688
Total other financial assets	**7 001**	**5 688**

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 19 Plant and Equipment

	2014 $'000	2013 $'000
Furniture and fittings at cost	50	167
Accumulated depreciation at the end of the calendar year	49	151
Total furniture and fittings	**1**	**16**
Leasehold improvements at cost	664	1 076
Accumulated depreciation at the end of the calendar year	523	788
Total leasehold improvements	**141**	**288**
Equipment at cost	916	1 128
Accumulated depreciation at the end of the calendar year	873	1 003
Total equipment	**43**	**125**
Computer equipment at cost	1 534	2 218
Accumulated depreciation at the end of the calendar year	1 182	1 525
Total computer equipment	**352**	**693**
Total plant and equipment	**537**	**1 122**

Reconciliation of Plant and Equipment

The following table shows the movement of
Plant and Equipment during 2014 and 2013:

	Furniture and fittings $'000	Leasehold improvements $'000	Equipment $'000	Computer equipment $'000	Total $'000
Carrying amount at 1 January 2014	**16**	**288**	**125**	**693**	**1 122**
Additions	–	–	–	21	21
Assets derecognised (including disposals)	2	37	23	99	161
Transfers	–	–	–	–	–
Depreciation	13	110	59	263	445
Carrying amount at 31 December 2014	**1**	**141**	**43**	**352**	**537**
Carrying amount at 1 January 2013	**32**	**149**	**228**	**901**	**1 310**
Additions	3	203	–	117	323
Assets derecognised (including disposals)	–	–	–	–	–
Transfers	–	–	–	–	–
Depreciation	19	64	103	325	511
Carrying amount at 31 December 2013	**16**	**288**	**125**	**693**	**1 122**

Impairment

There were no indications of impairment of plant
and equipment assets at 31 December 2014.

Note 20 Intangible Assets

	2014 $'000	2013 $'000
Schools Online software at cost	2 851	2 246
Accumulated amortisation at the end of the calendar year	1 740	1 532
Total intangible assets	**1 111**	**714**

Reconciliation of Intangible Assets	Total Intangible Assets $'000
Carrying amount at 1 January 2014	**714**
Additions	608
Assets derecognised (including disposals)	1
Transfers	–
Amortisation	210
Carrying amount at 31 December 2014	**1 111**

Carrying amount at 1 January 2013	**434**
Additions	407
Assets derecognised (including disposals)	–
Transfers	–
Amortisation	127
Carrying amount at 31 December 2013	**714**

Note 21 Fair Value Measurement

The fair value of non-financial assets must be estimated for recognition and measurement or for disclosure purposes. The SACE Board categorises non-financial assets measured at fair value into a hierarchy based on the level of inputs used in measurement, i.e.:

Level 1 – quoted prices (unadjusted) in active markets for identical assets and liabilities

Level 2 – inputs other than quoted prices within level 1 that are observable for the asset or liability either directly or indirectly

Level 3 – inputs for the asset or liability that are not based on observable market data (unobservable inputs).

Fair value measurements recognised in the Statement of Financial Position are categorised into the following levels at 31 December.

The SACE Board had no valuations categorised into level 1 and level 2.

	Note No.	Level 3 2014 $'000	Level 3 2013 $'000
Recurring fair value measurements			
Plant and equipment			
Furniture and fittings	19	1	16
Leasehold improvements	19	141	288
Equipment	19	43	125
Computer equipment	19	352	693
Total plant and equipment		**537**	**1 122**
Total recurring fair value measurements		**537**	**1 122**

Valuation techniques used to derive level 3 fair values are at Note 2(l). Although unobservable inputs were used in determining fair value and are subjective, the agency considers that the overall valuation would not be materially affected by changes to the existing assumptions. There were no changes in valuation techniques during 2014.

Note 22 Payables

	2014 $'000	2013 $'000
Current		
Creditors	25	208
Accrued expenses	591	619
Employment on-costs	427	413
Total current payables	**1 043**	**1 240**
Non-current		
Employment on-costs	165	159
Total non-current payables	**165**	**159**
Total payables	**1 208**	**1 399**
SA Government/Non-SA Government payables		
Payables to SA Government entities		
Accrued expenses	129	424
Employment on-costs	592	572
Total payables to SA Government entities	**721**	**996**
Payables to non-SA Government entities		
Creditors	25	14
Accrued expenses	462	389
Total payables to non-SA Government entities	**487**	**403**
Total payables	**1 208**	**1 399**

Interest Rate and Credit Risk

Creditors and accruals are raised for all amounts billed but unpaid. Sundry creditors are normally settled within 30 days. Employment on-costs are settled when the respective staff benefit that they relate to is discharged. All payables are non-interest-bearing. The carrying amount of payables approximates net fair value due to the amounts being payable on demand.

Employee On-costs

As a result of an actuarial assessment performed by the Department of Treasury and Finance, the percentage of the proportion of long service leave taken as leave has remained at the 2013 rate of 40%, and the average factor for the calculation of employer superannuation cost is 10.3% (2013: 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 $1800 and employee benefits expense of $1800.

Note 23 Replacement Teachers' Liability

	2014 $'000	2013 $'000
Current		
Temporary replacement teachers	906	1 099
Total replacement teachers' liability	**906**	**1 099**

The liability for replacement teachers represents the unclaimed portion of funds as at 31 December 2014.

Note 24 Employee Benefits

	2014 $'000	2013 $'000
Current		
Annual leave	697	654
Skills and experience retention entitlement	44	49
Long service leave	658	449
Accrued salaries and wages	243	223
Total current employee benefits	**1 642**	**1 375**
Non-current		
Long service leave	1 801	1 721
Total non-current employee benefits	**1 801**	**1 721**
Total employee benefits	**3 443**	**3 096**
Total current and non-current employee liability (i.e. total employee benefits plus employment on-costs disclosed in Note 22)	4 035	3 668

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 set level of liability 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 is 2.75% (2013: 4.25%). This significant decrease in the bond yield, which is used to discount future long service leave cash flows, results in a significant increase in the reported long service leave liability.

The net financial effect of the change in the current year is an increase in the long service leave liability of $272 000 and employee benefit expense of $272 000. 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 maintained the salary inflation rate at 4.0%. As a result, there is no net financial effect resulting from changes in the salary inflation rate.

Note 25 Other Liabilities

	2014 $'000	2013 $'000
Current		
Revenue in advance	48	–
Lease incentive	52	11
Total current other liabilities	**100**	**11**
Non-current		
Lease incentive	22	16
Total non-current other liabilities	**22**	**16**
Total other liabilities	**122**	**27**

Note 26 Unrecognised Contractual Commitments

	2014 $'000	2013 $'000
Operating lease commitments		
Commitments in relation to operating leases contracted for at the reporting date but not recognised as liabilities are payable as follows:		
Within 1 year	1 028	1 016
Later than 1 year but not longer than 5 years	422	1 407
Total operating lease commitments	**1 450**	**2 423**
Other commitments		
Within 1 year	739	757
Later than 1 year but not longer than 5 years	458	355
Total other commitments	**1 197**	**1 112**

The SACE Board's operating lease and other commitments are for office accommodation, leased vehicles, equipment, contractors, and other contracted supplies and services. Office accommodation is leased through Building Management Accommodation and Property Services (DPTI). The lease commitment relating to office accommodation is net of a lease incentive received from the lessor.

This incentive has been applied across the full term of the lease in accordance with accounting standards. The operating leases are non-cancellable with terms ranging up to 5 years with some leases having the right of renewal. Rent is payable in advance.

The other commitments include IT contractors and a number of contracts for services and maintenance over the next 5 years.

The operating lease expenses incurred by the SACE Board were $982 391 (2013: $1 108 880).

	2014 $'000	2013 $'000
Remuneration commitments		
Commitments for the payment of salaries and other remuneration under fixed-term employment contracts in existence at the reporting date but not recognised as liabilities are payable as follows:		
Within 1 year	6 496	6 035
Later than 1 year but not longer than 5 years	6 611	8 549
Total remuneration commitments	**13 107**	**14 584**

Note 27 Equity

	2014 $'000	2013 $'000
Retained earnings	1 611	1 155
Staff entitlements reserve	2 625	2 625
Total equity	**4 236**	**3 780**

The staff entitlements reserve represents funds retained by the SACE Board to meet liabilities for long service leave, annual leave, and skills and experience retention leave accrued by staff members.

Note 28 Cash Flow Reconciliation

	2014 $'000	2013 $'000
Reconciliation of cash and cash equivalents		
Statement of Cash Flows	**7 704**	**7 162**
Statement of Financial Position		
Cash on hand and at bank	703	1 474
Deposits with SAFA	7 001	5 688
Statement of Financial Position	**7 704**	**7 162**

For the purposes of the Statement of Cash Flows, cash and cash equivalents includes cash on hand, deposits at bank, and short-term, highly liquid deposits with SAFA. Cash at the end of the reporting period as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows:

Reconciliation of net cash provided by (used in) operating activities to net cost of providing services:		
Net cash provided by (used in) operating activities	**1 170**	**2 397**
Less revenues from SA Government	(19 697)	(19 517)
Add (less) non-cash items		
Depreciation and amortisation expense	(655)	(638)
Gain / loss on sale of non-current assets	1	–
Change in capitalisation threshold	(162)	–
Changes in assets / liabilities		
Increase(Decrease) in receivables	160	(1 547)
(Increase)Decrease in payables	191	120
(Increase)Decrease in employee benefits	(347)	292
(Increase)Decrease in replacement teachers' liability	193	(290)
(Increase)Decrease in other liabilities	(95)	(27)
Net cost of providing services	**(19 241)**	**(19 210)**

Note 29 Remuneration of Board and Committee Members

The members and deputy members who were entitled to receive remuneration for services during the 2014 calendar year were:

SACE Board of South Australia

Presiding Member

Ms J.E. Danvers

Deputy Presiding Member

Mr R.J. Debelle

Members

Mrs C. Bauer

Ms M.M. Bentley

Mr S.J. Dowdy

Ms H.F. O'Brien

Ms P.M. Ronan

Mr P. Vaughan

Professor M.S. Westwell

Deputy Members

Mr S.V. Bousfield

Mr P. Daw

Mrs S.G. Duong

The committee members who were entitled to receive remuneration for services during the 2014 calendar year were:

Accreditation, Recognition, and Certification Committee

Mrs S.G. Duong

Professor M. Chinnappan

Professor D.L. Giles

Dr L.M. MacLeod

Mrs K.A. McGuigan

Professor S.M. Pyke

Planning, Finance, and Performance Committee

Mr P. Daw

Ms T. Georgiadis

Ms M.A. Silva

	Number	
	2014	**2013**
Remuneration of Board and committee members		
The number of Board and committee members whose remuneration received or receivable falls within the following bands:		
$0 to $9 999	10	10
$10 000 to $19 999	8	8
$20 000 to $29 999	1	–
Total number of Board and committee members	**19**	**18**

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 $152 000 (2013: $149 000) including $12 000 (2013: $19 000) paid or payable to a superannuation plan for Board/committee members.

In accordance with the Department of Premier and Cabinet Circular No. 016, government employees did not receive any remuneration for Board/committee 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 30 Financial Instruments/Financial Risk Management

30.1 Categorisation of Financial Instruments

Details of the significant accounting policies and methods adopted including the criteria for recognition, the basis for measurement, and the basis on which income and expenses are recognised with respect to each class of financial asset, financial liability, and equity instruments are disclosed in Note 2 'Summary of Significant Accounting Policies'.

Categorisation of Financial Instruments

Statement of Financial Position Line Item	Category of Financial Asset and Financial Liability	2014 Carrying Amount $'000	2013 Carrying Amount $'000	Note
Financial assets				
Cash and cash equivalents	Cash and cash equivalent	703	1 474	16
Receivables[1] [2]	Loans and receivables (at cost)	242	205	17
Other financial assets	Held to maturity investments (at cost)	7 001	5 688	18
Financial liabilities				
Payables[1]	Financial liabilities (at cost)	615	694	22
Replacement teachers	Financial liabilities (at cost)	906	1 099	23

[1] Receivable and payable amounts disclosed here exclude amounts relating to statutory receivables and payables. In government, certain rights to receive cash 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 levy receivables/payables, tax equivalents, Commonwealth tax etc., they would be excluded from the disclosure. The standard defines contract as enforceable by law. All amounts recorded are carried at cost.

[2] Receivables amount disclosed here excludes prepayments. Prepayments are presented in Note 17 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.

Fair Value

The SACE Board does not recognise any financial assets or financial liabilities at fair value in accordance with *Australian Policy Framework IV — Financial Asset and Liability Framework*.

Cash and Cash Equivalents

The interest rates applying at 31 December 2014 were 2.70% (2013: 2.70%) for the Commonwealth Bank of Australia operating

account, and 2.85% (2013: 2.70%) for the South Australian Government Financing Authority (SAFA) cash management facility.

Credit Risk

Credit risk arises where there is a possibility of the SACE Board's debtors defaulting on their contractual obligations resulting in a financial loss to the SACE Board. The SACE Board monitors risk regularly. The carrying amount of Receivables detailed in Table 30.3 represents the SACE Board's maximum exposure to credit risk.

The SACE Board has minimal concentration of credit risk. The SACE Board has policies and procedures in place to ensure that transactions occur with customers with appropriate credit history. The SACE Board does not engage in high-risk hedging for its financial assets.

Provision for impairment of financial assets is calculated on past experience and current and expected changes in client credit rating. Currently the SACE Board does not hold any collateral as security to any of its financial assets.

Other than receivables, there is no evidence to indicate that financial assets are impaired. Refer to Note 17 for information on the allowance for impairment to receivables.

30.2 Ageing Analysis of Financial Assets

The following table discloses the ageing of financial assets past due, including impaired assets past due.

| | Past due by | | | |
	Overdue for < 30 days $'000	Overdue for 30–60 days $'000	Overdue for > 60 days $'000	Total $'000
2014				
Not impaired receivables	18	–	12	30
Impaired receivables	–	–	9	9
2013				
Not impaired receivables	–	6	10	16
Impaired receivables	–	–	9	9

Receivable amounts disclosed here exclude amounts relating to statutory receivables, prepayments and accrued revenue.

30.3 Maturity Analysis of Financial Assets and Liabilities

The following table discloses the maturity analysis of financial assets and financial liabilities.

	Note	Carrying Amount $'000	< 1 year $'000	1–5 years $'000	> 5 years $'000
2014					
Financial assets item					
Cash and cash equivalents	16	703	703	–	–
Receivables	17	242	242	–	–
Other financial assets	18	7 001	7 001	–	–
Financial liability item					
Payables	22	615	615	–	–
Replacement teachers' liability	23	906	906	–	–
2013					
Financial assets item					
Cash and cash equivalents	16	1 474	1 474	–	–
Receivables	17	205	205	–	–
Other financial assets	18	5 688	5 688	–	–
Financial liability item					
Payables	22	694	694	–	–
Replacement teachers' liability	23	1 099	1 099	–	–

Liquidity Risk

Liquidity risk arises where the SACE Board is unable to meet its financial obligations as they fall due. The continued existence of the SACE Board is dependent upon State Government policy and on continuing appropriations by the South Australian Parliament for the SACE Board's administration and programs. The SACE Board settles undisputed accounts within 30 days of the date of the invoice or date that the invoice is first received. In the event of a dispute, payment is made within 30 days of a resolution.

The SACE Board's exposure to liquidity risk is insignificant based on past experience and current assessment of risk.

Market Risk

The SACE Board has no interest-bearing liabilities at the end of the reporting period. There is no exposure to foreign currency or other price risks.

Sensitivity Disclosure Analysis

A sensitivity analysis has not been undertaken for the interest rate risk of the SACE Board. It has been determined that the possible impact on profit and loss and total equity from fluctuations in interest rates is immaterial.

Note 31 Adjustments to Prior Year Comparative Amounts

	Note	Previously Published Amount $'000	Increase/ (decrease) $'000	Revised Amount $'000	Explanation for Adjustment
Item					
Employee benefits expenses	4	13 374	(107)	13 267	The adjustment is the net effect of two errors:
Payables	22	1 488	(89)	1 399	1. A review of individual staff balances for Annual Leave was undertaken during the year resulting in errors being identified in the accounts. These were corrected with an overall decrease in liability required, requiring an offset to the expense.
Employee benefits liability	24	3 114	(18)	3 096	
					2. The salaries clearing account was incorrectly mapped to Payables. It should have been mapped to Employee Benefits Liability. The mapping has been corrected resulting in a decrease to Payables and an increase to Employee Benefits Liability.
Supplies and services	5	7 149	27	7 176	Previously, the lease incentive was recognised as a direct offset to the rental paid during the lease incentive period only. The correct treatment under AASB Interpretation 115 Operating Leases – Incentives is to recognise the incentive separately and offset the amount evenly over the entire lease term.
Other liabilities	25	–	27	27	
Retained earnings	27	1 075	80	1 155	Net impact on 2013 retained earnings as a result of the two adjustments above.

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 2014 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.
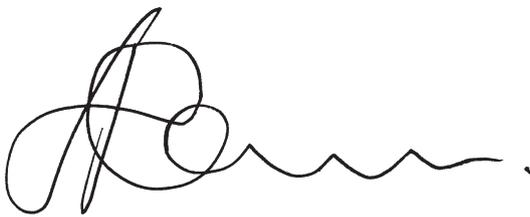
**Jane Danvers**
Presiding Member

Date: 19-3-15

Dr. Neil McGoran
Chief Executive

19·3·15

Date:

Alan Herman
Chief Finance Officer

Date: 19·3·15

INDEPENDENT AUDITOR'S REPORT

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To the Presiding Member
SACE Board of South Australia

As required by section 31(1)(b) of the *Public Finance and Audit Act 1987* section 19A(3) of the *SACE Board of South Australia Act 1983*, I have audited the accompanying financial report of the SACE Board of South Australia for the financial year ended 31 December 2014. The financial report comprises:

- a Statement of Comprehensive Income for the year ended 31 December 2014
- a Statement of Financial Position as at 31 December 2014
- a Statement of Changes in Equity for the year ended 31 December 2014
- a Statement of Cash Flows for the year ended 30 June 2014
- notes, comprising a summary of significant accounting policies and other explanatory information
- a Certificate from the Presiding Member, the Chief Executive and the Chief Finance Officer.

The Board's Responsibility for the Financial Report

The members of the Board are 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 Australian Accounting Standards, and for such internal control as the members of the Board determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on the audit. The audit was conducted in accordance with the requirements of the *Public Finance and Audit Act 1987* and Australian Auditing Standards. The auditing standards require that the auditor comply with relevant ethical requirements and that the auditor plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the members of the Board, as well as the overall presentation of the financial report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial report gives a true and fair view of the financial position of the SACE Board of South Australia as at 31 December 2014, 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.

S O'Neill
AUDITOR-GENERAL
25 March 2015