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of South Australia

SACE
Board of SA

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Tuesday 30 March 2010

To the Honourable Jay Weatherill, MP
Minister for Education

Dear Minister

I am pleased to submit the 2009 Annual Report of the SACE Board of South Australia, in accordance with the *SACE Board of South Australia Act 1983* and the Department of Premier and Cabinet Circular, PC013 — Annual Reporting Requirements (September 2009).

This report documents the activities and achievements of the SACE Board of South Australia for the period 1 January 2009 to 31 December 2009.

Yours sincerely



Allan Dooley
Presiding Member of the Board
SACE Board of South Australia



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PRESIDING MEMBER'S STATEMENT

This is my first report as Presiding Member of the SACE Board of South Australia. I commenced in July 2009 and succeeded the outgoing Presiding Member, Mr Patrick Wright. Patrick commenced his work with the SACE Board in 1984 and assumed the role of Presiding Member in 1994. I take this opportunity to warmly thank Patrick for his leadership and significant contribution to the work of the Board and to building the lives of young people through education and training over so many years. An extraordinary commitment by any measure.

I also acknowledge the important contributions of other outgoing members: former secondary school principal and education leader Mr Bob Heath, Professor Sue Richardson of Flinders University, and Professor Peter Lee from the University of South Australia.

There were several new faces on the Board in 2009: Associate Professor Sivakumar Alagumalai of the University of Adelaide School of Education, Mr Kim Hebenstreit, Principal of Thebarton Senior College, and Ms Jillian Miller, Coordinator of Indigenous Student Services at the University of South Australia.

The Board also welcomed two new deputy members: Mr Graeme Oliver, Deputy Principal of the Australian Science and Mathematics School and Adjunct Lecturer at the Flinders University School of Education, and Ms Michelle Bentley, General Manager of Donington SA, a national group specialising in career management and transition services.

In welcoming new members to the Board, I wish to particularly recognise the appointment of Ms Jane Danvers as Deputy Presiding Member of the Board in July 2009. I extend congratulations to Jane on this appointment.

There were many highlights of our work together in 2009, including the Merit Ceremony in the grounds of Government House, the SACE Art Show in the Light Square Gallery at the Adelaide Centre for the Arts, and, most notably, the 2009

results release which saw a record number of South Australian Certificates of Education awarded. The results were delivered ahead of schedule thanks to the dedication of SACE Board staff and hundreds of teachers in all three school sectors, who served as examiners, markers, and moderators.

Research demonstrates that completing Year 12 provides the best foundation for further training and higher education, and gives young people a valuable opportunity to achieve higher earning potential. It is, therefore, pleasing that we are continuing to meet one of the objectives of South Australia's Strategic Plan with more students completing the South Australian Certificate of Education (SACE) in 2009 than in previous years. The Board is confident this trend will continue, as the new vocational education and training arrangements will encourage students who are motivated to learn in a practical environment to complete their SACE while also developing industry skills in fields such as carpentry, hairdressing, plumbing, and sales and marketing.

In conclusion, I would like to express my appreciation of the dedication and expertise of members of the Board and of those members of the community who contributed to the Board's three standing committees: the Accreditation and Recognition Committee, the Communication and Engagement Committee, and the Finance, Risk, and Audit Committee.

As we implement the new SACE, I am confident that it will continue to deliver excellent opportunities for young people to succeed beyond school. I look forward to the continuing work of the Board and our partners towards this goal in 2010.



Allan Dooley
Presiding Member

CHIEF EXECUTIVE'S STATEMENT

The year 2009 was full of exciting challenges for the SACE Board of SA. We continued our commitment to students, their families, teachers, and schools by delivering quality services in curriculum, moderation, assessment, reporting, and certification. Working in collaboration with our partners and stakeholders, we also continued the development and implementation of the new South Australian Certificate of Education (SACE).

Year 10 students were the first to undertake the new compulsory subject — the Personal Learning Plan — which encourages students to explore their strengths, abilities, and skills in order to gain an understanding of future training and employment opportunities.

Other Stage 1 subjects will commence in 2010 with the introduction of the new SACE for Year 11 students, and work to prepare teachers continued in earnest throughout 2009. Workshops and conferences were held throughout the state focusing on topics such as the Personal Learning Plan, other new and revised Stage 1 subjects, and new SACE assessment measurement procedures.

More than sixty subject outlines, most covering curriculum for both Stage 1 and Stage 2 (Years 11 and 12), were redeveloped for teaching from 2010 and 2011, respectively. These subject outlines were the culmination of extensive consultation with the education community. They will ensure the new SACE delivers a qualification that equips young people with the knowledge and skills to undertake further study or training, or to enter the workforce.

The SACE Board recognises that cooperation and collaboration between the Board, the school sectors, and the Minister are fundamental elements to achieving the best outcomes for students seeking to qualify for the SACE. This important principle, enshrined in the *SACE Board of South Australia Act 1983*, has been incorporated into the SACE Board's *Strategic Plan: 2009–2011*. As well as outlining the Board's strategic direction for the next three years, the Plan seeks to ensure transparency and monitoring of the Board's progress.

In 2009, the SACE Board redeveloped SSABSA's¹ Memorandum of Assessment

Principles and Practices in consultation with principals and the school sectors in order to better recognise the increased importance of school-based assessment in the new SACE. The new document — *SACE Assessment Responsibility: SACE Board and Schools* — will set out the basis for the partnership and shared responsibilities between the SACE Board and schools for school-based assessment.

The SACE Board is mindful of its responsibility to inform parents, teachers, and other key stakeholders of these many important changes, and has implemented a comprehensive Communications Plan. The SACE Board website has been redesigned to give visitors faster access to subject and assessment information and support materials. Teachers will also be able to book into workshops and online forums via the new website. The new website address will be www.sace.sa.edu.au.

This Annual Report provides accurate and comprehensive information on the SACE Board of South Australia's activities, initiatives, outcomes, and achievements during 2009. Some highlights are outlined below.

SACE Outcomes

It is pleasing to report that the SACE Board, in partnership with schools and the school sectors, is continuing to meet the objectives of *South Australia's Strategic Plan 2007*, most notably Target 6.16, which seeks to '...Increase yearly the proportion of 15-19 year olds who achieve the SACE...' In 2009 there were notable signs of progress:

- 12 521 South Australian students achieved the SACE in 2009, a 15-year high and an increase from 12 237 students in 2008
- 17 692 South Australian students completed at least one Stage 2 subject in 2009, compared with 17 086 students in 2008
- 4734 country students completed at least one Stage 2 subject — an increase of 234 from the previous year
- 165 Aboriginal students were awarded the SACE, compared with 133 in 2008 — a record number that continued the steady increases of recent years. In addition, six Aboriginal students received a Merit for outstanding achievement in a SACE subject.

¹ The SACE Board of South Australia was formerly called the Senior Secondary Assessment Board of South Australia (SSABSA).

South Australia also recorded its highest school retention rate in 15 years in 2009. This gives more young South Australians the best chance of moving into training, further education, or work.

Vocational Education and Training

Significant progress was made towards engaging more students in vocational education and training (VET) with the release of the 'Recognition Arrangements for VET in the new SACE' paper for public consultation. This paper outlined how VET can count towards the new SACE, delivering on a key recommendation of the SACE Review.

VET arrangements are central to the new certificate, which gives students greater flexibility in achieving their SACE. Students will be able to count more VET towards their SACE, including a higher level of VET, which will assist them to complete a qualification. Achieving the SACE, while also working towards a VET certificate, prepares students for the transition from school to work.

The SACE Board consulted with advisory groups about these proposed changes, and welcomed the views of schools, registered training organisations, employment and community groups, and other interested parties to ensure these arrangements will work in practice.

The new VET in SACE arrangements will take full effect from the start of 2011.

SACE Moderation Procedures

The SACE Board moved to strengthen the rigour of the SACE by ensuring assessment is consistent and fair across the state.

A proposed procedure for assessing senior secondary school work and double marking, outlined in the 'SACE Moderation Procedures' document, was released for consultation by the SACE Board, edited based on the feedback we received, and then sent to teachers and school leaders.

The SACE Board is committed to ensuring an A grade awarded to a Year 11 or Year 12 student in one school represents the same standard of work as an A grade in any other school in the state.

National Context

In 2009, Australian education ministers agreed to publish school data on the MySchool website, which is managed by the Australian Curriculum,

Assessment and Reporting Authority (ACARA). As part of the arrangement, ACARA asked the SACE Board to provide specific senior secondary school data which would be made publically available from January 2010.

ACARA requested the following data for each school:

- the number of students completing the SACE in 2008
- the number of students who left school at the end of 2008 and who had been engaged in senior secondary study for two or more years
- the number of students who left school at the end of 2008 and who had completed at least one VET unit of competency at Certificate II level or above during their secondary schooling
- the number of students who left school in 2008 and who were completing or had completed a School-based Apprenticeship or Traineeship during their secondary schooling
- the post-school destinations of students.

The SACE Board provided data on the first four measures but did not possess data on student destinations. It provided caveats about how that data should be interpreted.

Looking Ahead

The year 2010 will be another important year for the SACE with teachers and students working with updated Stage 1 subjects, and teachers preparing to teach updated Stage 2 subjects in 2011.

Cooperation and collaboration with our partners to develop and refine policies and procedures associated with the new certificate will continue to be a priority in order to enable more South Australians to achieve the SACE.

The achievements over the past year outlined in this Annual Report are a credit to the hard work, professionalism, and commitment of SACE Board staff, and I thank them for their service to the South Australian education community.

We look forward to 2010 and the challenges it will present.



Paul Kilvert
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. 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 of Education and Children's Services 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 to a number of centres in Malaysia and China that deliver the South Australian Matriculation 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. Prior to 1 July 2008, the SACE Board was known as the Senior Secondary Assessment Board of South Australia.

The SACE Board of South Australia has been established to allow the principles and recommendations of the SACE Review to become reality for students. The main change to the legislation was the introduction of a set of legislative principles with a greater focus on consultation with the Minister, the three school sectors, key stakeholders, and other partners.

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 and Its Standing Committees

The Board consists of eleven members nominated by the Minister and appointed by the Governor of South Australia, and the Chief Executive of the SACE Board. Membership of the Board is by call for expression of interest

and the Minister establishes the Board to enable it to carry out its functions in accordance with the *SACE Board of South Australia Act 1983*. Details of the legislation relating to the criteria for selecting Board members can be found in Appendix A.

In 2009, the Board met eleven times; once a month from February to December. Deputy board members attend Board meetings in the absence of their designated board members. However, deputy board members are invited by the Presiding Member to attend Board meetings as observers if they wish.

The SACE Board is served by three standing committees:

- The Accreditation and Recognition Committee which recommends to the Board the accreditation of SACE subjects and the recognition of other learning on the basis of Board-approved policies
- The Communication and Engagement Committee which advises the Board on how to maximise the effectiveness of its communication and engagement strategies
- The Finance, Risk, and Audit Committee which ensures that the SACE Board of South Australia meets its legislative and governance obligations in relation to budget, risk management, and audit compliance.

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

Members of the SACE Board and its standing committees are listed in Appendix A.



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 Services which provides services associated with the accreditation and certification of SACE subjects and recognition of courses, 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
- Moderation Services which provides strategic and operational moderation services essential to assuring the quality of school-based assessments and strengthening the assessment practices of schools
- 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.

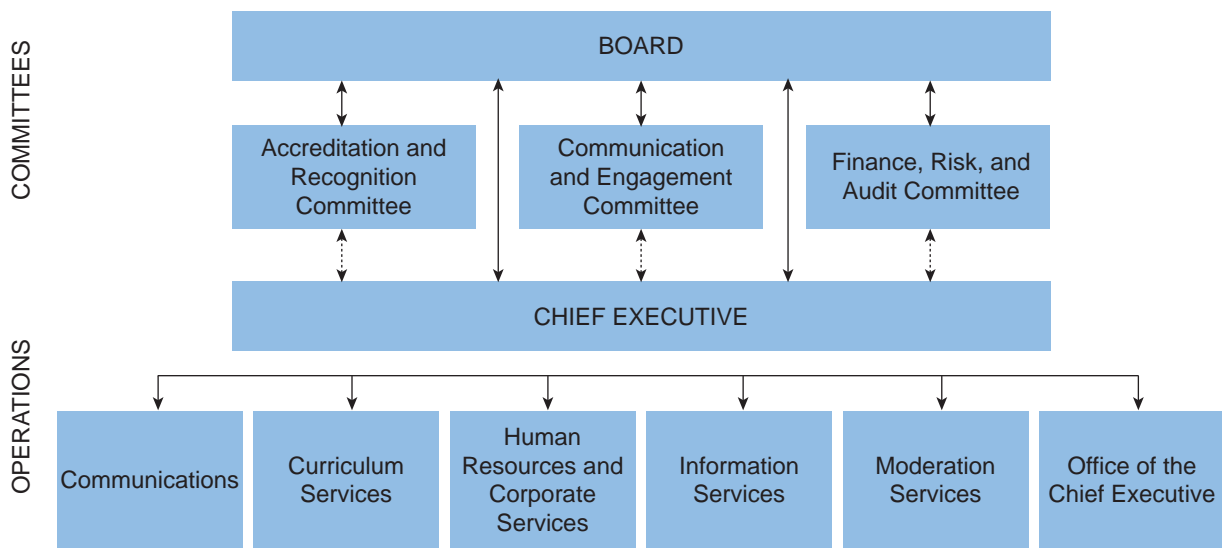


Figure 1 Operational and committee structure of the SACE Board of South Australia.

PLANS AND OBJECTIVES

The SACE Board of South Australia's *Strategic Plan: 2009–2011* outlines the Board's direction for implementing the new South Australian Certificate of Education (SACE) over 3 years, from 2009 to 2011. It was established in the context of the state government's education, social, and economic development priorities and is closely aligned with the following targets outlined in the South Australian Government's own Strategic Plan:

T6.1 Aboriginal wellbeing: improve the overall wellbeing of Aboriginal South Australians.

T6.15 Learning or earning: by 2010 increase the number of 15-19 year olds engaged fulltime in school, work or further education/training (or combination thereof) to 90%.

T6.16 SACE or equivalent: Increase yearly the proportion of 15-19 year olds who achieve the SACE or a comparable senior secondary qualification.

T6.17 Science and maths: by 2010 increase by 15 per cent the proportion of students receiving a Tertiary Entrance Rank (TER) or equivalent with at least one of the following subjects: mathematics, physics or chemistry.

The SACE Board of South Australia 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 Board's vision is to build an internationally respected certificate of education which gives students the capabilities to move successfully into further study or work as confident and responsible citizens.

Our Purpose

The purpose of the SACE Board of South Australia is to:

- provide a rigorous certificate of education that is valued in South Australia and by the broader Australian and international communities
- accredit subjects, recognise learning, and assure the quality and integrity of assessments for the SACE
- provide a senior secondary curriculum that is designed with respect for the diversity of students and gives all students the best opportunity to follow their chosen pathways
- collaborate with our partners to help students develop the necessary capabilities for learning, work, and life.

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

During 2009, four strategic priorities have guided the work of the SACE Board. The strategic priorities formed the framework for our annual operational planning, allowing the Office of the SACE Board to translate the high-level objectives of the Board's purpose and vision into the specific programs and operations undertaken during 2009.

Strategic Priority 1: Quality Curriculum, Assessment, and Standards

The Board recognises that each student must develop knowledge, skills, and attributes in five key areas: communication, citizenship, personal development, work, and learning. These capabilities enable students to become responsible and active members of the community.

The SACE will be underpinned by a curriculum and assessment framework that has the flexibility to meet students' needs, aspirations, and pathways and maintain high educational standards. Public confidence in the SACE — which is essential to the certificate's goals and portability — will be maintained through clear and explicit performance standards and transparent quality assurance processes.

Strategic Priority 2: Implementation of the new SACE

The SACE Board will build and sustain strong partnerships with schools and school sectors to ensure the new SACE is rigorous and fair while preparing more young people for the future. The Board recognises that successful implementation of the new SACE is dependent on these partnerships. A crucial part of the Board's role in these relationships is to provide high quality support to schools and the school sectors.

The SACE Board will establish policies for the new SACE which promote the diversity of learners, recognise the different places in which they learn, and ensure consistent and transparent standards are applied to assessments.

Strategic Priority 3: Collaboration and Partnerships

The success of the Board's work depends on the quality of its partnerships with schools, school sectors, and other providers. Also crucial is the Board's consultation with employers, the higher and further education sectors, parents, and students.

The SACE Board will consolidate and expand our partnerships to ensure students have the best opportunities to develop their skills for future education, training, and work. This will include influencing national developments in senior secondary education.

The SACE Board will communicate clearly and accurately with our partners and the community, so they understand better the services the SACE Board provides.

Strategic Priority 4: Governance and Organisational Capability

The Board is accountable to the South Australian community for the quality of its services.

The Board will ensure that governance practices are sound and effective, and that risk is managed and resources are used responsibly and with accountability.

The organisational capability of the Office of the SACE Board will be enhanced by effective workforce planning, professional development, and a supportive work environment



CURRICULUM, ASSESSMENT, AND STANDARDS

Curriculum

Subject Outline Development

Subjects in the new SACE are grouped into the following nine 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 the various subjects. Nine of the subject outlines provide substantial flexibility for the development of local programs to support students' needs, interests, and aspirations.

The Accreditation and Recognition Committee of the SACE Board met between October 2008 and May 2009 to consider draft subject outlines for accreditation. The Committee received consultation and development reports for each of the subject outlines, and a summary of feedback from community consultations which were independently analysed.

The subject outline for the Stage 1 Personal Learning Plan was accredited by the board in 2008 for implementation in 2009.

Board-approved drafts of the subject outlines for other subjects were made available on the SACE Board website progressively from April 2009, to support new SACE Stage 1 implementation workshops. The Stage 1 subject outlines were reviewed and amended following feedback from teachers at the workshops in 2009 and advice from subject experts.

The Stage 2 draft subject outlines were prepared for new SACE Stage 2 implementation workshops to be conducted in 2010.

Local Program Development

The SACE Board has accredited nine subject outlines (one for each of the learning areas) to enable schools to develop local programs at Stage 1 and at Stage 2. Schools may vary the content and/or school-based assessment component described in the subject outline. This increases schools' capacity to offer a flexible approach that is responsive to students' needs and supports students' success.

The nine subject outlines that facilitate the development of local programs are:

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

One of the pilot programs initiated in 2009 involved schools identifying how such local programs can best operate. This pilot program will continue into 2010. Using the outcomes of the pilot program, the SACE Board will work with the SACE Principals Partnership Strategy Group (see page 21) to define appropriate quality assurance processes that will underpin this flexibility. This will ensure that local programs meet the standards required to earn credits towards the SACE.

The flexibility of the new SACE allows schools to customise the delivery of two or more subjects through the development of an integrated program that combines the learning and assessment requirements of each of the subjects. Students will be granted credits for achievement in subjects delivered through an integrated program and the results will be reported separately against the name of each subject. Another pilot program, also initiated in 2009, is exploring how these arrangements can best operate.

Special Provisions in Curriculum and Assessment

The Special Provisions in Curriculum and Assessment policy and procedures aims to ensure that students have fair opportunities to participate in assessment programs. Students may apply for special provisions because of a long-term impairment, interrupted schooling, misadventure, or short-term difficulties.

In 2009, the granting of special provisions in school-based assessment components continued to be the responsibility of the school, but the SACE Board provided advice to schools on the options best suited to different subjects and individual students.

The SACE Board was responsible for granting special provisions for external assessment components. In 2009, around 1301 students from 162 different schools in South Australia and the Northern Territory were granted special provisions.

Aboriginal Education Strategy

In 2009 the Board approved an Aboriginal Education in the SACE Strategy. The strategy was developed in consultation with the school sectors, universities, training providers, industry groups, and Aboriginal students and their families. The majority of the eighty plus stakeholders consulted were Indigenous.

The Aboriginal Education in the SACE Strategy has a number of target outcomes:

- to increase the number of Aboriginal students entering the SACE at Year 10 and to close the gap between Aboriginal and non-Aboriginal students' SACE completion rates
- to increase the number of Aboriginal students participating in subjects and courses that lead to a wide range of pathways from the SACE
- to increase the recognition of high achievers and the number of Aboriginal students with TAFE SA scores, tertiary entrance ranks, and national qualifications within the Australian Qualifications Framework (such as Certificate II with part completion towards Certificate III)
- to increase the number of innovative, localised subjects and exemplars that are reflective of Aboriginal students' diverse literacy, numeracy, and cultural and linguistic abilities
- to significantly increase the number of Aboriginal people on SACE Board peak bodies, including engagement in curriculum design and delivery.

Key components of the strategy are:

- Partnerships
- Data exchange, use, and research
- Informed choices
- Pathways to training, employment, and higher education
- SACE completion
- Aboriginal students seeing themselves in the SACE
- Aboriginal voice and engagement.

In 2009, Ms Jillian Miller, a Mirning woman and a member of the SACE Board, was appointed Chair of the SACE Aboriginal Education Strategy Steering Committee. The Steering Committee was established in 2009 to monitor emerging issues for Aboriginal students in relation to SACE participation, completion, and pathways, and to provide strategic advice to the SACE Board about implementing an action plan based on the outcomes of the strategy.

A record 165 Aboriginal students were awarded the SACE in 2009, compared with 133 in 2008, continuing the steady increases of recent years. Six Aboriginal students received a Merit for outstanding achievement in a Stage 2 SACE subject.

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). Officers of the SACE Board attended the annual CCAFL Conference in Sydney on 27–28 February.

In 2009, twelve locally assessed languages (including Australian Languages), twenty-eight nationally assessed languages, and twelve interstate-assessed languages were available at Stage 2.

Modified Subjects

Through modified subjects, students with severe disabilities, who would otherwise be excluded from the SACE, have the opportunity to set and achieve personal education goals.

In October 2008, the Board accredited the Personal Learning Plan: Modified subject outline for teaching at Stage 1 from 2009.

In November 2009, the Board accredited Subject Outlines: Modified which includes the learning and assessment requirements for the following 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.

This subject outline was accredited for teaching at Stage 1 from 2010 and at Stage 2 from 2011.

The Board also approved a set of eligibility criteria that apply for students who wish to access the modified subjects.

Exhibitions

Art Show

The twenty-seventh annual SACE Board Art Show was held from 30 March to 8 May 2009 at the Light Square Gallery, Adelaide Centre for the Arts (now known as the Adelaide College of the Arts). Selected for exhibition were 190 works by 159 students from 71 schools. The works displayed the broadest interpretation of the curriculum statements for art, craft, and design at Year 12. Moderators of the subjects volunteered their time to supervise the gallery and to provide advice to teachers, students, and other visitors to the gallery. Almost 6000 people visited the exhibition. Following the exhibition, selected works were hung in offices of the SACE Board, the *future* SACE Office, the Teachers Registration Board of South Australia, and the Minister for Education.

Dance Information Day

A successful Dance Information Day was held at the Adelaide Festival Centre on 16 February 2009. The audience of over 160 students and teachers of Stage 2 Dance and Dance Studies included students from across the metropolitan area and country areas. Subject experts presented material about Stage 2 Dance and Dance Studies. Presentations included students' reflections on the value of the subject, advice to students on jazz and contemporary technique, *capoeira*, acrobatics, partnering skills, and

fitness for the dancer. Choreographers and company members from the Australian Dance Theatre gave a special industry presentation on contemporary choreography and composition.

The Adelaide Festival Centre, through the DECS Education Officer, provided the venue, publicity, refreshments, ticketing through BASS, and crew and technical support.

Drama Information Day

A successful Drama Information Day was held at the Adelaide Festival Centre on 17 February 2009. The large audience of over 400 students and teachers from the three school sectors included students from metropolitan and country areas. The SACE Board's Curriculum and Moderation Services staff and subject specialists presented material from various components of both Stage 2 Drama Studies and Drama. Students from Glenunga International High School, Pembroke School, Norwood Morialta High School, Immanuel College, and Wilderness School showcased practical demonstrations of their 2008 Stage 2 work, which included group production excerpts and individual study presentations. The Slingsby Theatre Company Ltd also presented a workshop.

The Adelaide Festival Centre, through the DECS Education Officer, provided the venue, crew and technical support, publicity, refreshments, prizes, and ticketing through BASS.

Recognition of Other Learning

Vocational Education and Training

In line with the South Australian Government's commitment to implement the recommendations of the SACE Review, the new SACE has been developed to provide students with greater flexibility and better opportunities for diverse forms of learning and achievement to be recognised. Implementation of the new SACE contributes to delivery of the State Government's key policy drivers, including South Australia's Strategic Plan and *School to Work* initiatives, by facilitating successful transitions of young people from school to further education and training, and, ultimately, to employment.

One of the key mechanisms for facilitating successful transitions is the increased capacity of the new SACE for recognising vocational education and training (VET) undertaken as part of the certificate of education.

In the latter part of 2009, the Board endorsed policy directions and initiated a series of industry-specific panel discussions in partnership with the industry, training, and school sectors, to advance development and implementation of new recognition arrangements for VET in the SACE. This work will continue in 2010.

In 2009, the Recognition of VET Policy allowed three options for recognising VET outcomes towards the SACE:

- Embedded VET — units of competency delivered within Board-accredited subjects, in particular, Work Studies and Vocational Studies
- Stand-alone VET — units of competency delivered without reference to Board-accredited subjects, and recognised as SACE units
- SSABSA–VET subjects — units of competency from training packages, selected for inclusion in an industry-specific SACE subject.

In 2009, 42% of students who completed the SACE included VET in their studies.

Of the 12 521 South Australian students who completed the SACE in 2009, about 1524 would not have done so without stand-alone VET.

The SSABSA–VET subjects covered sixteen specific industries and enabled students to gain recognition for completing relevant units of competency and for work experience within an industry.

Community Learning

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

- Community-developed Programs — Community learning gained through a learning program that follows the formal, accredited curriculum of a community organisation
- Self-directed Community Learning — Community learning gained through experience(s) or learning that does not follow a formal, accredited curriculum.

The eight areas of community activity or service that provide the framework for community learning in the SACE are:

- Community Development
- Independent Living
- Performance

- Recreation Skills and Management
- Self-development
- Sports Skills and Management
- Volunteering
- Work Skills and Career Development.

Community-developed Programs

In 2009, the following community-developed programs were approved for recognition towards the SACE from 2010:

- Australian Business Week Enterprise Education Program
- CCNA Discovery 1 to 4, CCNA Exploration 1 to 4 (Cisco Networking Academy)
- Introductory Horse Management and Introductory Riding (Equestrian Federation of Australia (SA Branch) now known as Equestrian South Australia)
- Gold Award (Duke of Edinburgh's Award)

In 2009, 625 students were granted status in a community-developed program recognised by the SACE Board.

Self-directed Community Learning

Students have the opportunity, through a formal interview, to have their self-directed community learning recognised towards the SACE.

Performance checklists for Stage 1 and Stage 2 were used by assessors to evaluate the evidence given by students in the interviews. These checklists were published in the *Recognition of Community Learning: Guidelines 2009* to assist students and assessors in preparing for the interviews.

In 2009, 285 students were granted status in one or more units of self-directed community learning.

Curriculum of Other Authorities

In November 2009, the Board approved recognition arrangements for students who successfully undertake the International Baccalaureate Organization Diploma Programme courses and courses submitted by the School of Languages, Department of Education and Children's Services, for a 3-year period from 2010 to 2012.

Quality Assurance

Planning and Clarifying Forums

Planning and clarifying forums were available to teachers of the Personal Learning Plan for the first time in 2009. Planning forums were designed to support teachers to develop effective assessment tasks and programs, as well as learning and assessment plans. Clarifying forums provided opportunities for teachers to share and receive feedback on their understanding and interpretation of the subject's performance standards and the design of assessment tasks. Many teachers took the opportunity to enhance their understanding of the subject outline and the performance standards through these quality assurance activities, as indicated in the table below.

Building on the success of the forums held for the Personal Learning Plan in 2009, similar planning and clarifying forums will be held for a combination of Stage 1 Personal Learning Plan and Stage 1 English and mathematics subjects in 2010, at a range of metropolitan and regional locations. Separate planning and clarifying forums will be held for modified subjects. These forums will be held at various times to meet the needs of teachers, including school holidays.

Moderation

Stage 1

Students' results in the Personal Learning Plan were confirmed through a process of moderation.

Moderation in South Australian schools occurred during a visit by the school's Moderation Services Officer. Students in four schools received moderated results at the end of Semester 1 and in 153 schools, at the end of

Semester 2. Schools were required to prepare a moderation sample that represented the schools' assessment decisions in the C and D grades, including work assessed as being at the border between the C and D grades.

In 2009, a total of 13670 students achieved a C grade or better for the Personal Learning Plan. A result is yet to be recorded for another 5956 students who are currently enrolled in the Personal Learning Plan.

In 2010 the SACE Board will identify the students whose work is to be included in the moderation sample using the school's pre-moderated results.

Stage 2

As part of the final assessment process, moderation was conducted by visits to schools, statistical moderation, or central moderation. Central moderation required the collection of samples of student work from schools. The largest central moderation process occurred at the end of 2009 with more than 6000 bags of student work being processed. Central moderation was undertaken by more than 450 moderators at the Magill Campus of the University of South Australia and was completed in early December.

In 2009, significant improvements to Stage 2 moderation were achieved through a range of activities. In particular revised guidelines for chief assessors and moderators were discussed and used at meetings in advance of central moderation. This contributed to improvements to existing processes, in particular to increased consistency of moderation through monitoring processes. An area of focus was on the calibre of feedback provided to schools and teachers about moderation. There was an additional emphasis on quality assurance of the feedback provided by moderators prior to it being forwarded to schools.

Number of forum participants

	Semester 1		Semester 2	
	Planning Forum	Clarifying Forum	Planning Forum	Clarifying Forum
Number of schools	44	94	16	109
Number of participants	72	199	34	211

Assessment

Stage 1

In January 2010, nearly 40 000 students who completed Stage 1 studies in South Australia and the Northern Territory in 2009 will receive Statements of Results.

The 2009 Stage 1 assessment cycle will conclude at the end of the clerical check period.

Stage 2

There are multiple points during the year at which final assessment occurs, reflecting the diversity of assessment components in Stage 2 curriculum statements. At key times, therefore, particularly during Term 4, school and external assessments were completed and the results added to the database. These processes involved a large group of teachers and SACE Board staff.

The 2009 Stage 2 assessment cycle will conclude at the end of the clerical check period.

Examinations

The Year 12 external examinations commenced on Tuesday 20 October 2009 with the nationally assessed languages offered collaboratively by the state boards of studies. Examinations involving the majority of students commenced on Monday 2 November 2009 and concluded on Friday 20 November 2009.

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

Investigations

The SACE Board currently has eighteen Stage 2 subjects that have an externally marked investigation as part of their assessment scheme. In these subjects students choose an issue for investigation, conduct research on this issue, and present the findings. Investigations are marked twice: first by the teacher, and then by an external marker appointed by the SACE Board.

Results Release

The December 2009 results release to students in South Australia, the Northern Territory, and Asia less than 4 weeks after the last external written examination marked the successful culmination of the assessment process.

SACE Board staff worked with Australia Post to synchronise delivery of printed documentation to students in all areas.

Students were also able to log onto the SACE Board website and view their results online from 16 December. On the day of results release, 10 884 students used the online results facility. These students logged in 40 043 times (almost four times each, on average). This is up from 28 288 logins in 2008.

Access to the online results facility increased by 50% during 2009.

SACE Merit Ceremony

Each year the SACE Board publicly recognises and honours students by awarding Merit Certificates to those who attain outstanding achievement in any of the Board's accredited Stage 2 subjects in the previous year.

In 2008, a total of 803 students achieved outstanding scores in at least one subject, including 683 from South Australia, 25 from Northern Territory, and 95 from schools in Asia.

On Tuesday 10 February 2009, 683 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 970 Merit Certificates for outstanding achievement in the 2008 assessments.

Twenty-two students who received Merit Certificates for outstanding achievements in four or more subjects were presented to His Excellency Rear Admiral Kevin Scarce AC CSC RANR, Governor of South Australia. The Honourable Jane Lomax Smith MP, Minister for Education, presented the Tennyson Medal for English to Ms Phoebe Paterson de Heer and Merit Certificates to the forty-three students with outstanding achievements in three subjects. Dr Antonio Mercurio, SACE Board Executive Manager, Curriculum Services, presented Merit Certificates to the 131 students who achieved a Merit in two subjects. Mr Sebastian Tonkin responded on behalf of all students.

The following special guests presented Merit Certificates to 487 students who achieved an outstanding result in one subject:

- Arts: Gerry Wedd and Chris De Rosa, Visual Artists
- English: Tony Shillitoe, Author
- Health and Personal Development: Maria Rosella and Nicci Bugeja, co-owners, Lucia's Pizza & Spaghetti Bar and Lucia's Fine Foods
- Languages: Michael Seeliger, [then] Market Development Manager (Eastern Hemisphere), South Australian Tourism Commission
- Mathematics: Keith Hamann, Mathematics Academic
- Science: Associate Professor David Paton ^{AM}, Head of Ecology and Evolutionary Biology, University of Adelaide

- Society and Environment: Amanda Blair, Journalist, and Justin Lane, Winemaker, Viottolo Wines
- Technology: Khai Liew, Furniture Designer.

Music was provided by Brighton Secondary School, Concordia College, Fremont–Elizabeth City High School, Marryatville High School, and Woodville High School. The viceregal salute was played by the combined Special Interest Music Centres brass ensemble from the Department of Education and Children's Services.

The Board expresses its appreciation to the following organisations for their support of the 2009 Merit Ceremony: Adelaide City Council, BankSA, Knispel Fruit Juices Pty Ltd (Nippy's), Santos Ltd, South Australian Motor Sport Board, St John Ambulance Australia SA Inc., and TAFE SA Regency (Hospitality Division).



IMPLEMENTATION OF THE NEW SACE

Policy Framework for the new SACE Board

Development of the Three Major SACE Policies

The Board approved the SACE Policy Framework at its February 2009 meeting. This framework includes the three defining policies of the new SACE:

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

The SACE Policy Framework acknowledges the diversity of students and the different places in which they learn. It provides opportunities for students to personalise their learning, based on rigorous and consistently applied standards.

The three policies that comprise the SACE Policy Framework were approved by the Board for 2009 and 2010, to enable further refinements arising from the development and implementation of the new SACE. The Board will review the Policy Framework before the end of 2010, with the purpose of confirming the policies before the start of 2011.

The Policy Framework applies to the following components of the new SACE:

- the Stage 1 Personal Learning Plan from 2009 onwards
- Stage 1 subjects and other recognised learning at the Stage 1 level from 2010 onwards
- Stage 2 subjects and other recognised learning at the Stage 2 level from 2011 onwards.

Following approval of the Policy Framework, the Board has continued its consultation and engagement with stakeholders on implementation of the new SACE, resulting in refinements to policies for the:

- literacy and numeracy requirements
- assessment and reporting model

- definition and accreditation of modified subjects
- recognition of courses accredited, assessed, and quality-assured by schools, institutions, authorities, or organisations, locally, interstate, or overseas.

Policy on Literacy and Numeracy

The literacy and numeracy requirements of the new SACE are defined in the SACE Accreditation, Recognition, and Certification Policy. In 2009 the Board accredited a range of subjects that provide students with opportunities to meet the literacy and numeracy requirements of the SACE.

In 2009 the Board also approved procedures for recognising courses that have a primary focus on literacy and numeracy development and provide students with opportunities to meet the literacy and numeracy requirements of the SACE. These courses include:

- vocational education and training courses focusing on literacy
- community-based or institution-based courses in literacy
- English courses from other states and overseas.

Included in the subjects that the Board accredited in 2009 are English Pathways: Modified and Mathematics Pathways: Modified, which provide opportunities for students with severe disabilities to meet the literacy and numeracy requirements of the new SACE.

Assessment and Reporting Model

In September and October 2009, the Board consulted with key stakeholders on a new assessment and reporting model for the SACE.

In October 2009, the Board approved the position paper 'Assessment and Reporting of Student Achievement in the New SACE' as the model for the new SACE, based on its consideration of the consultation responses.

Assessment and reporting of student achievement is significantly different in the new SACE. The major difference is the use of performance standards. The standards are provided in each subject outline and describe in detail the level of achievement required to obtain each grade from A to E for Stage 1 and from A+ to E– for Stage 2. Teachers and assessors will use these standards to decide how well a student has demonstrated his or her learning in the SACE.

The Board acknowledges and values the partnership between the SACE Board and schools in providing quality assessment of student learning. In particular, the Board values the important role that teachers' assessments of their students' learning plays in Stage 1 subjects.

Stage 1

At Stage 1, schools are responsible for assessing student performance. To support implementation of the new assessment and reporting model, the SACE Board produced a step-by-step teachers guide for assessing and reporting student achievement, with details of key assessment dates and procedures in 2010.

From 2010, the SACE Board will approve learning and assessment plans for Stage 1 subjects, and will moderate the results for the Personal Learning Plan and English and mathematics subjects at the border between the C and D grades. The Board will also monitor some other results to support teachers in their efforts to apply the performance standards consistently.

Stage 2

In November 2009, the Board approved a trial of final moderation of Stage 2 results in 2010 based on the 'New SACE Moderation Procedures' paper and the new assessment and reporting model. Results for a variety of subjects and from a range of schools will be included in the trial.

The trial will inform the implementation of the assessment and reporting model in 2011, and provide valuable insights into the resource and operational implications, for schools and the SACE Board, of the new moderation procedures.

Leaders Professional Development

Leaders Forums

Three forums, in northern, southern, and central metropolitan locations, were held on consecutive days in August 2009. The forums allowed the SACE Board to provide key information to school leaders on strategic initiatives related to the new SACE, and school leaders to provide feedback to the SACE Board on the new SACE and its implementation.

There was also a focus on elements of the new SACE — in particular performance standards and the proposed quality assurance model — and relevant strategies that could be implemented at the local level to support student outcomes.

Approximately 300 school leaders from all three school sectors and from both metropolitan and country schools attended the forums. The SACE Board worked with the SACE Principals Partnership Strategy Group to seek advice about the focus for these forums.

Middle Managers Workshops

The SACE Board Assessor Trainer Team provided a series of workshops entitled 'Building Assessment Capacity for Middle Managers'. Middle managers elected to participate in up to three sessions, with each session providing information and resources to support their teachers and schools in implementing the new SACE. The sessions were:

- Term 2: Quality assurance in the new SACE
- Term 3: Performance standards in the new SACE
- Term 4: Assessment and reporting of student achievement in the new SACE/Moderation procedures in the new SACE.

The numbers of participants at these workshops are given in the following table.

Number of workshop participants

Term	Number of participants
2	594
3	649
4	433

Teachers Professional Development

Personal Learning Plan Workshops

Early in 2009, workshops were held on a needs basis to ensure teachers of the Personal Learning Plan were supported in their teaching of this new subject. Workshops were also provided for newly appointed teachers of the Personal Learning Plan, who had not attended the professional development workshops that were held in 2008.

In addition, sixty-four teachers from forty schools completed a training program in the second semester of 2009 to learn how to use the optional electronic software which supports the Personal Learning Plan. By the end of 2009 four schools were using this software.

At the end of 2009, 47% of secondary schools involved in the SACE indicated their intention to use the software and 3% indicated they would not use it. It is intended that, by the end of 2010, staff at the majority of the schools wishing to use the software will have completed the training program.

Learning Area Workshops

During Term 2, workshops facilitated by SACE Board and *future* SACE officers in the learning areas of English and Mathematics were attended by 797 teachers and 760 teachers, respectively, from all school sectors in both metropolitan and country South Australia.

In Term 3, workshops were held in both metropolitan and country locations on the other learning areas in the new SACE curriculum including: Arts; Business, Enterprise and Technology; Cross-disciplinary; Health and Physical Education; Humanities and Social Sciences; Languages; and Science. These workshops were also well attended by a total of 5318 teachers from all school sectors.

Other Workshops

In Term 4, schools were supported with workshops that they requested. These workshops largely fell into the following categories:

- Planning for non-compulsory Stage 1 subjects in the new SACE
- Stage 2 Research Project
- Flexibility of the new SACE.

A number of workshops were held for each topic in both metropolitan and country locations. These workshops were well attended and supported teachers from all three school sectors. The total numbers of participants at these workshops are given in the following table.

Number of workshop participants

Workshop	Number of participants
Planning for Stage 1	2190
Stage 2 Research Project	386
Flexibility of the new SACE	131
Total	2707

Pilot programs

Three pilot programs were undertaken in 2009:

- Research Project, which supported all schools to pilot and prepare for teaching the proposed new Stage 2 subject, the Research Project
- *School to Work* Program, which piloted four focus areas in the context of the new SACE
- Targeted pilot programs, which piloted five areas of new opportunity for teaching and assessing to meet specific students' needs in the new SACE.

While each had a different emphasis, these programs all supported teachers and school leaders to prepare for the introduction of new and revised subjects to the SACE.

Research Project

All schools with a senior school enrolment were offered a grant to support organisational preparation and the development of teaching resources relating to the Stage 2 Research Project. Schools worked with the draft subject outline approved for this purpose, and were supported to share their planning, development, and outcomes in school clusters organised by *future* SACE Implementation Officers. Teachers were given additional opportunities to develop their pedagogical skills in this subject in professional development workshops, which were held in Term 4.

School to Work Program

During 2009, the SACE Board worked closely and collaboratively with the SACE Review Implementation Steering Committee and the *future* SACE Office on a range of innovative projects, including the *School to Work* Program.

This program was funded by the government's *future* SACE budget allocation. The SACE Board provided assistance to the *future* SACE Office and the three school sectors in the delivery of the *School to Work* Program.

The program involved schools, universities, and industries in piloting how the SACE can be used to improve students' learning and preparation for work in the following areas:

- literacy and numeracy
- mathematics and sciences
- industry pathways
- progression to university for students who may be the first in their families to make this transition.

Implementation Officers from the *future* SACE Office supported schools in the program. Exemplars from the schools involved were collected to edit and share with all schools.

Targeted Pilot Programs

Schools applied for grants for targeted pilot programs through an expression of interest. Seventy-one schools were selected to pilot one or more of the following features of the new SACE:

- Assessment in the Research Project
- Local Programs
- Modified Programs
- Literacy and Numeracy for Work and Community Life
- e-Assessment in Science.

Officers from the *future* SACE Office and the Office of the SACE Board coordinated the five pilot programs. With the guidance of these officers, schools met several times to plan and to report progress.

Final reports and resources, usually in the form of learning and assessment plans, tasks, and teaching programs, were submitted for editing with the aim of preparing them for use by other schools.

Assessment in the Research Project

Fifteen schools considered elements of the draft subject outline for the Stage 2 Research Project and provided detailed feedback. Consequently, significant modifications were made to the subject outline.

Local Programs

Twenty schools developed local programs to suit the needs of particular student cohorts in their school in the nine learning areas of the new SACE. Coordinators provided feedback and advice to the SACE Board on processes for the development and approval of local programs. In November 2009, the Board approved the Guidelines for the Development of Local Programs.

Modified Programs

Thirteen schools used the draft subject outline for modified subjects to develop programs for students with severe disabilities in their schools. Programs were developed in each of the nine learning areas.

Literacy and Numeracy for Work and Community Life

Fourteen schools worked on developing programs based on the new Stage 1 subject outlines: Literacy for Work and Community Life and Numeracy for Work and Community Life.

e-Assessment in Science

Seven schools that taught Contemporary Issues and Science at Stage 1 in 2009 worked with the Flinders Centre for Science Education in the 21st Century (*Science21*) to explore electronic assessment within this subject.

Data and IT Systems

Systems Redevelopment Project

A schedule was proposed for the redevelopment of all systems in a new technology framework because the evolution of techniques and tools has left the SACE Board's existing systems with limited application and functionality.

In 2009, the SACE Board commenced redevelopment of a number of key systems to incorporate the requirements of the new SACE and of legislative changes that affect the SACE Board. The latter included the requirement to report to state cabinet about the participation of young people in learning and earning as a result of the Education (Compulsory Education Age) Amendment Bill 2007, which raised the compulsory education age in South Australia in 2009.

Following is a summary of the redevelopment projects undertaken during 2009.

Candidate Management System Project

Candidate Management (Candiman) is a software application used by SACE Board employees to manage student details and enrolments. The system is being rewritten into the Java platform with a pilot due to be released in February 2010.

SACE Planner and Checker

The Completion Checker is a web-based application that performs a series of checks on the pattern of subject enrolments for students of the current SACE. This checker is available only to school counsellors.

The SACE Planner and Checker is also a web-based application for checking the pattern of subject enrolments, but it will be used for students enrolled in the new SACE. This application will be available on the SACE Board website in January 2010 and will be accessible to all students.

School Assessment Calculator

The School Assessment Calculator is a web-based application that will assist teachers in calculating each student's overall grade for school-based assessments in a subject. It will use the assessment types nominated in the learning and assessment plan and their relative weightings. The School Assessment Calculator will be available on the SACE Board website in January 2010.

Online Tool

Electronic software to support the Personal Learning Plan was available for use by schools in Term 4 of 2009. This software is an electronic tool to help students and teachers to record evidence of students' learning while undertaking the Personal Learning Plan. The software also allows students to work collaboratively with their teachers. It is expected that more than 115 schools will be using this electronic tool by the end of 2010.

DATEX Online

Enhancements to, and development of, additional functionality of *DATEX Online* meant that a number of new versions of the system were released throughout 2009. The most significant changes were made in order to accommodate the raising of the compulsory education age and the introduction of the first new SACE subject, the Personal Learning Plan, in 2009.

Hardware

In 2009, the virtual network server infrastructure was evaluated and a Business Continuity Plan developed. A SACE Board site was established at the EDS Data Centre at Glenside to support disaster recovery and business continuance. The support of Hewlett Packard and Dimension Data in this process is acknowledged.



COLLABORATION AND PARTNERSHIPS

Consultation and Engagement

The *SACE Board of South Australia Act 1983* establishes the functions and powers of the Board. Section 15 of the Act states that the Board:

- (3) (c) must, in the performance of its functions... take into account the views of—
- (i) relevant schools, institutions or authorities; and
 - (ii) teachers, instructors, trainers and counsellors; and
 - (iii) the three school sectors; and
 - (iv) bodies within the tertiary and higher education sectors; and
 - (v) employer and employee associations; and
 - (vi) other relevant accreditation and regulation bodies; and
 - (vii) any body or authority that represents the Government of another jurisdiction that has a working relationship with the Board

In 2009 the SACE Board established or met with several committees to facilitate consultation and engagement with different groups, including:

- the SACE Review Implementation Steering Committee
- the Senior Officers Group
- the SACE Principals Partnership Strategy Group
- the Curriculum Leaders Groups
- the VET (Vocational Education and Training) in SACE Advisory Group
- VET Recognition Panels
- the Training and Skills Commission–SACE Board Working Group
- the Australian Education Union–SACE Board Working Group.

Further details of these initiatives follow.

As the SACE is progressively implemented over 2010 and 2011, further consultation will be undertaken, including through the groups mentioned above. In addition, formal consultation will be established with parents associations and with students, teachers, and industry groups through discussion groups and web-based forums.

SACE Review Implementation Steering Committee

The SACE Review Implementation Steering Committee is made up of the Chief Executive Officers of the three South Australian school sectors and their Senior Officers, a representative of the Northern Territory education system, and the Chief Executive of the SACE Board of SA. A nominee of the SA Vice Chancellors Committee and the Chief Executive of the Department for Further Education, Employment, Science and Technology (DFEEST) join the group for relevant items.

The role of this Steering Committee is primarily to provide advice to the Minister for Education on the implementation of the SACE Review recommendations in the context of the Government's senior secondary reform strategy. This includes advice about the associated Implementation Plan and budget.

Senior Officers Group

The Senior Officers Group is a subcommittee of the SACE Review Implementation Steering Committee, primarily made up of those Senior Officers of each sector who also attend the Steering Committee meetings.

The role of the Senior Officers Group is to provide strategic advice to the Director, *future* SACE Office, on new SACE implementation matters prior to the progression of items to the Steering Committee. The Group monitors components of the Implementation Plan and provides advice, often from an operational perspective, about the effectiveness of implementation measures across the school sectors.

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 the senior secondary certificate of education and developing the underpinning policies related to assessment, certification, and the recognition of learning.

The SACE Principals Partnership Strategy Group was formed to provide a means by which the school sectors can contribute to this work and provide advice and feedback to the SACE Board to guide the development of strategic and operational policy and processes.

Members are nominated by the following organisations which represent the three school sectors in South Australia and the Northern Territory:

- Association of Independent Schools of SA (two representatives)
- Catholic Education South Australia (two representatives)
- Department of Education and Children's Services — South Australian Secondary Principals' Association (three representatives)
- Department of Education and Children's Services — Area Schools (two representatives)
- Department of Education and Children's Services — Special Schools (one representative)
- Department of Education and Training, Northern Territory (one representative).

The terms of reference for the group are:

1. to advise the SACE Board of South Australia and the Chief Executive on the following:
 - (i) implementation of the new SACE
 - (ii) policies of the SACE Board, in order to strengthen the engagement and success of senior secondary students
 - (iii) strategies to improve the quality of SACE curriculum and assessment processes
 - (iv) evaluation systems to monitor and improve the effectiveness of SACE curriculum and assessment
 - (v) effectiveness of strategies for the implementation of the new SACE, including the support required by principals and their leadership teams as they implement the new SACE
 - (vi) potential impacts of decisions taken by the SACE Board of South Australia on key elements of the SACE especially in relation to implementation of the new SACE, and its underpinning policies and procedures;
2. to raise matters of concern and/or importance that have been identified by principals of schools with senior secondary enrolments with the SACE Board of South Australia and the Chief Executive
3. to identify strategies for, and provide advice on, improving the success and destinations of students undertaking the SACE

4. to assist in the development of cross-sector understanding of the key issues and challenges facing principals across the three South Australian school sectors and the Northern Territory in relation to students undertaking the SACE.

In 2009 the group met on five occasions. In addition, and as required, members of the group contribute to the work of the SACE Board in other, specialised capacities, such as to assist with the planning for the series of leaders forums held throughout the year to provide school leaders with specific and detailed information on SACE Board policies.

Curriculum Leaders Groups

In March 2009, 680 expressions of interest were received in response to a public advertisement for membership of one or more of the SACE Board's forty-nine Curriculum Leaders Groups, which were devised to support the implementation of subjects and courses in the new SACE. Members were appointed via a selection process in early May.

In appointing members to each of the groups the selection panel took into account an applicant's:

- knowledge of, and expertise in, the particular subject area
- ability to understand curriculum and moderation processes
- ability to work collaboratively with others
- ability to contribute to the provision of professional learning for teachers
- experience in drafting subject-specific support materials.

Each group included up to ten subject experts: at least six teachers from the three school sectors (including at least four from the Department of Education and Children's Services, one from the Association of Independent Schools of SA, and one from Catholic Education South Australia), and, where possible, at least one person each from the vocational education and training sector and the higher education sector.

The Northern Territory Department of Education and Training was invited to nominate a corresponding member to each of the groups as part of their Service Agreement with the SACE Board. Subject associations were also invited to nominate members.

During 2009, the Curriculum Leaders Groups each met at least twice. The focus of their work was on:

- the preparation of exemplar materials for the Stage 1 learning area workshops, and for online publication

- the sourcing of exemplar materials for the Stage 2 learning area workshops planned for early in 2010
- the provision of advice to the SACE Board on key questions and issues raised at implementation workshops and through other forums.

Members of the 2009 Curriculum Leaders Groups (as at 31 December 2009) are listed in Appendix C.

VET in SACE Advisory Group

In the second half of 2008, the SACE Board of South Australia established the VET in SACE Advisory Group, to give advice and make recommendations to the SACE Board on recognising VET in the new SACE. The group is a partnership between the SACE Board and key stakeholders, including Business SA, the three school sectors, SA Unions, TAFE SA, private training providers, and DFEEST.

The Group contributed to the development of a consultation paper on strategic directions for recognising VET in the SACE, 'Recognition Arrangements for Vocational Education and Training (VET) in the SACE'. Consultation on the draft paper took place from 13 May to 17 June 2009.

Nine consultation forums were held across metropolitan and country South Australia, attended by 142 people. The SACE Board received ninety-two written submissions, from schools, school sectors, industry skills boards, private and public registered training organisations, other government agencies, employer and employee organisations, professional associations, and community groups.

The SACE Board commissioned an independent analysis of all consultation feedback. The majority of respondents supported an expanded role of VET in the SACE that enables students to undertake the SACE, including the compulsory elements, in a vocational context. The feedback provided detailed advice to the SACE Board on the development of a comprehensive strategy for recognising VET in the SACE. The SACE Board also liaised directly with the Training and Skills Commission on aspects of the emerging policy, and established a VET in SACE Partnership Group, comprising industry, school, and training sector representatives, to provide advice to the Board on the implementation of feedback arising from the consultation process.

VET Recognition Panels

As part of the work towards developing arrangements for recognising VET in the new SACE, a series of VET Recognition Panels were established at the end of 2009 to provide industry-specific advice on the proposed recognition arrangements. The panels were comprised of representatives of the three school sectors, TAFE SA, private training providers, and the Industry Skills Boards. This advice has been incorporated into a VET Recognition Register, which is an integral aspect of the arrangements for recognition of VET in the SACE from 2011.

Training and Skills Commission–SACE Board Working Group

Towards the end of 2009, a Working Group was established between the Training and Skills Commission and the SACE Board of South Australia, to further the development of recognition arrangements for VET in the SACE. The establishment of this group was a direct outcome of the consultation process held on the proposed arrangements for recognising VET in the SACE. The Working Group provided a means of working collaboratively with DFEEST and the Training and Skills Commission, as the body with legislative responsibility for regulation of the VET sector. The Working Group supported the Joint Chairs Group, which was comprised of the Chair of the SACE Board and the Chair of the Training and Skills Commission, and nominees of the SACE Board, DFEEST, and the Training and Skills Commission.

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

An Australian Education Union (AEU) (SA Branch)–SACE Board Working Group was formed in 2009 to foster mutual collaboration and consultation between the SACE Board and the union.

The Working Group provides a formal mechanism for teachers represented by the union to respond to SACE Board policies and procedures. The Working Group was also established to ensure communication between the SACE Board and teachers as the new SACE is implemented progressively from 2009 to 2011, and to provide a forum for discussion of issues of significance relating to the development, delivery, and quality of the SACE with specific

reference to the engagement and success of senior secondary students.

Membership of the Working Group includes the Chief Executive of the SACE Board, the Director of the *future* SACE Office, and the Vice President of the AEU, as well as other SACE Board staff and AEU members.

The Working Group met on four occasions in 2009. Key outcomes included a regular column in the *AEU Journal* providing teachers with up-to-date information, such as details of professional development workshops and other key developments relating to the implementation of the new SACE.

National Alliances

The Chief Executive of the SACE Board of South Australia is a member of the Australasian Curriculum, Assessment and Certification Authority (ACACA), and in 2009 was the Chair. This group comprises the Chief Executives of the boards of studies in all states and territories in Australia and New Zealand, and has been established to provide a forum for mutual collaboration and discussion.

ACACA meets at least four times a year and hosts an annual conference for educators and others with an interest in curriculum, assessment, and certification.

In 2009, ACACA formally extended an invitation to the Director of the Office of the Australian Curriculum, Assessment and Reporting Authority (ACARA) to join ACACA in order to formalise the relationship between the states, territories, and Commonwealth Government. The introduction of a national curriculum places an additional imperative on a strong and positive relationship between the state and federal authorities that have responsibility for setting curriculum and assessment standards.

In addition, representatives of ACARA and the Commonwealth Department for Education, Employment and Workplace Relations attend ACACA meetings.

Over the past year, ACACA has focused on the following key areas:

- implications of a national curriculum on state accredited and certificated curricula
- development of nationally consistent achievement standards
- recognition of vocational education and training within the senior secondary certificate

- language curriculum (with special emphasis on increasing the number of students studying Asian languages)
- achieving literacy and numeracy targets
- web-based assessment and other online learning tools.

During 2009, ACACA formally contributed to the national consultation undertaken by the Australian Qualifications Framework Council on the proposed Australian Qualifications Framework. Further consultation will occur in 2010 and ACACA has once again been invited to participate in the consultation process.

In 2010, ACACA will focus on the introduction of the national curriculum and the implications for state-based accreditation and certification authorities.

Communication

Website Development

In 2009, the SACE Board developed a new website. This website will go live in January 2010. The new website was designed based on research into site-users needs, resulting in improvements to navigation, content, and design. It aims to communicate information easily and clearly, and uses updated technology to promote two-way communication. It has sections tailored for teachers and schools, students and parents, and business and the community. The 'Connect' section is home to all things interactive, including online forums, workshop bookings, and online tools.

Communication with Parents and Students

The first cohort of students to enrol in the new SACE was Year 10 students in 2009. In February 2009, schools were sent copies of the brochure 'The new SACE: Information for Year 10 students' for every Year 10 student. In May 2009, a second brochure entitled 'Introduction to the SACE: A guide for students and families' was sent to the parents of every Year 10 student.

The following information sheets were updated and posted on the website:

- Welcome to the SACE
- VET in SACE
- Special Provisions in the SACE
- Flexibility in the SACE.

In addition, the updated 'Special Provisions in the SACE' information sheet was printed and distributed to newly enrolled SACE students in early June.

A brochure entitled 'Results Information' was mailed to students with their results. It was linked to the website login for student results, providing immediate answers to many questions about the results.

SACE Community News was updated once a term and sent to the parent online community.

Promotional material and a catalogue for the SACE Art Show were published and distributed.

Communication with Schools

Each term a letter to principals outlining key information was distributed to school principals and to SACE coordinators.

E-news, an electronic operational news bulletin, was sent regularly to schools to keep staff up to date with relevant news from the SACE Board of South Australia.

In addition, an information sheet was sent to all teachers about the 'New SACE bulletin for schools', an online bulletin with details of professional development workshops, resources for teachers, and information about how to access subject outlines and summaries for the new SACE subjects.

To help teachers with the learning and assessment requirements of the new SACE, calendars of professional development opportunities for teachers and middle managers were supplied to schools. These calendars will be updated in 2010 to keep teachers informed of workshops on the new SACE Stage 2 subjects.

A number of information sheets describing the key features of the new SACE, together with subject-specific information sheets, were compiled for distribution to overseas schools that were delivering the South Australian Matriculation program.

In addition, the Office of the SACE Board prepared and distributed the following publications to support the administration of the SACE in schools:

- *SACE Operations Manual 2009*
- eight learning area manuals
- *Recognition of Community Learning: Guidelines 2009*
- *Flexible Learning Programs Manual 2009*

- sixty-five updated and/or new curriculum statements for Stage 1 and Stage 2 subjects, in electronic and hard-copy versions
- two subject outlines for new Stage 1 subjects — *Personal Learning Plan* and *Personal Learning Plan: Modified*.

The *Personal Learning Plan 2009 Guidelines and Information: Stage 1* was published on the website to assist teachers to understand the learning and assessment requirements of this compulsory new Stage 1 subject.

Chief Assessors' reports for the 2008 assessment cycle were published online early in 2009.

The SACE Board's *Annual Report 2008* was prepared and posted on the website for schools and others to access. Limited hard copies were produced for key agencies.

Communication with Industry and Employer Groups

Market research with employers in 2009, identified the need for SACE communication to be targeted through employer and industry networks, publications, and websites.

An Employers Strategy has since been developed, producing a database of these networks so that communication strategies can be expedited in 2010.

Information for the Community

The Information Analysis and Reporting Unit within the Office of the SACE Board is responsible for providing data for general public use. The following Data Information Releases are usually updated annually and made available on the SACE Board website:

- 'Completion Rates for South Australian Students in 2003 to 2007 — Disaggregated by Location, Gender, Aboriginality, and Socio-economic Quartile'
- 'Student Participation in Stage 2 Mathematics as Part of Their SACE Studies 1998–2008'
- 'Student Participation in Stage 2 Science as Part of Their SACE Studies 1998–2008'
- 'Subject Mean Achievement Scores for the 2008 Processing Year Disaggregated by Gender'
- 'Student Participation in Vocational Education and Training (VET) as Part of Their SACE Studies'
- 'Profile of the 2003–2008 Stage 2 Cohorts of Students'.

The Information Analysis and Reporting Unit is also responsible for responding to a broad range of data requests from within and outside the Agency on an annual and ad hoc basis. The demand for data from schools and other institutions, both state and federal, remained constant throughout the year. Increasingly, data and analysis are being provided to support the work of the *future* SACE Office.

Some of the external education stakeholders supplied with data were, the Aboriginal Education Reference Group, the associations for independent schools (both Catholic and non-Catholic), universities, secondary schools, and state and federal government departments with an education responsibility.



GOVERNANCE AND ORGANISATIONAL CAPABILITY

During 2009 the SACE Board implemented a number of measures to strengthen governance and improve organisational capability. By investing in internal improvement we have enhanced our ability to deliver quality outcomes for students, teachers, and our other stakeholders.

Communication and Engagement Framework

During 2009, the Board established a new standing committee, the Communication and Engagement Committee.

This committee developed a Communication and Engagement Framework to guide and monitor SACE Board communication activities. The Framework focuses communication on one or more of the following functions: to inform, consult, engage, and/or collaborate, with the aim of a call to action for the improvement of student outcomes.

In 2010, the Communication and Engagement Committee will focus on monitoring the communication strategies that expedite the priorities listed in the Board's *Strategic Plan: 2009–2011*.

Planning and Reporting Framework

Significant work was undertaken in 2009 to develop a coherent and transparent organisational framework for planning and reporting. The purpose of the Planning and Reporting Framework is to strengthen the capacity of the Board to work in a connected manner at the organisational level in order to continue to deliver quality services.

The Framework was finalised in November 2009; it outlines an integrated approach incorporating:

- strategic planning cycle
- annual operational and workgroup planning cycles
- audit recommendations and responses
- budgetary cycles
- individual performance plans

- performance measurement
- project plans
- risk assessment.

Work to embed the Framework in the operations of the organisation will continue in 2010.

Strategic Internal Audit Plan

A risk-based approach for the internal audit of SACE Board processes was introduced by the Board in 2009. An Internal Audit Charter was developed to provide independent and objective assurance to the Board and management on the effectiveness of the SACE Board's risk management and internal compliance and control systems.

Subsequently, the 2009–2011 Strategic Internal Audit Plan was developed. The Plan was approved by the Finance, Risk, and Audit Committee in May 2009, and includes both individual projects and organisation-wide processes. Seventeen audits were completed between May and December.

Quarterly progress reports were supplied to the Finance, Risk, and Audit Committee from November 2009, ensuring ongoing monitoring of audit recommendations.

ISO 9001 Accreditation

In May 2009, 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 and a continuation of our quality accreditation was granted. The SACE Board has maintained its ISO 9001 accreditation since November 2002.

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

Procurement Framework

The Board implemented a new Procurement Framework in July 2009 incorporating three key principles:

- obtaining value in the expenditure of public money

- providing for ethical and fair treatment of participants
- ensuring probity, accountability, and transparency in procurement operations.

The procedures and guidelines that underpin the Framework were developed in accordance with the policies and guidelines of the State Procurement Board. They are based on a value/risk assessment for all procurements to ensure that an appropriate amount of time and effort is committed to each procurement process. Each procurement is classified as either low, simple, or major and is subject to a level of rigour appropriate to the associated risk. This assists in streamlining simple, everyday expenditures while ensuring greater scrutiny for more significant purchasing decisions.

OHSW Service Level Agreement

In 2009 an Occupational, Health, Safety, and Welfare Service Level Agreement was endorsed by the Department of Education and Children's Services (DECS) and the Chief Executive of the SACE Board.

DECS will supply advice and associated services relating to rehabilitation, claims management, and injury prevention to the Chief Executive of the SACE Board of South Australia to assist in carrying out the SACE Board's responsibilities under the *Workers Rehabilitation and Compensation Act 1986 (SA)* and the *Occupational Health, Safety and Welfare Act 1986 (SA)*.

The Agreement will be renewed before 30 June 2010.

Electronic Document and Records Management System

During 2009 the SACE Board made significant progress in its implementation of an electronic document and records management system (EDRMS). Objective, the EDRMS selected by the Board, is compliant with all requirements of State Records of South Australia.

The system has been implemented in Communications, Human Resources and Corporate Services, and the Information Analysis and Reporting and Information Systems units in Information Services. Training sessions have been conducted for staff to assist in the transition.

The implementation of the EDRMS will ensure the SACE Board is meeting legislative requirements and continues to be recognised as a quality organisation. In addition, it is expected that there will be an increase in efficiency and productivity through access and exchange of information across the organisation as the EDRMS provides a platform for logical document storage and consistent record management.

Implementation of the EDRMS will continue in 2010.

Security Management Framework

In 2009 the SACE Board of South Australia established a project to deliver an Agency Security Plan in accordance with the standards described in the *Australian Government Protective Security Manual (PSM)* and to address the security requirements for government assets in each area of protective security as outlined in the Department of Premier and Cabinet Circular 30, 'Protective Security Management Framework' (PSMF).

The PSMF identifies the policies and guidelines to be followed for achieving consistent security standards within and across the South Australian Government. It also assists in the adoption of a culture that recognises the importance of protecting the assets the Public Sector relies on to fulfil its responsibilities and provide services to the community.

Progress in 2009

In 2009, a gap analysis was conducted of existing SACE Board policies and procedures against the minimum standards of the PSMF.

Security risk assessment workshops were held in November 2009 with key stakeholders from across the organisation and a security risk assessment report was prepared for the Executive Leadership Team. The risk priorities will assist in determining the order of implementing measures to meet the minimum standards of the PSMF.

The South Australia Police conducted a physical security audit of the SACE Board premises and recommendations from the report were included in a security plan.

A draft of the SACE Board Security Plan for 2010–12 was completed in December 2009.

Specialised training was conducted for the Agency Security Executive, Agency Security Advisor, and IT Security Advisor.

HUMAN RESOURCES MANAGEMENT REPORTING

The Human Resources Section provides a comprehensive range of strategic and operational human resource management services to support the SACE Board of South Australia. Human Resources achievements for 2009 included:

- the review of the SACE Board of South Australia Employment Conditions Manual to reflect legislative changes and public service standards
- the development and delivery of merit-based selection training sessions for SACE Board staff participating in selection panels
- the development and delivery of the Corporate Induction Program
- the review of the Recruitment and Selection Policy and Procedures Manual, the Criminal History Record Check Policy, and the Grievance Resolution Policy and Procedures Manual

- the development of the Equal Opportunity and the Prevention of Discrimination, Bullying and Sexual Harassment Policy and Procedures Manual, the Study Assistance Policy, and the Learning and Development Policy
- participation in the Wages Parity Portfolio Representative Group, the whole of government enterprise bargaining process
- the restructure of the administration team in the Curriculum and Moderation Services groups.

Employees, by Gender and Status

Total Number of Employees	
Persons	128
FTEs	99.8

Gender	% Persons	% FTEs
Male	34	37
Female	66	63

Number of persons	
Separated from the agency	22
Recruited to the agency	18
On leave without pay at 31 December	0

Status of Employees in Current Position

FTEs	Ongoing	Short-term Contract	Long-term Contract	Casual (excludes agency staff)	Total
Male	8.0	19.7	8.0	1.6	37.3
Female	26.6	20.9	11.1	3.9	62.5
Total	34.6	40.6	19.1	5.5	99.8

Persons	Ongoing	Short-term Contract	Long-term Contract	Casual (excludes agency staff)	Total
Male	8	20	8	8	44
Female	30	23	12	19	84
Total	38	43	20	27	128

Number of Employees by Salary Bracket

Salary Bracket	Male	Female	Total
\$0-\$47 999	12	36	48
\$48 000-\$60 999	6	15	21
\$61 000-\$78 199	12	12	24
\$78 200-\$98 499	11	18	29
\$98 500 +	3	3	6
Total	44	84	128

Number of Executives by Gender, Classification, and Status at 31 December 2009

Classification	Ongoing		Tenured Contract		Untenured Contract		Other (Casual)		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
EX A	0	0	0	0	2	1	0	0	0	0	3
EX D	0	0	0	0	1	0	0	0	0	0	1
Total	0	0	0	0	3	1	0	0	0	0	4

Workforce Diversity

The SACE Board of South Australia has a diverse workforce with 1.9% Aboriginal and/or Torres Strait Islander employees, 2.3% employees with a disability, and 18.81% employees who were born overseas. In 2009,

no new workplace adaptations were required for employees with disabilities.

We are committed to achieving targets identified in the South Australian Strategic Plan and ensuring our workforce reflects the community we serve. In 2009, enhanced induction procedures captured workforce diversity data.

Aboriginal and/or Torres Strait Islander Employees

Salary Bracket	Aboriginal staff	Total staff*	% Aboriginal	Target †
\$0 – 47 999	1	22	4.5	2%
\$48 000 – \$60 999	0	21	0	2%
\$61 000 – \$78 199	0	23	0	2%
\$78 200 – \$98 499	1	32	3.1	2%
\$98 500 +	0	3	0	2%
Total	2	101	1.9	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	South Australian Workforce Benchmark*
15–19	1	0	1	0.8	6.5%
20–24	1	2	3	2.3	10.3%
25–29	4	2	6	4.7	11.1%
30–34	2	14	16	12.5	10.7%
35–39	8	10	18	14.1	11.7%
40–44	7	13	20	15.6	11.4%
45–49	4	12	16	12.5	11.9%
50–54	2	11	13	10.2	10.3%
55–59	12	12	24	18.8	8.2%
60–64	1	6	7	5.4	5.3%
65+	2	2	4	3.1	2.6%
Total	44	84	128	100.0	100.0

*Source: Australian Bureau of Statistics *Australian Demographic Statistics, 6291.0.55.001 Labour Force Status (ST LMB) by Sex, Age, State, Marital Status — Employed* — Total from Feb78 Supertable, South Australia at May 2009.

Cultural and Linguistic Diversity

	Male	Female	Total	% of Agency*	SA Community†
Number of employees born overseas	6	13	19	18.81	20.3%
Number of employees who speak language(s) other than English at home	2	7	9	9.9	16.6%

* This does not include casual employees.

† Source: Australian Bureau of Statistics, *Basic Community Profile (SA) Cat no. 2001.0*, 2006 census.

Number of Employees with Disabilities

Type of disability*	Male	Female	Total	% of Agency
Physical	1	0	1	0.8
Sensory	0	1	1	0.8
Psychological/psychiatric	1	0	1	0.8
Total	2	1	3	2.3

* As defined by section 4 of the Commonwealth's *Disability Discrimination Act 1992*.

Performance Management

In 2009 the SACE Board conducted a performance management survey of all staff. The awareness raised by conducting the survey resulted in an increase in the percentage of performance management reviews undertaken during 2009.

From the analysis of the survey results, recommendations were made to increase participation rates in the performance management process further. Approved recommendations of the survey report will be implemented in 2010 to enhance the performance management system and ensure all staff are given valuable feedback on their performance and training opportunities, and continue to develop their skills.

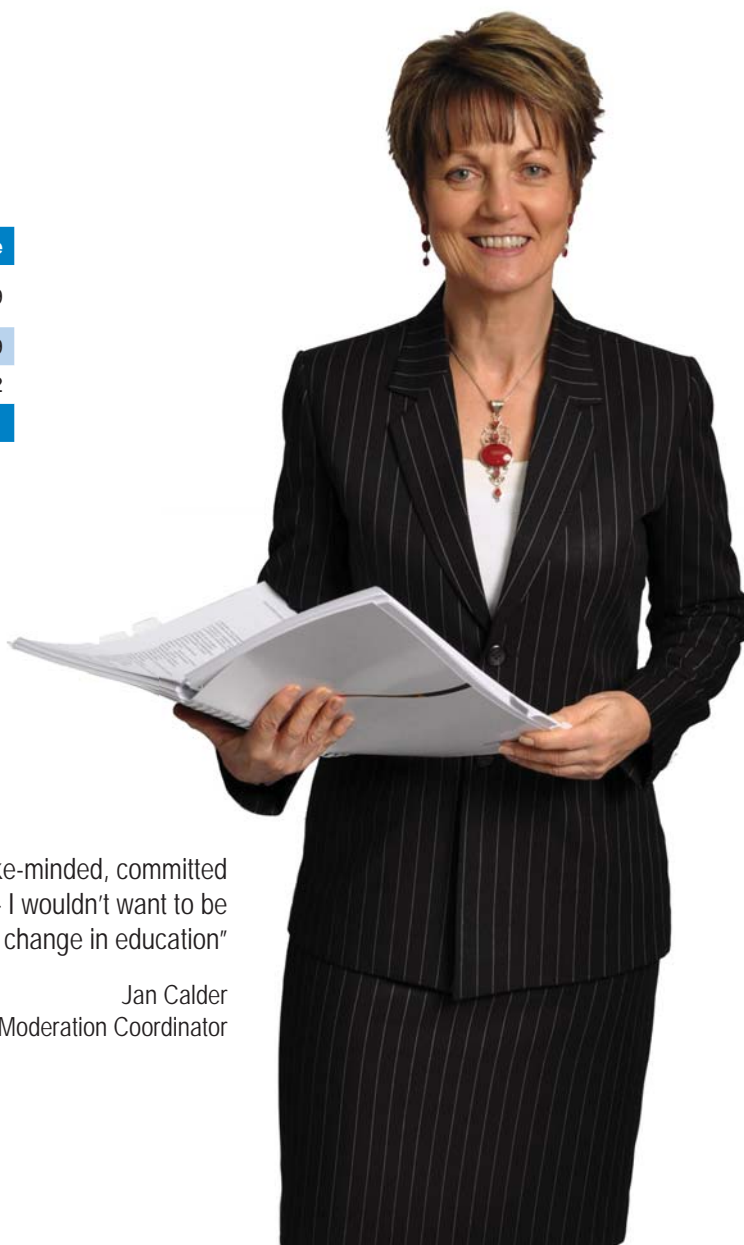
Documented Review of Individual Performance Management

Employees with . . .	% of Total Workforce
a review within the past 12 months	61.39
a review older than 12 months	20.79
no review	17.82

Leave Management

Average Days Leave Taken per Full-time Equivalent Employee

Leave Type	2006	2007	2008	2009
Sick Leave	7.8	7.4	3.5	2.5
Family Carer's Leave	1.2	1.1	0.1	1.7
Miscellaneous Special Leave	0.4	0.4	0.3	0.4



"I enjoy working in this dynamic environment with like-minded, committed people. It's a truly exciting time to be working here – I wouldn't want to be anywhere else. The stage is set for some significant change in education"

Jan Calder
Senior Moderation Coordinator

Leadership and Management Development

In 2009, training and development expenditure was increased in the areas of induction, and occupational health, safety, and welfare training.

A corporate learning plan will be developed in 2010 to provide a strategic approach to leadership and management development.

Leadership and Management Training Expenditure

Training and Development	Total	% of Total Salary Expenditure
Total training and development expenditure	\$173 048.37	2.8%
Total leadership and management development	\$19 646.86	0.32%

Accredited Training Packages by Classification

Classification	Number of Accredited Training Packages
TRN1	1
ASO2	2
ASO4	2
ASO5	2
MAS3	1

Equal Employment Opportunity Programs

The SACE Board of South Australia is committed to providing equal employment opportunities for all members of the South Australian community and accesses established public sector programs, including the Government of South Australia's Youth Training Scheme, Trainee Employment Register, Aboriginal Employment Register, and Disability Employment Register.

During 2009, the Human Resources Section developed and delivered merit-based selection training for staff participating in selection panels.

Occupational Health, Safety and Injury Management

The Occupational Health, Safety, and Welfare (OHS&W) Committee comprises five staff and management representatives, who meet regularly throughout the year. They are trained and replaced as required.

During 2009, preventative measures included:

- a review of the Board's OHS&W management processes (as part of the 2009 Internal Audit Plan)
- training for Emergency Wardens
- training in manual handling for staff
- a series of seminars for staff on 'Maximising Your Well Being'
- workstation assessments
- access to an employee assistance program
- a full complement of trained First Aid Officers and Fire Wardens
- two evacuation exercises.

OHS Notices and Corrective Action taken

OHS legislative requirements	2007	2008	2009
Number of notifiable occurrences pursuant to OHS&W Regulations Division 6.6	0	0	0
Number of notifiable injuries pursuant to OHS&W Regulations Division 6.6	0	0	0
Number of notices served pursuant to OHS&W Act s35, s39, and s40 (default, improvement and prohibition notices)	0	0	0

Disability Action Plan

The Office of the SACE Board is accessible and has facilities for people with disabilities. During 2009 the SACE Board carried out a number of initiatives to raise awareness of accessibility and non-discriminatory practices, including:

- sessions for all staff about accessibility and non-discriminatory practices
- training for panel members on merit-based selection processes
- development of relevant policies and procedures.

OPERATIONS MANAGEMENT REPORTING

Refurbishment

In 2009, the SACE Board converted meeting rooms, the library storage area, and various other spaces to accommodate staff needed for, among other things, the development and implementation of the new SACE and the *future* SACE information technology projects. In total, an additional forty-one workstations were built at the Greenhill Road premises. The reception area on Level 1 of the premises is currently being upgraded.

Asbestos Management

The building owner provided the SACE Board with a current asbestos register in October 2009. This will be updated in October 2010.

Freedom of Information

In order to protect the privacy and rights of schools and individual students, it is necessary for the Board to restrict public access to certain information. The SACE Board of South Australia is an exempt agency under the Freedom of Information (Exempt Agency) Regulations 2008, r. 4(a).

Energy Efficiency

Energy

The SACE Board continues its commitment to being an energy-conscious and efficient organisation.

Air conditioners are monitored for effective and efficient use through a regular maintenance schedule. Staff have been encouraged to switch off supplementary air conditioners, lights, photocopiers, and other non-essential machines when not required.

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

After Hours Air Conditioning

	Usage (units)	Cost (\$)
Base year 2002	3093.43	91 712.54
2003	2550.74	69 768.10
2004	3051.59	54 482.85
2005	2407.96	25 841.97
2006	2812.82	28 757.49
2007	2446.30	23 341.16
2008	1895.83	18 776.52
2009	1215.03	11 959.64

Performance Against Annual Energy Use Targets

	Energy Use (GJ)*	GHG Emissions†	Business Measures (FTE)	Energy Intensity (GJ/FTE x 1000)	Efficiency Gains	Energy Intensity Target (GJ/FTE x 1000)
Base Year 2001	1669.75	0.27	68.6	24 304.40		
2008	1786.17	0.29	118.2	15 111.40	38%	
2009	1818.52	0.30	99.8	18 221.69	25%	
2014					25%	18 228.3

* Sum of all fuel types, expressed in GJ.

† Carbon dioxide equivalent.

Travel and Fleet

The SACE Board continues to align with policy objectives recommended by Fleet SA. Car pooling, vehicle rotation, and taxis are some of the ways the SACE Board is maximising time and fuel efficiency when officers schedule school visits and other activities. The use of video conferencing to minimise long-distance travel, including air travel, is being investigated.

The SACE Board has begun to 'green the fleet' by leasing smaller vehicles, including hybrid vehicles, to reduce its carbon footprint in line with the Greening of Government Operations Framework. These changes will be monitored closely to determine the reduction in carbon emissions.

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

Greening of Government Operations Framework

Carbon Emissions

From 1 January 2009, the SACE Board elected to print all major documents on ENVI Carbon Neutral paper, an Australian Government certified Greenhouse Friendly paper produced from sustainable forests. This is the only carbon-neutral paper produced in Australia to ISO 14001 Environmental Assurance standards. The decision to print on ENVI has reduced the SACE Board's CO₂ emissions from printing by more than 30 tonnes in 2009. This is a significant contribution towards South Australia's Strategic Plan target 3.5: to reduce greenhouse gas emissions to 60% of 1990 levels by 2050.

Waste

The Resource Recovery Certificate provided by Close the Loop confirmed that the SACE Board diverted 38.17 kgs of printing materials from landfill to recycling. The SACE Board continues to recycle paper, cardboard, cans, cartons, glass, and plastics as standard operating practice and is investigating the use of under-the-desk recycling boxes for all staff.

Water Efficiency and Wastewater

The SACE Board continues to improve its water efficiency process and, in collaboration with the building owners, is working toward a high level of compliance with the required standards. The SACE Board monitors water outlets regularly to achieve greater efficiency.



FINANCIAL MANAGEMENT REPORTING

The Board has continued to focus on improving processes that will enhance its financial management.

In adherence to the 3-year Strategic Internal Audit Plan, the Human Resources and Corporate Services Group focused on reviewing credit cards, travel arrangements, and indirect tax arrangements (including the legislative requirements for compliance with the goods and services tax and fringe benefits tax). It also reviewed the control processes for the management and control of the general ledger and preparation of the accounts.

In 2009, the SACE Board began to implement the State Treasurer's Instructions 2 and 28. These instructions require all public authorities to develop, implement, document, and maintain policies, procedures, systems, and internal controls to assist chief executives with their financial management responsibilities. These Instructions also require public authorities to implement a robust and transparent financial management compliance program.

Account Payment Performance

The table below summarises the SACE Board's account payment performance for 2009.

Consultants

No consultants were engaged in 2009.

Contractual Arrangements

The SACE Board had no contractual arrangements during 2009 where the total value of the contract exceeded \$4 million and the contract extended beyond a single year.

Fraud

There have been no instances of fraud detected in the SACE Board.

The Board is committed to continuous improvement and has implemented procedures to ensure the SACE Board meets its legal obligations with regard to fraud control.

Account Payment Performance

Particulars	Number of Accounts Paid	Percentage of Accounts Paid	Value in \$A of Accounts Paid	Percentage of Accounts Paid
Paid by the due date	6321	97	11 014 204.91	97.5
Paid late but within 30 days of the due date	164	3	276 128.55	2.4
Paid more than 30 days after the due date	26	0	12 695.36	0.1

Overseas Travel

Number of Employees	Destination(s)	Reasons for Travel	Total Cost* to Agency (\$)
2	Malaysia	SAM professional development visit	19 635
1	Singapore	Singapore Third Languages Project	5 592
2	China	SAM professional development visit	15 836
5			41 063

*Total cost includes salary, oncosts, travel, accommodation, etc.

Financial Statements for the Year Ended 31 December 2009

Statement of Comprehensive Income For the Year Ended 31 December 2009

	Note No.	2009 \$'000	2008 \$'000
Expenses			
Employee benefit expenses	4	10 811	8 839
Supplies and services	5	9 113	4 824
Replacement teachers	6	918	1 012
Depreciation and amortisation expense	7	404	303
Total expenses		21 246	14 978
Income			
Revenue from fees and charges	8	2 439	2 203
Interest revenues	9	155	344
Net gain from the disposal of assets	10	2	3
Replacement teachers write-back	11	329	145
Other income	12	4 398	599
Total income		7 323	3 294
Net cost of providing services		13 923	11 684
Revenues from/Payments to SA Government			
Revenues from SA Government	13	12 989	12 757
Net result		(934)	1 073
Other comprehensive income		–	–
Total comprehensive result		(934)	1 073

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

Statement of Financial Position
As at 31 December 2009

	Note No.	2009 \$'000	2008 \$'000
Current Assets			
Cash and cash equivalents	25	1 266	2 074
Receivables	15	627	583
Other financial assets	16	4 466	3 882
Other current assets	17	122	29
Total current assets		6 481	6 568
Non-current Assets			
Plant and equipment	18	1 211	905
Intangible assets	19	–	114
Total non-current assets		1 211	1 019
Total assets		7 692	7 587
Current Liabilities			
Payables	20	809	522
Replacement teachers	21	589	516
Employee benefits	22	1 100	770
Total current liabilities		2 498	1 808
Non-current Liabilities			
Payables	20	85	40
Employee benefits	22	1 030	726
Total non-current liabilities		1 115	766
Total liabilities		3 613	2 574
Net assets		4 079	5 013
Equity			
Staff entitlements reserve	24	1 938	1 364
Retained earnings	24	2 141	3 649
Total equity		4 079	5 013
The total equity is attributable to the SA Government as owner.			
Commitments for expenditure	23		

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

**Statement of Changes in Equity
For the Year Ended 31 December 2009**

	Note No.	Staff Entitlements Reserve \$'000	Retained Earnings \$'000	Total \$'000
Balance at 31 December 2007	24	1 202	2 738	3 940
Net result for 2008		–	1 073	1 073
Transfer to (from) reserve		162	(162)	–
Balance at 31 December 2008	24	1 364	3 649	5 013
Net result for 2009		–	(934)	(934)
Transfer to (from) reserve		574	(574)	–
Balance at 31 December 2009	24	1 938	2 141	4 079
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 2009

	Note No.	2009 \$'000	2008 \$'000
Cash Flows from Operating Activities			
Cash Outflows			
Employee benefit payments		(10340)	(8585)
Payments for supplies and services		(10484)	(6045)
GST paid to the ATO		(89)	(60)
Cash used in operations		(20913)	(14690)
Cash Inflows			
Fees and charges		2953	2293
Interest received		173	342
GST recovered from the ATO		473	439
Other receipts		4625	591
Cash generated from operations		8224	3665
Cash flows from SA Government			
Receipts from SA Government		13059	12758
Cash generated from SA Government		13059	12758
Net cash provided by operating activities	25	370	1733
Cash Flows from Investing Activities			
Cash Outflows			
Purchases of plant and equipment		(596)	(485)
Cash used in investing activities		(596)	(485)
Cash Inflows			
Proceeds from sale of plant and equipment		2	3
Cash generated from investing activities		2	3
Net cash used in investing activities		(594)	(482)
Net (decrease)/increase in cash and cash equivalents		(224)	1251
Cash and cash equivalents at the beginning of the financial year		5956	4705
Cash and cash equivalents at the end of the financial year	25	5732	5956

The above Statement of Cash Flows should be read in conjunction with the accompanying notes.

Notes to the Financial Statements for the Year Ended 31 December 2009

Note 1 Objectives of the SACE Board of South Australia

The main functions of the SACE Board of South Australia include 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 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 Board is predominantly funded from grants provided by the State Government of \$12.99 million (2008: \$12.76 million).

Note 2 Summary of Significant Accounting Policies

a) Basis of Accounting

The financial statements are general purpose financial statements. The accounts have been prepared in accordance with applicable Australian Accounting Standards (AAS) and Treasurer's Instructions and the Accounting Policy Framework promulgated under the provision of the *Public Finance and Audit Act 1987* (PFA Act).

Statement of Compliance

Australian accounting standards include Australian equivalents to International Financial Reporting Standards and AAS 29 *Financial Reporting by Government Departments*. Australian accounting standards and interpretations that have recently been issued or amended but are not yet effective have not been adopted by the Board for the reporting period ending 31 December 2009.

The preparation of the financial report requires:

- the use of certain accounting estimates and management to exercise its judgment in the process of applying the 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
- compliance with the accounting policy frameworks issued pursuant to section 41 of the *Public Finance and Audit Act 1987*, by authority of Treasurer's Instruction 19 *Financial Reporting*. In the interest of public accountability and transparency the accounting policy frameworks require the following note disclosures:
 - a) revenues, expenses, financial assets, and liabilities where the counterparty/ transaction is with an entity within the SA Government as at reporting date, classified according to their nature. No threshold for separate identification of these items applies
 - b) employees whose normal remuneration is \$100 000 or more (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.
 - c) 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 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 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 report has been prepared based on a 12 month operating cycle and is presented in Australian currency.

b) Comparative Information

The presentation and classification of items in the financial report are consistent with prior periods except where a specific accounting policy statement or Australian accounting standard has required a change.

Where presentation or classification of items in the financial report has been amended comparative amounts have been reclassified unless reclassification is impracticable.

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

c) Rounding

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

d) Taxation

The Board is not subject to income tax. The 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. GST is reported as follows:

- When the GST incurred on a purchase of goods or services is not recoverable from the Australian Taxation Office, 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 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. 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.

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.

e) Income and Expenses

Income and expense are recognised in the Board's Statement of Comprehensive Income when and only when it is probable that the flow of economic benefits to or from the Board will occur and can be reliably measured.

Income and expenses have been classified according to their nature in accordance with

Accounting Policy Framework II *General Purpose Financial Reporting Framework* paragraph APS 3.5 and have not been offset unless required or permitted by a specific accounting standard.

In accordance with Accounting Policy Framework II *General Purpose Financial Reporting Framework* paragraphs 4.1 and 4.2, the financial report's notes disclose income, expenses, financial assets, and financial liabilities where the counterparty/transaction is with an entity within the SA Government as at the reporting date, classified according to their nature.

Income

The following are specific recognition criteria.

Revenue from SA Government

Appropriations for program funding are recognised as revenues when the Board obtains control over the funding.

Fees and Charges

Revenues from fees and charges are derived from the provision of goods and services to the public. This revenue is recognised upon delivery of the service to the clients or by reference to the stage of completion.

Interest Revenue

Interest revenues comprise interest earned on deposits at bank and investments with the South Australian Government Financing Authority.

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 11 contains further details.

Other Income

Other income mainly comprises reimbursements of salaries and contractor expenses for staff associated with the implementation of the new South Australian Certificate of Education.

Expenses

Employee Benefits

Employee benefits 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 involved in Board activities. These costs are reimbursed by the Board upon submission of claims by schools.

f) Current and Non-current Classification

Assets and liabilities are characterised as either current or non-current in nature. The 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.

The Board has not recognised its Library as an asset in the financial report. 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.

g) Cash and Cash Equivalents

Cash and cash equivalents recorded in the Statement of Cash Flows comprise cash on hand, deposits held at call, and other short-term, highly liquid investments with maturities of 3 months or less that are readily converted to cash and are used in the cash management function on a day-to-day basis.

Cash and cash equivalents include an interest-bearing bank account and a short-term, highly liquid investment account. Interest is calculated based on average daily balances of the interest bearing funds. The interest rates applying at

31 December 2009 were 1.60% and 3.84% (2008: 1.9% and 5.46%).

h) Receivables

Receivables include amounts receivable from trade debtors 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 after the issue of an invoice or when the goods/services have been provided under a contractual arrangement.

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

i) Other Financial Assets

In accordance with the Accounting Policy Statements contained in the Accounting Policy Framework IV *Financial Asset and Liability Framework*, the Board measures financial assets and debt at historical cost.

j) Non-current Asset Acquisition and Recognition

Assets are initially recorded at cost or at the value of any liabilities assumed, plus any incidental cost involved with the acquisition. Cost is deemed to equate to fair value. Where assets are acquired at no value, or minimal value, they are recorded at their fair value in the Statement of Financial Position.

k) 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.

Assets' residual values, useful lives, and 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 Board expenses items of Plant and Equipment with an initial purchase price below \$1000 except where that item is part of a group of like assets that have a combined value in excess of \$1000.

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	Depreciation Method	Useful Life
Furniture and fittings	Straight line	3–10 years
Equipment	Straight line	5–10 years
Computer equipment	Straight line	1–8 years
DATEX software	Straight line	5 years
Leasehold improvements	Straight line	3–10 years

l) Intangible Assets

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 \$10000.

Under these requirements the Board has recognised at cost an asset relating to internally generated software integral to its results assessment operation, the DATEX Software application.

All research and development costs that do not meet the capitalisation criteria outlined in AASB² 138 are expensed.

The DATEX software is fully depreciated, and, although still in use, cannot be revalued due to the absence of an active market to determine its value. In accordance with AASB 138, the asset is carried at its cost less accumulated amortisation.

m) Payables

Payables include creditors, accrued expenses, and employment on-costs.

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 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.

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 in accordance with Treasurer's Instruction 11 *Payment of Creditor's Accounts*.

Employment on-costs comprise superannuation contributions and payroll tax with respect to outstanding liabilities for salaries and wages, long service leave, and annual leave.

n) Employee Benefits

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

Wages, Salaries, Annual Leave, and Sick Leave

Liability for salary and wages are measured as the amount unpaid at the reporting date at remuneration rates current at reporting date.

The annual leave liability is expected to be payable within 12 months and is measured at the undiscounted amount expected to be paid. In the unusual event where salary and wages and annual leave are payable later than 12 months, the liability will be measured at present value.

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 staff is estimated to be less than the annual entitlement for sick leave.

Long Service Leave

The liability for long service leave is recognised after a staff member has completed 6.5 years of service. An actuarial assessment of long service leave undertaken by the Department of Treasury and Finance, based on a significant sample of staff throughout the South Australian public sector determined that the liability measured using the short hand method was not materially different from the liability measured using the present value of expected future payments.

²AASB is the Australian Accounting Standards Board.

This calculation is consistent with the Board's experience of staff retention and leave taken.

The current/non-current classification of the Board's long service leave liabilities has been calculated based on historical usage patterns.

o) Leases

The Board has entered into operating lease agreements for buildings and items of equipment where the lessors effectively retain all of 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 to be derived from the leased property.

In November 2009, the Board entered into four finance leases for the acquisition of computer equipment. As the lease terms did not begin until January 2010, leased assets and liabilities were not recognised in these financial statements. Commitments under the finance leases are disclosed in Note 23.

p) Insurance

The Board has arranged, through the South Australian Government Financing Authority, SAICORP Division, to insure all major risk of the Authority. The excess payable under this arrangement varies depending on each class of insurance held.

Note 3 Financial Risk Management

The Board has non-interest bearing assets (cash on hand and on call and receivables) and liabilities (payables) and interest bearing assets (held to maturity investments).

The Board has no significant concentration of credit risk. The Board has policies and procedures in place to ensure that transactions occur with customers with an appropriate credit history.

In relation to liquidity/funding risk, the continued existence of the Authority in its present form, and with its present segments/services, is dependent on Government policy and on continuing appropriations by Parliament.

Note 4 Employee Benefit Expenses

	2009	2008
	\$'000	\$'000
Salaries and wages	6 084	5 000
Casual salaries examiners	1 406	1 341
Casual salaries moderators	798	646
Casual salaries other	57	39
Long service leave	326	189
Annual leave	475	320
Employment on-costs — superannuation	1 021	773
Employment on-costs — other	473	393
Fringe benefits tax	60	73
Board fees	111	65
Total employee benefits costs	10 811	8 839

	2009	2008
Remuneration of Staff		
The number of staff whose remuneration received or receivable falls within the following bands:		
\$100 000 to \$109 999	10	4
\$110 000 to \$119 999	3	—
\$130 000 to \$139 999	—	2
\$140 000 to \$149 999	1	—
\$150 000 to \$159 999	2	—
\$260 000 to \$269 999	—	1
\$310 000 to \$319 999	1	—
Total number of staff	17	7

The table includes all staff who received remuneration of \$100 000 or more during the year. Remuneration of staff reflects all costs of employment including salaries and wages, superannuation contributions, fringe benefits tax, and any other salary sacrifice benefits, but excludes leave entitlements paid on termination. The total remuneration received by these staff for the year was \$2 159 000 (2008: \$949 000).

Related Party Disclosure: All amounts provided by the Board to related parties are provided on arms length terms.

Note 5 Supplies and Services

	2009	2008
	\$'000	\$'000
Supplies and services provided by entities within the SA Government		
Office accommodation charged by DTEI	792	754
Computing charges	188	199
Fleet management costs	174	152
Shared services charges	348	45
Other	98	64
Total supplies and services — SA Government entities	1 600	1 214
Supplies and services provided by entities external to the SA Government		
Contractors	4 764	1 336
Travel and accommodation	383	423
Printing	356	320
Postage, courier, and freight	288	270
Motor vehicles transport	206	213
Computing and communication	191	169
Equipment hire	127	119
Staff development	78	93
Repairs and Maintenance	72	83
Stationery and office supplies	124	76
Software (expensed)	256	75
Rent (other)	93	66
Hospitality	116	65
Security	71	63
Other	388	239
Total supplies and services — non-SA Government entities	7 513	3 610
Total supplies and services	9 113	4 824

Note 6 Replacement Teachers

	2009	2008
	\$'000	\$'000
Temporary replacement teachers	895	869
Fraction release teachers	23	143
Total replacement teachers	918	1 012

This expense relates to expenses incurred by the Department of Education and Children's Services and the other school sectors for the release of teachers to undertake duties for the SACE Board. See also Note 21 for details of the unclaimed funds up to 31 December 2009.

Note 7 Depreciation and Amortisation Expense

	2009	2008
	\$'000	\$'000
Depreciation — Plant and equipment		
Leasehold improvements	53	33
Equipment	93	49
Furniture and fittings	1	—
Computer equipment	143	106
Amortisation — Intangible Assets		
DATEX software	114	115
Total depreciation and amortisation	404	303

Note 8 Revenues from Fees and Charges

	2009	2008
	\$'000	\$'000
Fees and charges received/receivable from entities external to the SA Government		
Overseas students studying in South Australia	425	406
South Australian Matriculation Program	796	785
Northern Territory	1 218	1 012
Total fees and charges — non-SA Government entities	2 439	2 203
Total fees and charges	2 439	2 203

Candidates' fees collected during 2009 include students in Malaysia and China who entered the Board's assessment program, students from the Northern Territory, and amounts collected from overseas students studying in South Australia.

Note 9 Interest Revenues

	2009	2008
	\$'000	\$'000
Interest received/receivable from entities external to the SA Government	24	72
Interest received/receivable from entities within the SA Government	131	272
Total interest revenues	155	344

Note 10 Net Gain from Disposal of Assets

	2009	2008
	\$'000	\$'000
Plant and equipment		
Proceeds from disposal	2	3
Less net book value of assets disposed	–	–
Net gain from disposal of plant and equipment	2	3

Note 11 Replacement Teachers Write-back

During 2009, \$328 860 was written-back (2008: \$144 530) against the liability for Replacement Teachers. The write-back relates to outstanding amounts raised prior to 31 December 2008, for which the Department of Education and Children's Services and private schools have not sought reimbursement. Refer to Note 21 for additional explanation of the liability for Replacement Teachers.

Note 12 Other Income

	2009	2008
	\$'000	\$'000
Contributions from SA Government entities		
DECS — <i>future</i> SACE Office	3 981	192
Other government agencies	14	–
Total contributions from SA Government entities	3 995	192
Contributions from entities external to the SA Government		
Assessment fees	12	18
Miscellaneous income	263	312
Replacement certificates	18	16
Sale of publications	6	7
Scaling grant	104	54
Total contributions from entities external to the SA Government	403	407
Total other revenues	4 398	599

Note 13 Revenues from SA Government

	2009	2008
	\$'000	\$'000
Revenues from SA Government		
Operating grant	12 885	12 703
Scaling project	104	54
Total revenues from SA Government	12 989	12 757

The State Government Operating Grant for 2009 has twelve payments, which include an amount of \$1 082 000 relating to January 2010 paid in advance. The Operating Grant for 2008 also had twelve payments including an amount of \$1 035 500 relating to January 2009.

Note 14 Auditor's Remuneration

	2009	2008
	\$'000	\$'000
Audit fees paid or payable to the Auditor-General's Department	35	42
Total audit fees — SA Government entities	35	42

Other Services

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

Note 15 Receivables

	2009	2008
	\$'000	\$'000
Current		
Receivables	500	423
Accrued revenue	83	134
GST receivable	44	26
Total current receivables	627	583
Government/non-government receivables		
Receivables from SA Government entities		
Receivables	382	14
Accrued revenues	75	72
Total receivables from SA Government entities	457	86
Receivables from non-SA Government entities		
Receivables	118	409*
Accrued revenue	8	62*
Other	44	26*
Total receivables from non-SA Government entities	170	497
Total receivables	627	583

* Note: these figures were reported incorrectly in the 2008 Annual Report.

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 recognised in the provision for doubtful debts, it is not 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.

Bad and doubtful debts

The Authority has recognised a bad and doubtful debt expense of \$4776 in the Statement of Comprehensive Income.

Note 16 Other Financial Assets

	2009	2008
	\$'000	\$'000
Current		
Investments with SAFA	4 466	3 882
Total current investments	4 466	3 882

Note 17 Other Current Assets

	2009	2008
	\$'000	\$'000
Current		
Prepayments	122	29
Total other current assets	122	29

Note 18 Plant and Equipment

	2009	2008
	\$'000	\$'000
Plant and Equipment		
Furniture and fittings at cost	143	213
Accumulated depreciation	130	213
Furniture and fittings at fair value	13	–
Leasehold improvements at cost	805	525
Accumulated depreciation	529	276
Leasehold improvements at fair value	276	249
Equipment at cost	993	849
Accumulated depreciation	618	557
Equipment at fair value	375	292
Computer equipment at cost	1847	1521
Accumulated depreciation	1300	1157
Computer equipment at fair value	547	364
Total plant and equipment	1211	905

a) Reconciliation of Carrying Amount	Carrying Amount \$'000	Additions \$'000	Disposals \$'000	Depreciation Expense \$'000	Carrying Amount \$'000
Furniture and fittings	–	14	–	1	13
Leasehold improvements	249	80	–	53	276
Equipment	292	176	–	93	375
Computer equipment	364	326	–	143	547
Total furniture and fittings, leasehold improvements, equipment, and computer equipment	905	596	–	290	1 211

Note 19 Intangible Assets

	2009	2008
	\$'000	\$'000
DATEX Software		
DATEX software at cost	1 269	1 269
Accumulated amortisation	1 269	1 155
Total intangible assets	0	114

a) Reconciliation of Carrying Amount	Carrying Amount \$'000	Additions \$'000	Disposals \$'000	Amortisation Expense \$'000	Carrying Amount \$'000
DATEX software	114	–	–	114	0
Total intangible assets	114	–	–	114	0

Note 20 Payables

	2009	2008
	\$'000	\$'000
Current		
Creditors	111	41
Accrued expenses	528	379
Employment on-costs	170	102
Total current payables	809	522
Non-current		
Employment on-costs	85	40
Total non-current payables	85	40
Total payables	894	562

Government / non-government payables		
Payables to SA Government entities		
Creditors	15	–
Accrued expenses	82	137
Employment on-costs	255	142
Total payables to SA Government entities	352	279
Payables to non-SA Government entities		
Creditors	96	41
Accrued expenses	446	242
Total payables to non-SA Government entities	542	283
Total payables	894	562

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 employee 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.

Note 21 Replacement Teachers

	2009	2008
	\$'000	\$'000
Current		
Temporary replacement teachers	570	495
Fraction release teachers	19	21
Total replacement teachers — payables	589	516

The liability for replacement teachers represents the unclaimed portion of funds at 31 December 2009.

Note 22 Employee Benefits

	2009	2008
	\$'000	\$'000
Current		
Annual leave	616	474
Long service leave	151	48
Accrued salaries and wages	333	248
Total current employee benefits	1 100	770
Non-current		
Long service leave	1 030	726
Total non-current employee benefits	1 030	726
Total employee benefits	2 130	1 496

The total liability for current and non-current employee benefits (i.e. aggregate employee benefit plus related on-costs) for 2009 is \$2 385 000 (2008: \$1 638 000).

Note 23 Commitments

	2009	2008
	\$'000	\$'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	779	764
Later than 1 year but not longer than 5 years	1 724	338
Total operating lease commitments	2 503	1 102

Finance lease commitments

Commitments in relation to finance leases contracted for at the reporting date but not recognised as liabilities (see Note 2 (o)) are payable as follows:		
Within 1 year	112	–
Later than 1 year but not longer than 5 years	112	–
Total finance lease commitments	224	–

The Board's operating and finance leases are for office accommodation, leased vehicles, and equipment. Office accommodation is leased through Building Management Accommodation and Property Services (DTEI). 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 operating lease expenses incurred by the Board in 2009 were \$845 000 (2008: \$806 000).

Remuneration commitments

Commitments for the payment of salaries and other remuneration under employment contracts in existence at the reporting date but not recognised as liabilities are payable as follows:		
Within 1 year	5 139	4 947
Later than 1 year but not longer than 5 years	1 874	3 852
Total remuneration commitments	7 013	8 799

Amounts disclosed include commitments arising from executive and other service contracts. There is a greater emphasis on short-term contracts to meet business needs. The Board does not offer remuneration contracts greater than 5 years.

Note 24 Equity

	2009	2008
	\$'000	\$'000
Accumulated surplus	2 141	3 649
Staff entitlements reserve	1 938	1 364
Total equity	4 079	5 013

The Staff Entitlements Reserve represents funds retained by the Board to meet liabilities for Long Service Leave and Annual Leave accrued by staff members.

Note 25 Cash Flow Reconciliation

	2009	2008
	\$'000	\$'000
Reconciliation of cash — cash at year end as per:		
Statement of Cash Flows	5 732	5 956
Statement of Financial Position		
Cash on hand and at bank	1 266	2 074
Deposits with SAFA	4 466	3 882
Statement of Financial Position	5 732	5 956

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 operating activities to net cost of providing services:		
Net cash provided by operating activities	370	1 733
Less revenues from SA Government	(12 989)	(12 758)
Add/less non-cash items		
Depreciation and amortisation expense	(404)	(303)
Replacement teachers write-back	329	145
Gain from sale of non-current assets	2	3
Changes in assets/liabilities		
Increase in receivables	44	115
Increase in prepayments	93	(5)
Increase in payables	(332)	(80)
Increase in employee benefits	(634)	(263)
Increase in replacement teachers liability	(402)	(271)
Net cost of providing services	(13 923)	(11 684)

Note 26 Remuneration of Board and Committee Members

The Members and Deputy Members who received remuneration for services during the 2009 calendar year were:

SACE Board of South Australia January – June 2009:	
Presiding Member	Deputy Presiding Member
Adjunct Assoc. Prof. P.K. Wright	Prof. P. Lee
Member	Deputy Member
Ms J.E. Danvers	Mr P. Daw
Mr D. Frith	Mr R. Eley
Mr R. Heath	
Prof. M. Israel	
Ms H.F. O'Brien	
Prof. S. Richardson	
Ms P. Ronan	

The following Committee Members received remuneration during the 2009 calendar year:

Accreditation and Recognition Committee
Assoc. Prof. S. Pyke
Mrs H. Lambert
Communications and Engagement Committee
Ms M.M. Bentley

The Members and Deputy Members who received remuneration for services during the 2009 calendar year were:

SACE Board of South Australia July – December 2009:	
Presiding Member	Deputy Presiding Member
Mr A. Dooley	Ms J.E. Danvers
Member	Deputy Member
Assoc. Prof. S. Alagumalai	Mr P. Daw
Mr D. Frith	Mr R. Eley
Prof. M. Israel	Ms M.M. Bentley
Ms J. Miller	
Ms H.F. O'Brien	
Ms P. Ronan	

The following Committee Members received remuneration during the 2009 calendar year:

Finance, Risk, and Audit Committee		
Mr P. Daw		
	2009 \$'000	2008 \$'000
Income paid or due and payable to or on behalf of Board and Committee members	111	65
Remuneration of Board and Committee members		
The number of Board and Committee members whose remuneration received or receivable falls within the following bands:		
\$1 to \$9999	6	37
\$10 000 to \$19 999	11	1
Total number of Board and Committee members	17	38

Remuneration of members reflects all costs of performing Board/Committee member duties including sitting fees, superannuation contributions, fringe benefits tax, and any other salary sacrifice arrangements. The total remuneration received or receivable by members was \$127 000 including \$16 000 paid and payable to a superannuation plan for Board/Committee members.

In accordance with the Department of Premier and Cabinet Circular No. 016, Board members who are government employees did not receive any remuneration for board/committee duties during the financial 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 27 Financial Instruments/Financial Risk Management

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.'

Statement of Financial Position Line Item	Category of Financial Asset and Financial Liability	2009		2008		Note
		Carrying Amount \$'000	Fair Value \$'000	Carrying Amount \$'000	Fair Value \$'000	
Financial assets						
Cash and cash equivalents	Cash and cash equivalent	1 266	1 266	2 074	2 074	
Receivables (1)	Loans and receivables (at cost)	627	627	583	583	15
Other financial assets	Held to maturity investments (at cost)	4 466	4 466	3 882	3 882	16
Financial liabilities						
Payables (1)	Financial liabilities (at cost)	797	797	522	522	20

(1) The amount of receivables and payables disclosed here excludes statutory receivables and payables (amounts owing from/to SA Government and GST input tax credits payable and receivable). They are carried at cost.

Credit Risk

Credit risk arises where there is the possibility of the Board's debtors defaulting on their contractual obligations resulting in a financial loss to the Board. The Board measures credit risk on a fair value basis and monitors risk regularly.

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

Financial Assets Analysis

Provision for impairment of financial assets is calculated on past experience and current and expected changes in client credit rating. Currently the Board does not hold any collateral as security to any of its financial assets. At reporting date there is no evidence to indicate that any of the financial assets are impaired.

The following table discloses the ageing of financial assets and the ageing of impaired assets.

Financial Assets Item	Current (Not overdue) \$'000	Overdue for < 30 days \$'000	Overdue for 30–60 days \$'000	Overdue for > 60 days \$'000	Total \$'000
2009					
Not impaired					
Receivables	328	281	–	18	627
Other financial assets	4 466	–	–	–	4 466
Impaired					
Receivables	–	–	–	–	–
Other financial assets	–	–	–	–	–
2008					
Not impaired					
Receivables	557	–	16	10	583
Other financial assets	3 882	–	–	–	3 882
Impaired					
Receivables	–	–	–	–	–
Other financial assets	–	–	–	–	–

Maturity Analysis of Financial Assets and Liabilities

All financial assets and liabilities mature within 1 year.

Liquidity Risk

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

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

Market Risk

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

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

Certification of the Financial Statements

We certify that the attached general purpose financial statements for the SACE Board of South Australia:

- complies 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 Board; and
- present a true and fair view of the financial position of the SACE Board of South Australia as at 31 December 2009 and the results of its operations and cash flows for the financial year.

We certify that the internal controls employed by the SACE Board of South Australia for the financial year over its financial reporting and its preparation of the general purpose financial statements have been effective throughout the reporting period.



Allan Dooley
Presiding Member

22/3/10

Date:



Paul Kilvert
Chief Executive

23/3/10

Date:



Glenn Best
Accountant

Date: 19/3/10



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**TO THE PRESIDING MEMBER
SACE BOARD OF SOUTH AUSTRALIA**

As required by section 31 of the *Public Finance and Audit Act 1987* and section 19A(3) of the *SACE Board of South Australia Act 1983*, I have audited the accompanying financial statements of the SACE Board of South Australia for the financial year ended 31 December 2009. The financial report comprises:

- A Statement of Comprehensive Income;
- A Statement of Financial Position;
- A Statement of Changes in Equity;
- A Statement of Cash Flows;
- Notes comprising a Summary of Significant Accounting Policies and other explanatory information; and
- A Certificate by the Presiding Member, the Chief Executive and the Accountant.

The Responsibility of the Board for the Financial Statements

The Board are responsible for the preparation and fair presentation of the financial statements in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987* and Australian Accounting Standards (including Australian Accounting Interpretations). This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial statements, that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

My responsibility is to express an opinion of the financial statements 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 complies with relevant ethical requirements relating to audit engagements and plans and performs the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal controls relevant to the entity's preparation and fair presentation of the financial statements, 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 Board, as well as the overall presentation of the financial statements.

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

Auditor's Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of the SACE Board of South Australia as at 31 December 2009, and 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 (including the Australian Accounting Interpretations).



S O'Neill
AUDITOR-GENERAL
24 March 2010

Appendix A: The SACE Board and Its Standing Committees

The Board consists of eleven members nominated by the Minister and appointed by the Governor of South Australia, and the Chief Executive of the SACE Board of SA. Membership of the Board is by call for expression of interest and the Minister establishes the Board to enable it to carry out its functions in accordance with the specifications noted in the *SACE Board of South Australia Act 1983*. As such, its 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.

In addition and without limiting [(a) and (b)] above:

- (a) at least 4 of the appointed members of the Board must have specific knowledge and expertise in relation to the provision of senior secondary education and, of these members, at least 1 must be a person who is currently engaged, or who has recently been engaged, in the provision of senior secondary education; and
- (b) 1 of the appointed members of the Board must be a person specifically nominated by the South Australian Commission for Catholic Schools Inc.; and
- (c) 1 of the appointed members of the Board must be a person specifically nominated by the Association of Independent Schools of South Australia; and
- (d) 1 of the appointed members of the Board must be a person specifically nominated by the Director-General of Education; and
- (e) the Minister must seek to achieve a reasonable gender balance in the membership of the Board.

In addition, five deputy board members have been appointed to act in the place of members when they are absent.

In establishing the Board the Minister consulted with the following designated entities as defined in Schedule 1 of the *SACE Board of South Australia Act*:

- (a) the Chief Executive of the Department primarily responsible for assisting the Minister responsible for the administration of the *Education Act 1972*;
- (b) the Chief Executive of the Department primarily responsible for assisting the Minister responsible for the administration of the *Technical and Further Education Act 1975*;
- (c) The University of Adelaide;
- (d) The Flinders University of South Australia;
- (e) the University of South Australia;
- (f) the Training and Skills Commission;
- (g) the Pitjantjatjara Yankunytjatjara Education Committee;
- (h) the Association of Independent Schools of South Australia—Secondary/Combined Heads Committee;
- (i) the South Australian Commission for Catholic Schools Inc.;
- (j) the Non-Government Schools Registration Board;
- (k) the South Australian Secondary Principals Association;
- (l) the South Australian Special Schools Principals' Association;
- (m) the Association of Principals of Catholic Secondary Schools;
- (n) the Australian Education Union (SA Branch);
- (o) the Independent Education Union (SA);
- (p) the South Australian Employers' Chamber of Commerce and Industry Inc. (*Business SA*);
- (q) the United Trades and Labor Council;
- (r) the South Australian Association of State Schools Organisation Incorporated;
- (s) the South Australian Association of School Parents' Clubs Incorporated;
- (t) the Federation of Catholic School Parent Communities;
- (u) the SA Isolated Children's Parents' Association Incorporated;
- (v) the *Minister's Youth Council*;
- (w) the Association of Independent Schools of South Australia Incorporated.

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.

The present Board consists of four members who are in the second year of a three-year term, having been appointed on 1 July 2008, and seven members who were appointed or re-appointed for a three-year term from 1 July 2009.

The Board members are listed in the table opposite and introduced in further detail in Appendix B.

**Members of the SACE Board of
South Australia as at 31 December 2009**

Presiding Member	Mr A.D. Dooley
Deputy Presiding Member	Ms J.E. Danvers
Chief Executive	Dr P.F. Kilvert
Members	Associate Professor S. Alagumalai Ms S.E. Barton Johnson Mr D. Frith Mr K. Hebenstreit Professor M. Israel Ms A. Millard Ms J. Miller Ms H.F. O'Brien Ms P. Ronan
Deputy Members	Ms M.M. Bentley Mr P. Daw Mr R. Eley Mr G. Oliver Ms P. Parha

Standing Committees

To assist in carrying out its functions, the Board has established three standing committees: the Accreditation and Recognition Committee, the Communication and Engagement Committee, and the Finance, Risk, and Audit Committee. Members of these committees are listed in the following table.

Members of the Standing Committees as at 31 December 2009

ACCREDITATION AND RECOGNITION COMMITTEE

Member	Observer
Ms P. Ronan (Chair)	Dr P.F. Kilvert (Chief Executive)
Ms D.J. Baron	Dr A. Mercurio (Executive Manager, Curriculum Services)
Mrs H. Lambert	Ms. J.K. Raymond (Executive Manager, Moderation Services)
Associate Professor S.M. Pyke	Ms K. Cooper (Manager, Learning and Assessment Design)
Ms J.D. Scott	Ms H. Parrington (Senior Curriculum Coordinator)
Ms J.E. Danvers (August to December)	Ms W. Engliss (Director, <i>future</i> SACE Office and SACE Communications)
Mr G. Oliver (August to December)	
Adjunct Associate Professor P.K. Wright (January to June)	
Mr R. Heath (January to June)	

COMMUNICATION AND ENGAGEMENT COMMITTEE*

Member	Observer
Ms H.F. O'Brien (Chair)	Dr P.F. Kilvert (Chief Executive)
Mr D. Frith	Ms W. Engliss (Director, <i>future</i> SACE Office and SACE Communications)
Ms J. Miller	Ms S. Lohmeyer (Executive Coordinator)
Ms M.M. Bentley	
Ms P. Parha	

* From August 2009.

FINANCE, RISK, AND AUDIT COMMITTEE

Member	Observer
Mr D. Frith (Chair)	Dr P.F. Kilvert (Chief Executive)
Mr P. Daw	Ms C. Mills (Executive Manager, HR and Corporate Services)
Ms M. Mukerjee	Mr G. Best (Accountant)
Mr K. Hebenstreit (August to December)	
Professor P.L. Lee (January to June)	

Appendix B: Board Profiles



Allan
DOOLEY

Allan **DOOLEY**

Allan commenced as Presiding Member of the SACE Board of South Australia in July 2009. For the last 15 years, Allan was Director of Catholic Education South Australia and actively engaged in education development in South Australia. He is also a Fellow of the Australian College of Educators.

Allan had significant involvement in the review of the SACE and was a founding member of the SACE Review Implementation Steering Committee. At the national level he has been a member of several taskforces of the Ministerial Council on Education, Employment, Training and Youth Affairs.

Allan has a strong commitment to the provision of education and assisting all young people to successfully complete their schooling.

Jane **DANVERS**

Jane Danvers was appointed Deputy Presiding Member in July 2009. 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, and the International Association for the Study of Cooperation in Education.

She represents South Australian independent schools on the South Australian Tertiary Admissions Centre Schools Reference Group, the *future* SACE's Higher and Further Education Task Group, and the AHISA National Curriculum Advisory Group.



Jane
DANVERS



Sivakumar
ALAGUMALAI

Sivakumar **ALAGUMALAI**

Siva has taught at universities in Singapore, New Zealand, and Australia. He was the Head of School, School of Education at the University of Adelaide from 2005 to 2009. Siva has formal education in physics, mathematics, computers, information science, educational computing, and education.

Siva has been a consultant to numerous projects on information and communication technologies and psychometrics and has worked in Singapore, Malaysia, Japan, the United States of America, New Zealand, and Australia, and with teams of educators from Indonesia and Sri Lanka. His current research interests are instructional designs, pedagogical constraints and learning-teaching synchrony, research education, and more specifically educational measurement, assessment, and evaluation.

Susan **BARTON JOHNSON**

Susan's thorough understanding of the SACE/NTCE and its structure, implementation, and management across sectors of the Northern Territory has been gained through teaching, developing teaching and learning programs, and supervising teachers who are implementing curriculum and assessment programs. As well, Susan's active roles in the *future* SACE's Senior Officers Group and Expert Advisory Committee have given her a thorough understanding of the new curriculum.

While much of Susan's experience has been focused on the senior years, all her teaching and school administrative experience has occurred in comprehensive high schools. Susan has been directly involved in implementing transition plans for Indigenous students and in the expansion of VET in Schools programs in the increasing number of remote schools that provide middle and senior years education.



Susan
BARTON JOHNSON



David **FRITH**

David FRITH

David is currently the Director of Policy at Business SA. He has gained extensive experience and expertise in representing the employer community on various boards and committees over nearly 20 years.

David has also gained extensive knowledge and experience in training and education over some 40 years. His experience includes secondary teaching and teaching adults, and vocational education and training.

His current position involves representing employer interests on a variety of working parties and committees in a number of areas including education, training, occupational health, safety and welfare, and workers' compensation.

David is a member of the Australian Chamber of Commerce and Industry Education, Employment and Training Working Party.

Kim HEBENSTREIT

Kim is the Principal of Thebarton Senior College, a major provider of vocational education and training, and senior secondary and new arrivals programs for adult students. He has worked in senior leadership positions in secondary schools for the past 18 years. He has also worked in advisory positions for the 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.



Kim **HEBENSTREIT**



Mark **ISRAEL**

Mark ISRAEL

Mark is Winthrop Professor of Law and Criminology and Associate Dean (Learning and Teaching) in the Faculty of Law at the University of Western Australia and Adjunct Professor of Law and Criminology at Flinders University. He has taught in the tertiary education sector since 1988, both in Australia and the United Kingdom. He has been chair or a member of many university education and research committees, playing a role in strategic planning, policy-making, and governance.

He also advises on research ethics governance, and works as a consultant to universities, private higher education providers, professional bodies, and research organisations in Australia, Hong Kong, and the United Kingdom.

Mark's educational philosophy is to develop teaching that is effective, creative, relevant, and tailored to the lifelong needs of students.

Paul KILVERT

Paul is currently the Chief Executive of the SACE Board of South Australia. Previously, he worked in senior executive roles in the Department of Education and Children's Services, most recently as the Executive Director, Policy, Planning and Performance. His professional life began as an English teacher, and he was the Principal of Unley High School for 9 years. He worked with the Senior Secondary Assessment Board of South Australia over many years, in various roles. He continues to see himself as a teacher and learner.

Paul is strongly committed to ensuring that education enhances and expands the quality of life for young people, as well as contributing to the fabric of a just and prosperous society. His particular areas of interest include organisational leadership and change management, policy and strategy development, leadership improvement, and the use of systems thinking and systems theory to build organisational capacity and collaboration. He is a Fellow of the Australian Institute of Company Directors.



Paul **KILVERT**



Anne MILLARD

Anne MILLARD

Anne is currently the Regional Director of the Southern Adelaide Region of schools and pre-schools within the Department of Education and Children’s Services (DECS). She has held many leadership roles in education including District Director of Eastern District, Principal of Charles Campbell Secondary School and of Windsor Gardens Vocational College, policy writer within DECS, and project manager of community, parent, and student initiatives within DECS.

Anne is strongly committed to the participation, engagement, and achievement of all young people in quality education and post-school pathways. She welcomes the opportunity to continue working as a member of the SACE Board, particularly during this critical stage of implementing the new SACE. The development of a broad range of educational pathways, in partnership with all school sectors and the wider community, has been the focus of Anne’s recent work.

Jillian MILLER

Jillian Miller is the Coordinator, Indigenous Student Services in the Division of Education, Arts and Social Sciences at the University of South Australia.

Jillian commenced her position with the University in 2006, after 37 years with the Department of Education and Children’s Services. As a Mirning woman with ties to the west coast of South Australia, Jillian was appointed to the position of Indigenous Representative on the University Council in 2002. She retained this position until her formal appointment to the University in 2006. She was also the Chair of the Indigenous Advisory Committee for the University’s Indigenous College of Education and Research.

In her present role, Jillian is responsible for the coordination of services that are provided for all Aboriginal and Torres Strait Islander students at the University of South Australia.



Jillian MILLER



Helen O’BRIEN

Helen O’BRIEN

Helen is Assistant 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 into 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 practiced at sector, state, and national levels through the various curriculum leadership responsibilities that engage her.

Pam RONAN

Pam is currently President, TAFE SA Regional Council, a member of the Adult Community Education Reference Committee and the Flinders University Rural Medicine Advisory Committee, and Chairperson of the University of South Australia Campus Committee. Pam has also been Principal of Tenison Woods College, Mt Gambier, since 2000.

Pam is an executive member of FOCiS on Youth Inc. and a member of the Intersector Secondary Principals’ Education Coordinating Committee (INTERSPECC).

In 2006, Pam was awarded the MacKillop Distinguished Educator Medal by the Australian College of Educators, and in 2007, Pam prepared advice for the *future* SACE Office on the key issues emerging from consultations with teachers, leaders, and community stakeholders. Pam has a passion for ensuring that the new SACE meets the needs and exceeds the expectations of all students.



Pam RONAN

Deputy Board Members



Michelle **BENTLEY**



Peter **DAW**



Russell **ELEY**



Graham **OLIVER**



Panayoula **PARHA**

Michelle **BENTLEY**

Michelle's involvement in education-aligned careers spans 30 years.

As General Manager, Donington SA, Michelle specialises in career management and transition services, including programs that position individuals to maximise their career opportunities.

Michelle's passion for facilitating the growth and development of individuals has been fundamental throughout her career. She began working in various teaching and leadership roles. This work led her to organisational consultancy and the delivery of diverse adult training and development.

Michelle maintains integrity as her guiding principle, and strongly believes in the power of teamwork and lifelong learning.

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 VET 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.

Russell **ELEY**

Russell commenced as Principal of King's Baptist Grammar School in 1996. His experience in non-government schools includes working at

Billanook College and St Leonard's College in Victoria. Russell worked for the United Church of Papua New Guinea as a Lecturer at Gaulim Teachers College. He is the Immediate Past President of the Association of Independent Schools of SA, a Deputy Member of the Non-Government Schools Registration Board, and a member and Immediate Past President of the South Australian Christian Schools Association.

Graham **OLIVER**

Graeme is Deputy Principal at the Australian Science and Mathematics School (ASMS) where he is responsible for developing and implementing the innovative curriculum of the ASMS. He is a member of the Accreditation and Recognition Committee of the SACE Board, the South Australian Secondary Principals' Association Curriculum Committee, and the Australian Principals Association Reference Committee for the development of the Australian National Curriculum.

Graeme is undertaking doctoral studies focusing on capabilities in senior secondary schooling at Flinders University, where he is currently an Adjunct Lecturer.

Panayoula **PARHA**

Panayoula is Principal of Norwood Morialta High School and sits on the Asia-Pacific Regional Council of the International Baccalaureate Organization. Panayoula has been a principal for more than 16 years and has led secondary schools in a variety of locations. For most of her career she has worked in 'disadvantaged' schools. Panayoula has held the positions of Curriculum Superintendent and District Superintendent. She has served on a number of statewide cross-sector committees, and committees of the Senior Secondary Assessment Board of South Australia.

Panayoula is deeply committed to developing an inclusive society through valuing cultural and linguistic diversity.

Appendix C: Curriculum Leaders Groups

Arts

Creative Arts

Dr C. Anyanwu
Ms C. Backler
Mrs M. Baker
Ms T. Beasley
Ms J. Calder
Ms R. Callan
Ms F. Dennis
Mr M. Gray
Mr J. Green
Mr S. Kelly
Ms A. Kimber
Mr M. Mastrosavas
Ms G. Stattin
Ms R. Stephenson
Mr T. Wickers

Dance

Ms R. Callan
Ms A. Kimber
Ms C. Obst
Ms J. Swan
Ms P. Thomas
Mrs C. Underdown
Ms A. Young

Drama

Ms C. Backler
Ms A. Baltutis
Mr M. Butler
Ms J. Calder
Mr G. Cox
Miss J. Foster
Mr M. Gray
Mr D. Hill
Mr R. Masters
Mr M. Mastrosavas
Ms H. McCarthy
Ms C. Schultz
Mr R. Seidel

Music

Ms F. Charlton
Ms E. Cox
Ms L. Duncan
Miss B. Elsegood
Ms K. Fitton
Mr P. Gillard
Mr J. Hammond
Miss E. Harlock-Lea
Ms L. Herring
Mr A. Hubmayer
Mr J. Kong
Mrs V. Lakeman

Mrs J. Leadbeater
Ms A. Lester
Ms E. Levendis
Mr D. Pope
Mr T. Wickers

Visual Arts

Ms T. Beasley
Ms A. Chalmer
Mr M. Cheffirs
Mrs R. Flaherty
Mr P. Hughes
Mr T. Jeffrey
Mr V. Jurevicius
Ms S. Melhuish
Mr A. Noll
Mr D. Northcote
Mrs J. Revesz
Mrs D. Russell
Mr I. Sinclair
Ms G. Stattin
Ms R. Stephenson

Business, Enterprise, and Technology

Accounting

Ms K. Buckley
Mrs D. Campbell
Mr S. Copeland
Dr R. Davidson
Ms T. Duggin
Mrs G. Kadis
Mr G. Malkin
Mr J. Medlin
Mr M. Noble
Mrs J. Stewart
Mrs H. Willmer

Business and Enterprise

Ms R. Bollella
Ms L. Brady
Ms K. Buckley
Mr S. Copeland
Ms M. Cordera
Mr E. Franco
Ms S. Habel
Ms V. Iammarrone
Mr J. Reichstein
Mr H. Sturitis
Mr S. Tanti
Ms H. Thomas

Design and Technology

Mr G. Bassani
Mr T. Carr
Mr P. Coulter

Mr A. Izzo
Mr B. James
Ms K. Mackey-Smith
Ms L. Mayes
Mr D. Murray
Mr A. Noll
Mr D. Osborn
Mr S. Read
Mr C. Short
Mrs M. Truscott
Mr W. Turville

Information Processing and Publishing

Ms J. Amor
Ms S. Habel
Mrs G. Iannicelli
Ms A. Keatley
Mr D. Roberts
Mr C. Short
Miss D. Spiroulas

Information Technology

Ms J. Clune
Ms B. Hender
Mr L. Marsden
Mr P. Mitchell
Miss K. Murphy
Mrs J. Ruiz
Mr K. Varley
Ms J. Zucco

Workplace Practices

Mr J. Dunnill
Ms C. Goble
Ms L. Hughes
Ms K. Mackey-Smith
Mrs A. Mirasgentis
Mr P. Perry
Ms M. Rego
Ms P. Sargent
Ms J. Sutherland
Mr C. Sweetman
Ms H. Thomas
Mrs B. Workman

Cross-disciplinary

Community Studies

Mrs K. Box
Ms K. Champion
Ms H. Dolan
Mr J. Dunnill
Ms K. Hudson
Mrs K. Lee
Mrs A. Lock
Mrs A. Parsons
Miss R. Siney
Ms R. Williams

Cross-disciplinary Studies

Mrs S. Davey
Ms T. Dorian
Ms L. Fenwick
Mr J. Green
Ms G. Hoffman
Ms J. Lenain
Miss S. McCarthy
Mrs S. Melhuish
Ms B. Nicholls
Ms M. Richards
Ms J. Schmidt
Ms J. Stirrat

Personal Learning Plan

Ms H. Dolan
Mrs C. Flight
Mrs S. Hodgson
Ms S. Lucero
Mr G. McPhillips
Mrs J. Riccio
Ms K. Rochford
Miss R. Siney
Mr C. Sweetman
Ms C. Tomlian
Mr J. Vick
Mrs S. Warren
Ms R. Williams

Research Project

Mr R. Aukett
Mrs L. Bawden
Ms A. Bullock
Ms S. Cibich
Ms T. Dorian
Ms V. Grantham
Ms A. Harvey
Ms S. Hewett
Mr S. Kelly
Ms J. Lenain
Mrs A. Parsons
Ms M. Rego
Ms S. Spence
Mrs S. Warren

English

English as a Second Language

Ms S. Goldfain
Mr A. Hartigan
Ms K. Hudson
Ms D. Lange
Ms S. Marshall
Miss S. McCarthy
Mrs S. Narayan
Ms J. Richards
Mr G. Scrimgeour
Ms D. Zahr

English Communications

Mrs M. Baker
Mrs L. Bawden
Mrs A. Bishop
Mrs T. Cimmino
Mrs N. Elding
Ms A. Ellett
Ms A. Fusco
Dr D. Lonergan
Mrs H. Monaghan
Ms K. Nielsen
Ms R. Peady (Madden)

English Studies

Mr G. Bayly-Jones
Mrs K. Brindal
Mr M. Butler
Mr R. Calam
Ms P. Cashen
Mrs M. Donovan
Mrs J. Fox
Mr J. Freeman
Mr R. Noone
Mr J. Oakman
Dr N. Prescott
Ms M. Smith

Health and Physical Education

Child Studies/Food and Hospitality

Mrs C. Both
Ms C. Correll
Ms K. Dodgson
Ms J. Longbottom
Miss A. Mott
Ms I. Parletta
Mrs B. Young

Health

Mr D. Bayer
Mr G. Evreniadis
Mrs J. Grove
Ms F. Lewis
Ms S. Schell
Mrs E. Szilagyi-Lipparelli
Mr R. Weatherald
Ms D. White

Outdoor Education

Mr G. Allen
Mr A. Maywald
Mr S. Polley
Mr A. Pope

Physical Education

Ms S. Cibich
Mr C. Davidson
Mr D. Hicks
Mr C. Hodgson

Mr C. Johncock
Mr A. Maywald
Mr D. Price
Ms R. Roennfeldt
Mr G. Urbani

Humanities and Social Sciences

Aboriginal Studies

Mr N. Blenkinsop
Mrs F. Blanch
Dr G. Clark
Mr S. Hawkins
Ms L. Hughes
Mrs H. Monaghan
Mr L. Nash
Ms A. Pring
Ms L. Securo
Ms K. Smith
Ms C. Uren

Ancient and Classical Studies

Mr G. Cafcakis
Ms M. Constable-Gray
Ms K. Fisher
Ms C. Flenley
Dr B. Harding
Ms T. Newport
Mr P. Stewart

Australian and International Politics

Mr M. Allen
Mr L. Cook
Mr A. Lancione
Mr H. Savelsberg
Mr M. Vaughan

Economics

Mr C. Burrows
Mrs B. Chaustowski
Mrs C. Flight
Mr E. Franco
Ms V. Iammarrone
Ms W. Jacobs
Ms K. Needs
Mrs J. Riccio
Mr M. Simpson
Ms R. Walter

Geography

Ms K. Farnan
Mr M. Holmes
Mr M. Manuel
Mr M. McInerney
Mr A. Penny
Ms A. Piggott
Mrs L. Pope
Mrs R. Shepherd
Ms R. Sleeman

History

Mrs B. Bury
Mr L. Cook
Ms H. De Blasio
Mrs P. Fabian
Ms M. Fisher
Dr C. Fort
Mr S. Hawkins
Ms F. Isles
Mrs L. MacLeod
Mrs W. Martin
Mr M. McInerney

Legal Studies

Mr R. Aukett
Ms L. Brady
Mr D. Caruso
Ms P. Cavanagh
Mr P. Cavouras
Mr S. Hennessy
Mrs G. Kadis
Ms S. Lucero
Mr M. Simpson
Mr R. Templeman

Media Studies

Dr C. Anyanwu
Mr G. Brindal
Mr G. Lomax
Mr G. Saunders
Dr K. Vered
Mrs C. Webber
Mr B. Whiteman
Dr D. Wood

Philosophy

Mrs F. Blanch
Mr D. Crossman
Ms R. Hennig
Dr S. Knight
Mr T. Nailer
Mr P. Sage

Religion Studies

Dr J. Armour
Mr G. Bowyer
Professor R. Crotty
Ms R. Hennig

Society and Culture

Ms V. Grantham
Ms A. Harvey
Mr S. Hawkins
Mr H. Savelsberg
Ms L. Securo

Tourism

Mr P. Allen
Miss C. Athanasos
Mr S. Barnes
Mrs C. Fanning
Mr M. Holmes
Mrs S. Melhuish
Mr G. Trobbiani
Mrs M. Truscott

Women's Studies

Ms A. Bourke
Ms P. Cramond
Ms K. Fisher
Ms J. Gregory
Ms C. Tomlian

Languages

Dr R. Amery
Mr S. Chau
Mrs T. Cimmino
Mrs E. Eckermann
Mrs C. Emblem
Ms M. Foster
Ms Y. Fujiwara
Ms A. Geue
Mrs M. Jarema
Mrs L. Karamanis
Mrs M. Latif
Mr L. Le
Mrs L. Lycett
Ms K. Ohlhaber
Ms S. Pakrou
Dr M. Rossetto
Mr A. Scrimgeour
Mrs J. Taylor
Mrs C. Tridente
Mr J. van Dalen

Mathematics

Mathematical Applications

Ms A. Bassani
Mrs D. Isles
Ms K. Manuel
Ms C. Slattery
Mrs B. Thorpe
Mrs D. Williams

Mathematical Methods, Specialist, and Studies

Mr D. Andrew
Mrs L. Brown
Associate Professor G. Glonek

Mr J. Grant
Mr A. Harradine
Mrs I. Heath
Mr D. Jeffrey
Ms J. Kellaway
Mrs L. Lanchester
Mr A. Lupton
Mr J. Roberts
Mr B. Schenk
Dr A. Wolff
Mrs D. Woodard-Knight

Mathematics

Mr D. Andrew
Mr D. Kinna
Ms K. Manuel
Mrs J. Menzies
Mr S. Schoff
Mr J. Shanahan
Ms C. Slattery
Mr A. Spencer
Ms L. Wills

Science

Agriculture and Horticulture

Mr P. Fanning
Mr M. Innes
Mr M. Jurgs
Mr C. Rothenberg
Mrs S. Shores
Mr R. Templeman
Mrs M. Weckert

Biology

Ms J. Brooks
Ms A. Bullock
Ms P. Collins
Dr K. Daniels
Mr P. Donnelly
Mr J. Glistak
Mrs S. Hodgson
Mr B. LeCornu
Mr M. Rumsby
Mrs J. Sara
Associate Professor I. Stupans
Mr P. Walwyn

Chemistry

Mr B. Atherton
Mr R. Cadd
Mrs S. Davey
Mr J. Drew
Ms S. Eustace
Mr C. Evans
Mr M. McCann
Mr I. McMahon

Mrs A. Murray
Dr M. Perkins
Ms R. Pillans
Associate Professor S. Pyke

Geology

Mr L. Altman
Ms L. Bird
Mrs J. Maratos
Ms B. Nicholls
Mrs C. Pyle

Nutrition

Dr S. Craig
Mr C. Evans
Mrs K. Magee
Ms A. Palombaro
Ms J. Thomas
Mrs B. Young

Physics

Ms T. Anesbury
Ms P. Collins
Mr C. Gambell
Mr D. Jeffrey
Mr G. Little
Ms K. McGuigan
Mr B. Parsons
Mr R. Sellers
Mr M. Wilcock

Psychology

Mrs Z. Abiad-Tan
Ms I. Atherton
Mr A. Berzins
Dr S. Craig
Mrs K. Cutts
Ms K. Elliott
Mrs K. Gebert
Ms M. Hartstone
Mr P. Hudson
Ms J. Hunter
Mr G. Slater
Ms P. Spencer

Scientific Studies

Ms J. Brooks
Mr B. Dowling
Ms K. Elliott
Mr J. Glistak
Mrs S. Hodgson
Ms G. Hoffman
Mrs S. Robertson
Mr S. Schoff
Mrs K. Shean
Mr B. Stratfold
Professor M. Westwell

Appendix D: Accredited Subjects

Stage 2

Full-year (2 units) subjects

Arts

- Art Practical
- Broadcasting and Multimedia (VET)
 - Broadcasting and Multimedia A
 - Broadcasting and Multimedia B
- Craft Practical
- Dance
- Dance Studies
- Design Practical
- Drama
- Drama Studies
- Visual Arts Studies

English

- Communication for the Hearing-impaired
- English as a Second Language
- English as Second Language Studies
- English Communications
- English Studies

Health and Personal Development

- Community Services and Health (VET)
 - Community Services and Health A
 - Community Services and Health B
- 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
 - Lifestyle and the Community
 - Mathematics and the Community
 - Science and the Community
 - Technology and the Community
 - Work and the Community
- Health Education
 - Health Studies
- Home Economics
 - Early Childhood Studies
 - Food and Hospitality Studies
 - Nutrition Studies
 - Textile Studies
- Hospitality (VET)
 - Hospitality — Kitchen Operations A
 - Hospitality — Kitchen Operations B
- Integrated Learning
 - Integrated Learning I
 - Integrated Learning II
- Nutrition

- Outdoor and Environmental Education
 - Outdoor and Environmental Studies
- Physical Education
- Sport and Recreation (VET)
 - Sport and Recreation A
 - Sport and Recreation B
- Work Education
 - Vocational Studies A
 - Vocational Studies B

Languages

- Albanian (continuers)
- Arabic (continuers)
- Armenian (continuers)
- Auslan (continuers)
- Bosnian (continuers)
- Chinese (background speakers)
- Chinese (beginners)
- Chinese (beginners) A
- Chinese (continuers)
- Croatian (continuers)
- Dutch (continuers)
- Filipino (continuers)
- French (beginners)
- French (beginners) A
- French (continuers)
- German (beginners)
- German (beginners) A
- German (continuers)
- Hebrew (continuers)
- Hindi (continuers)
- Hungarian (continuers)
- Indonesian (beginners)
- Indonesian (beginners) A
- Indonesian (continuers)
- Italian (beginners)
- Italian (beginners) A
- Italian (continuers)
- Japanese (background speakers)
- Japanese (beginners)
- Japanese (beginners) A
- Japanese (continuers)
- Khmer (continuers)
- Korean (background speakers)
- Latin (continuers)
- Macedonian (continuers)
- Malay (background speakers)
- Maltese (continuers)
- Modern Greek (beginners)
- Modern Greek (beginners) A
- 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 (beginners) A
- Spanish (continuers)
- Swedish (continuers)
- Tamil (continuers)
- Turkish (continuers)
- Ukrainian (continuers)
- Vietnamese (background speakers)
- Vietnamese (continuers)
- Yiddish (continuers)

Mathematics

- Mathematical Applications
- Mathematical Methods
- Mathematical Studies
- Specialist Mathematics

Science

- Biology
- Chemistry
- Contemporary Issues and Science
- Geology
- Physics
- Psychology
- Seafood Operations (VET)
 - Seafood Operations A
 - Seafood Operations B

Society and Environment

- Aboriginal Studies
- Accounting Studies
- 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
- Australian and International Politics
- Australian History
- Business Services (VET)
 - Business Services A
 - Business Services B
- Business Studies
- Classical Studies
- Conservation and Land Management (VET)
 - Conservation and Land Management A
 - Conservation and Land Management B
- Economics
- Financial Services (VET)
 - Financial Services A
 - Financial Services B
- Geography

- Justice in Society
 - Justice in Society
- Legal Studies
- Media Studies
- Modern History
- Philosophy
- Religions in Australia
- Retail (VET)
 - Retail A
 - Retail B
- Small Business Enterprise
- Studies of Religion
- Studies of Societies
- Sustainable Futures
 - Sustainable Futures I
 - Sustainable Futures II
- Tourism
- Tourism Operations (VET)
 - Tourism Operations A
 - Tourism Operations B
- Transport and Logistics (VET)
 - Transport and Logistics A
 - Transport and Logistics B
- Women's Studies

Technology

- Automotive Technology (VET)
 - Automotive Technology A
 - Automotive Technology B
- Design and Technology
 - Communication Products A
 - Communication Products B
 - Material Products A
 - Material Products B
 - Systems and Control Products A
 - Systems and Control Products B
- Design and Technology Studies
- Electrotechnology (VET)
 - Electrotechnology A
 - Electrotechnology B
- General Construction (VET)
 - General Construction A
 - General Construction B
- Information Technology (VET)
 - Information Technology A
 - Information Technology B
- Information Technology Studies
- Information Technology Systems
- Manufacturing and Engineering (VET)
 - Engineering Applications A
 - Engineering Applications B

Various Learning Areas

- Extension Studies
 - Extension Studies A
 - Extension Studies B

Half-year (1 unit) subjects

Arts

Art Practical
Craft Practical
Design Practical
Drama
Music
 Composing and Arranging
 Ensemble Performance
 Musicianship
 Music in Context
 Music Individual Study
 Music Technology
 Performance Special Study
 Solo Performance

English

English Communications

Health and Personal Development

Community Studies
 Arts and the Community I
 Arts and the Community II
 Business and the Community I
 Business and the Community II
 Communication and the Community I
 Communication and the Community II
 Design, Construction, and the Community I
 Design, Construction, and the Community II
 Environment and the Community I
 Environment and the Community II
 Foods and the Community I
 Foods and the Community II
 Health, Recreation, and the Community I
 Health, Recreation, and the Community II
 Lifestyle and the Community I
 Lifestyle and the Community II
 Mathematics and the Community I
 Mathematics and the Community II
 Science and the Community I
 Science and the Community II
 Technology and the Community I
 Technology and the Community II
 Work and the Community I
 Work and the Community II
Health Education
 Health Education I
 Health Education II
Home Economics
 Early Childhood Studies
 Food and Hospitality Studies
 Nutrition Studies
 Textile Studies
Integrated Learning
 Integrated Learning I
 Integrated Learning II
Outdoor and Environmental Education
 Outdoor Education I
 Outdoor Education II

Work Education
 Work Studies A
 Work Studies B

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

Mathematics

Mathematical Applications

Science

Psychology

Society and Environment

Agricultural and Horticulture
 Agricultural and Horticultural Applied Technologies I
 Agricultural and Horticultural Applied Technologies II
 Agricultural and Horticultural Enterprise I
 Agricultural and Horticultural Enterprise II
 Agricultural and Horticultural Management I
 Agricultural and Horticultural Management II
 Agricultural and Horticultural Principles I
 Agricultural and Horticultural Principles II
 Agricultural and Horticultural Studies I
 Agricultural and Horticultural Studies II
Business Studies
Justice in Society
 Justice in Society I
 Justice in Society II
Religions in Australia
Studies of Societies
Sustainable Futures
 Sustainable Futures I
 Sustainable Futures II

Technology

Design and Technology
 Communication Products A
 Communication Products B
 Material Products A
 Material Products B
 Systems and Control Products A
 Systems and Control Products B
Information Processing and Publishing
 Business Documents
 Desktop Publishing
 Electronic Publishing
 Personal Documents

Stage 1

All Stage 1 subjects can have 1- or 2-unit programs developed from them except the Personal Learning Plan and the Personal Learning Plan: Modified which have 1-unit programs only.

Arts

Art
Broadcasting and Multimedia (VET)
Craft
Dance
Design
Drama
Music

Cross-disciplinary Studies

Personal Learning Plan

English

Communication for the Hearing-impaired
English
English as a Second Language

Health and Personal Development

Community Services and Health (VET)
Community Studies
 Community Studies I
 Community Studies II
Health Education
Home Economics
Hospitality (VET)
Integrated Learning
 Integrated Learning I
 Integrated Learning II
Outdoor and Environmental Education
Physical Education
Sport and Recreation (VET)
Work Education

Languages*

Albanian (continuers)
Arabic (continuers)
Armenian (continuers)
Auslan (continuers)
Australian Languages
Bosnian (continuers)
Chinese (background speakers)
Chinese (beginners)
Chinese (beginners) A
Chinese (continuers)
Croatian (continuers)

Dutch (continuers)
Filipino (continuers)
French (beginners)
French (beginners) A
French (continuers)
German (beginners)
German (beginners) A
German (continuers)
Hebrew (continuers)
Hindi (continuers)
Hungarian (continuers)
Indonesian (beginners)
Indonesian (beginners) A
Indonesian (continuers)
Italian (beginners)
Italian (beginners) A
Italian (continuers)
Japanese (background speakers)
Japanese (beginners)
Japanese (beginners) A
Japanese (continuers)
Khmer (continuers)
Korean (background speakers)
Latin (continuers)
Macedonian (continuers)
Malay (background speakers)
Maltese (continuers)
Modern Greek (beginners)
Modern Greek (beginners) A
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 (beginners) A
Spanish (continuers)
Swedish (continuers)
Tamil (continuers)
Turkish (continuers)
Ukrainian (continuers)
Vietnamese (background speakers)
Vietnamese (continuers)
Yiddish (continuers)

Mathematics

Mathematics

Modified Subjects

Personal Learning Plan: Modified

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

Science

Biology
Chemistry
Contemporary Issues and Science
Geology
Physics
Psychology
Seafood Operations (VET)

Society and Environment

Aboriginal Studies
Accounting
Agriculture and Horticulture
Ancient Studies
Australian and International Politics
Australian Studies
Business Services (VET)
Business Studies
Conservation and Land Management (VET)
Economics
Financial Services (VET)
Geography
History
Legal Studies
Media Studies
Philosophy

Retail (VET)
Studies in Religion
Studies of Societies
Sustainable Futures
 Sustainable Futures I
 Sustainable Futures II
Transport and Logistics (VET)
Tourism
Tourism Operations (VET)
Women's Studies

Technology

Automotive Technology (VET)
Design and Technology
 Communication Products A
 Communication Products B
 Material Products A
 Material Products B
 Systems and Control Products A
 Systems and Control Products B
Electrotechnology (VET)
General Construction (VET)
Information Processing and Publishing
Information Technology (VET)
Information Technology Systems
Manufacturing and Engineering (VET)

Appendix E: Prizes and Awards

Prizewinners

Alliance Française de l'Australie du Sud Prize for French
Samuel Williams

Annie Montgomerie Martin Prize and Medal for French
Samuel Williams

Annie Montgomerie Martin Prize and Medal for Modern History
subjects
Melissa Lee Wegener

*Australian Institute of Physics Prize (South Australian Branch) —
Bronze Bragg Medal for Physics*
Franco Daniel Mignone

Campbell Award for students attending government schools
Simon Blacket
Danielle Rhianna Lemieux
Xi Li

Classical Association of South Australia Prize for Classical Studies
Alex Andrew Antoniou

Co-ordinating Italian Committee Prize for Italian
Yasmin Bottos

*Economics Teachers Society of South Australia Prize for
Excellence in Economics*
Emma Rose Colombo

Geological Society of Australia Prize for Geology
Tara Lee Daniell

Goethe Prize for German
Cathryn Ellen McDonald

Hardwicke College Prize for Biology
Danielle Rhianna Lemieux

John Lewis Medal and Prize for Geography
Melissa Kate Wildy

Schiller Prize for German
Nathan Hui-Yi Lam

Tennyson Medal for English Studies
Holly Richter

Way College Prize and Medal for Chemistry
Dylan Harries

Special Awards

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

Ann Sexton Memorial Award for English as a Second Language
subjects — English as a Second Language Educators
(South Australia)

*Australian Hellenic Educational Progressive Association Award for
Modern Greek*

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

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

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

BETA SA Award for Excellence in Accounting Studies — Business
and Enterprise Teachers Association of South Australia Inc.

*Institute of Justice Studies Award for Legal Studies and Justice
in Society* — Legal Education Teachers Association of South
Australia

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

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

*Leila Rankine Aboriginal Studies Award for Excellence in
Aboriginal Studies* — Aboriginal Studies Educators Association

Royal Australian Chemical Institute Award for Chemistry

*SMA-SA Bert Apps Special Award for Excellence in Physical
Education* — Sports Medicine Australia (South Australian Branch)

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

Stage 2 Vietnamese Excellence Award — Vietnamese Farmers
Association Inc.

*State Theatre Company of South Australia Award for Excellence in
Drama* for drama subjects.

Appendix F: 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

Art Practical

Lauren Louise Burrow
Bianca Megan Carbone
Alexander David Carletti
Alice Claire Cotton
Sophia Grace Dooley
Sarah Jade Eustace
Carly Sophia Mitolo
Laura Rose Searson
Adele Tatarelli
Huw Rabone Trenorden
Nicole Tsoubarakis

Broadcasting and Multimedia (VET)

Broadcasting and Multimedia B

Daniel Steve Gibbons
Sarah Nicole Sutherland-Stevens

Craft Practical

Shianna Mules

Dance

Elyse Constance Purkis

Dance Studies

Jayde Tayla Lysy

Design Practical

Emily Chartier
Katrina Eleanor Clarke
Jason Cousins
Elly Grace Gannon
Katelyn Henry
Srdjan Jankovic
Oliver James Johnson
Christabell Phaoenchoke McDonald
Benjamin Joseph Nitschke
Jordan Sanders
Sarah Ronda Spencer

Drama

Stacey Cresp

Drama Studies

Alex Andrew Antoniou
Felicity Claire Boyd
Mikaela Davies
Chani Bianca Hitchins
Vincent Martin Le
Caitlyn Anne Lesiuk
Lochlin James Maybury
Nelson Elliot Devon Schonfeldt
Samuel Williams

Music

Composing and Arranging

Chloe Robyne Bruer-Jones
Rachel Brigid Bruer-Jones
Darcy Paul Callus
James Mignone

Ensemble Performance

Rachel Joy Bala
Nicholas Patrick Belfield
Lindsay Clift
Scott Nashi Coyte
Joel Dieu
Matilda Duncan
Daniel Steve Gibbons
Julia Rose Hicks
Michael Morphet
Sally Morris
Rachael Natar
Christopher Neale
Lucy Kate Pittolo
Henry South
Johanna Edwean May Stott-Williams
Micaela Thomas
Jonathon Daniel Wilson

Music in Context

Nathan John Shugg
Lucy Rose Timbrell

Music Individual Study

Hayden Cassar
Luke John Dutschke
Timothy Konrad Moors
Maya Puglisi
Amy Russ
Kimberly Marisol Vasquez

Music Technology

Luke Marsh

Musicianship

Chloe Robyne Bruer-Jones
Scott Nashi Coyte
Cathryn Ellen McDonald
Ashley Ward Miller
Nicole Jessie Pearce
Jake Louis Thomas
Nam Hoai Tran
Francis Isaac White

Performance Special Study

Giovanni Aurelio Clemente
Daniel William Clohesy
Matilda Duncan
Marilyn Kourbelis
Ella Moeck
Sally Morris
Rachael Natar
Peter Donald Rose
Nikki Johanna Sanders
Jack William Schiller
Henry South
Elaine Yiyun Wu

Solo Performance

Eugene Alexander Braslavskiy
Joel Dieu
Matilda Duncan
Lucy Ellis-Gogel
Zaachariaha Fielding
Catharine Sara Raymond
Jack William Schiller
Craig Swincer
Ellen Szuster
Tong Zhang

Visual Arts Studies

Lauren Alice Abineri
Stephanie Caroline Alexander
Sarah Jane Allen
Alex Andrew Antoniou
Kiri Louise Bowmer
Taylor Fitzgerald
Jenna Elisabeth Holder
Tamra Dawn Karolewicz
Anushka Satya Felizitas Malcolm
Kimberley Noah
Suzanna Nowosilskij
Holly Richter
Perri Spannon
Shannon Surridge-McCann
Victoria Rose Thomas
Lucy Rose Timbrell
Iyonie Tran
Becky-Dee Trevenen
Frances Whitehead
Jessica Anne Young

English

English as a Second Language

Cat Bao Nghi Le
Dieu Huyen Tran

English as Second Language Studies

Nadia Nicole Binti Abd Halim
Clarine Mei Hwei Chan
Jing Hui Chan
Jun Ving Chow
Sher Rin Choy
Siew Fong Choy
Matthew Chung Kang Chuo
Tien Chuen Eeu
Siti Aishah Binti Ikmal Hisham
Isabell Zubinsha Iskandar Zakaria
Nadiah Jaffar
Kookhee Jeong
Bryan Devan John Sarat
Graham Kah Heng Lai
Pik Kaye Lai
Ju Ian Liew
Benny Kui Hian Lim
Huei-Wen Lim
Justin Hao-Zhi Lim
Cheryl Jing Ni Loo
Ashlea Voon Xiann Low
Jayanand Mahendra Raj
Melissa Marie Musiai Maluda
Nurul Aisyah Mat
Sheila Mohanakumar
Gowrie Murigiah
Nurhaziqah Mushairry
Sean Ng
Ai-Quan Nguyen
Alice Thuy Nguyen
Thy Nguyen
Sze Yaw Pang
Becky Phan
Patricia Ponniah Devadhoss
Min Chern Quah
Li Tjen Sim
Ashley Ying Pei Tan
Ching Ching Tang
Li Ying Teh
She-Minn Emilyn Teh
Esther Yek Ein Tham
Wan Noor Amalya Wan Fadzil Adlan
Yar Mei Yeap
Qian -Li Yip

English Communications

Michelle Lara Allen
Sarah Jane Allen
Benjamin Allison
Isaac Astill
Claire Michelle Baillie
Jane Victoria Bell
Simon Blacket
Daniel Huw Blood

Emily Kate Bosco
 Georgia Brown
 Jessica Alexandra Butler
 Hannah Grace Button
 Rosie Imogen Calder
 Emma Louise Campbell
 Fiona Campbell
 Alicia Louise Casson
 Juanita Marie Craig
 Tara Elizabeth Diamantis
 Georgina Jane Digance
 Lucy Kate Dilger
 Lucy Dinnison-Mitchell
 Maurice Lake Dix
 Louise Evans
 Todd Gregory Fischer
 Danielle Fuccio
 Trephina Emily Gartley
 Adam Gribble
 Leonie Harold
 Annabelle Georgina Lewis Hayes
 Charles William David Inglis
 Tamra Dawn Karolewicz
 James Edward Kelsey
 Yelena Maresa Koerner-Heinjus
 Diem Le
 Stefanie Terese Lopriore
 Rebecca Madigan
 Brydee Martin
 Matilda Louise Menz
 Sarah Kate Mitchell
 Ellie Moulton
 James Robert Brechin Mumford
 Fadak Musa
 Michael Patrick Tan O'Hanlon
 Alexandra Kate Panayi-Motus
 Nicole Renee Park
 Amelia Jane Purvis
 Valerie Quinnell
 Sylvia Tasnim Rahman
 Alexandra Lia Ricci
 Anna Clare Schumann
 Andrew Crawford Simpson
 Christina Spinella
 Janice Shu Xin Tan
 Hugo Simon Toovey
 Jack Trengove
 Hillary Viljoen
 James Peter Watson
 Benjamin Jarad Whyte
 Cailin Wigg
 Samantha Ashleigh Yeaman

English Studies

Emilee Altus
 Alice Claire Aplin
 Kim Avina
 Rose-Anne Bell
 Prudence Kathleen Buckland
 Emma Megan Burton
 Peter James Carver
 Emma Rose Colombo
 Eloise Margaret Grace Crompton

Galen Mereki Cuthbertson
 Honey DeBelle
 Nicole Feast
 Natasha Friend
 Georgia Hagias
 Jennifer Claire Heuch
 James Robert Hilditch
 Samantha Monique Iannella
 Atma Maria Ivancevic
 Marie-Ellen Karykis
 Nathan Hui-Yi Lam
 Pinky Latt
 Jennie Uyen Huong Le
 Danielle Rhianna Lemieux
 Ningxi Li
 Chantelle Kimberly Lomen
 Lisa Anne Lukacs
 Nicholas Mitchell
 Ridhwaan Moolla
 Kimberley Noah
 Kyra Jean Olsson
 Madeleine Louise Otto
 John Sherrard Philip
 Rebecca Anne Radbone
 Holly Richter
 Lily May Roberts
 Joel William Robertson
 Nelson Elliot Devon Schonfeldt
 Paul Anthony Scopacasa
 Emily Joy Taliangis
 Thomas Taylor
 Jordan James Visintin
 Naomi Elizabeth Wattchow
 Rachel Ann Waye
 Samuel Williams

Health and Personal Development

Community Studies

Arts and the Community

Kristy Lee Allen-Stephens
 Rebekah Clifton
 Ben Coad
 Thomas Dominic de Lisio
 Jessilina Dhadalngu Dhamarrandji
 Jake Foreman
 Eilish Markuniny Garawirttja
 Cameron McOmish
 Christopher Charles Mifsud
 Stephanie Rose Musolino
 Robert Pinkie
 Rachael Anne-Marie Pitman
 Jordan Johnson Raggett
 Josiah Jeffrey Schmucker

Arts and the Community I

Angus Norton Bugeja
 Rose Garlett
 Shakira Lynda Joy Steinert
 Paris Mary Wotton

Business and the Community

Renee Duckworth

Communication and the Community

Kristy Lesley Blue
Melissa June Butler
Lauren Gauci
Jade-Antoni Kramer
Rachael Anne-Marie Pitman
Michael Smith

Communication and the Community I

Daniel Mykytyschyn

Design, Construction, and the Community

Talika Kate Geue
Siobhan Kristel Eilise Kelly
Michelle Georgia Leathley
Rebecca Ann Shepley
Donna Watson

Design, Construction, and the Community I

Kyle Matthew Allen
Valma Joan Coad
Sharifa Hussaini

Environment and the Community

Abbey Martin

Environment and the Community I

Neisha Rae Shanko

Foods and the Community

Charlotte Gieck
Vanessa Manuel

Health, Recreation, and the Community

Tianna Raquel Baird
Sean Beath
Samuel James Bird
Amy Maria Dais
Louise Sarah Grant
Kimberly Harris
Sharlene Love
Sarah Maxfield
Samantha Mills
Gabrielle Patteson

Health, Recreation, and the Community I

Gemma Nikki Deakin
Shamus Liptrot

Health, Recreation, and the Community II

Shamus Liptrot

Lifestyle and the Community

Dudley James Afford
Bradley Cameron
Courtney Anne Elliott
Shanara Hazelwood
Sarah Hintum
Nathanael House
Isabella Iasenzaniro
Miranda Kate North
Kristina Albina Rabadan
Josiah Jeffrey Schmucker

Lifestyle and the Community I

Jemma Anne Chala
Ryan Benjamin Donoghue

Mathematics and the Community

Chantal Elisha Adams
Nathan Ronald Balkwill
Jasmine Crewdson
Ashley Michael Jones
Parul Sethi

Science and the Community

Sienna Dupe
Timothy James Sturdy
Bradley Malcolm Thompson
Joanne Elizabeth Yallop

Technology and the Community

Adrian David Christie
Marc Frezza
Benjie Lee McQuade

Work and the Community

Eilish Markuniny Garawirtja
Carissa Tess Schilling
Brett Steven Sperling
Hilary Clare Wilson

Work and the Community I

Trent Lyall Chadbourne
Teighlor Nicole Rockliff
Cherie Thompson

Work and the Community II

Helen Sy

Health Education

Health Studies

Sophie Amelia Giles Orchard
Catherine Story

Home Economics

Early Childhood Studies

Joanna Esther Day
Samantha Kate De Wit
Erin Donoghue
Kimberley Emma Hein
Jasmine Joy Heynemann
Kelly Anne Holmes
Danielle Rhianna Lemieux
Laura-Ellen Runnalls
Madeline Amy Skinner
Kendall Paige Trigg

Food and Hospitality Studies

Phoebe Allan
Emilee Altus
Melissa Brown
Jack Carter
Tiarna Elizabeth Cook
Emma Louise Creek
Prue Victoria Dunn
Sarah Helen Fullston
Oliver Lance Gibson
Kimberley Lois Hards
Mary Elyse Hurley
Lauren Kathleen Jones
Lucy Ella Rose Hope McNicol
Melissa Ann Newman
Bridget Marie Senyszyn
Stacey Patricia Woodrup
Emma Jayne Young

Nutrition Studies

Christelle Kastrappis

Textile Studies

Skye Erin Hanna

Integrated Learning

Integrated Learning I

Jaimi Louise Hayhoe
Madeline Hudson
Jennipher Elizabeth Vivian

Integrated Learning II

Rachel Ann Rowland

Nutrition

Leah Rosemary Brumpton
Katherine Elsbey
Emma Kate Haberman
Nicole Ashleigh Lynch
Rebecca Lynne MacAllan
Laura Kendall Mahlburg
Lucas Matto
Anna Marie McIntyre
Tessa Amber Rawolle

Christie Marie Rozaklis
Kathryn Amy Sandford
Catherine Ellie Jane Schulze
Hanna Marie Waldron
Melissa Jane Walker

Outdoor and Environmental Education

Outdoor and Environmental Studies

Tahali Colin Kikuchi-Miller
Nicholas Dirk Wesley van den Berg

Outdoor Education I

Daniel Smith
Peter Valle

Outdoor Education II

Nichola Claire Coombe
Daniel Smith
Peter Valle

Physical Education

Demi Aitchison
Alexandra Louise Bartholomaeus
Jane Victoria Bell
Isobel Jean Bishop
Georgia Brown
Katherine Elizabeth Rose Brown
Rocky Callisto
Harrison James Carey
Mikaela Cibich
Tom Frank James Clarke
Mikhaila Alice Dignam
Matthew James Dunbar
Hannah Louise Dyson
Matthew John Falzon
Ellie Finlay
Lucy Ishbel Fitzgerald
Lara Franklin
Skye Erin Hanna
Brett Anthony Harris
Georgina Louise Hollitt
James Richard Jordan
Patrick William Kerin
Shannon Louise Kilgariff
Sophie Kristina King
Callum Garner Mackinnon
Brydee Martin
Lochlin James Maybury
Ellen McBryde
Annabelle Georgia McNeil
Joshua Owen-Thomas
Ashleigh Kate Peplow Ball
Craig Pitt
Penny Marianne Schulz
Laura Jane Sharley
Olivia Lea Stacy
Jack Trengove
Sophie Van Kleef
Stephanie Walker
Casey Whitaker

Sport and Recreation (VET)

Sport and Recreation B

Michael Jordan Hutchinson
Russell McLean

Work Education

Vocational Studies A

Sean Craig Baker
Courtney Louise Margaret Blake
Jonathan Boyd
Hayley Chapman
Kara Stephanie Hank
Matthew Krivitch
Lauren Jane McMillan
Natasha Mercorella
Lachlan Alexander Pike
Evelyn Kulatia Robinson
Brooke Ellen Stringer
Helen Turnbull

Vocational Studies B

Jessica Louise Ash
Melanie Bradley
Nicholas Bradley
Brendan Perry Browne
Eliza Chapman
Charlotte Elizabeth Clarke
Thomas Harley Currie
Leah Cutting
Kate Davis
Annette Edmondson
Sophie Alexandra Holland-Smith
Alicia Hurkmans
Whitney Catherine Ireland
Caitlin Marie Prior
Vaughan Thomas Scott-Hoy
Alexandra Jessica Thomas
Helen Turnbull
Charlotte Elizabeth Twizell
Alexander Jack Vucic
Hannah Elizabeth Way

Languages

Chinese (background speakers)

Xinyu (Hannah) Liu
Ziyi Athena Wang
Xiao Han (Vicky) Xu
Siyu (Una) Yan
Bo (Jack) Yang
Kaimeng Yang

Chinese (beginners)

Clairissa Rose Hewitt

Chinese (continuers)

Vitus Kai Hei Ng

French (continuers)

Laura Elliot-Jones
Sophie Elise Flaherty
Madeleine Victoria Hall
Samuel Williams

German (continuers)

Nathan Hui-Yi Lam
Cathryn Ellen McDonald
Bianca Schulz

Indonesian (continuers)

Lukas Krishna Pradhana Oktavianto Wahyuputro
Meitilda Susana Yaung

Italian (continuers)

Yasmin Bottos
Emma Rose Colombo
Genevieve Lauren Seys
Eliana Gloria Stanziano

Japanese (beginners)

Xinwen Wang

Japanese (continuers)

Kosuke Kato
Dhong Jae Koo
Lucas Matto

Malay (background speakers)

Nur Amalina Binti Ahmad Kastalani
Nusyana A/P Cham Pi

Modern Greek (continuers)

John Matsis

Persian (background speakers)

Yahdullah Haidari

Spanish (beginners)

Robert Sebastian Marr

Spanish (continuers)

Nathalie Janette Nataren

Vietnamese (background speakers)

Thuy Quynh Tram Le
Anh Thi Tram Nguyen

Vietnamese (continuers)

Phuong Nguyen

Mathematics

Mathematical Applications

Catherine Mary Barkway
Lucy Bozzetti
Eloise Chudy
Eliza Sharon Cobb
Shauni Cunningham
Erin Daniell
Madeleine Deane
Megan Denton-Brown
Mathew Ronald Dishar
Oliver Thomas Durance
Amanda Margaret Henschke
Yoong Chiang Huynh
Khoa Dang Kieu
Chelsea Lock
Frances Kate McInerney
Rebecca Jane McEvoy
Kate Neville
Lisa Kathryn O'Connor
Amy Betty Lorraine Oliver
Luke Alexander Overton
Charlie Stephen Parsons
Jessica Kate Redden
Aditya Shivam
Jarrad Andrew Sjoerdsma
Chantelle Lesley Smith
Robyn Smith
Hugo Simon Toovey
Amy Louise Williams
Ashlee Tina Wilton
Melissa Wright

Mathematical Methods

Nicole Andrewartha
Brooke Barrowcliffe
Christian Nicholas Calabrese
Kirsty Chalker
Swetha Chowdavarapu
Michael James Giakoumis
Thomas Britten Goode
Annabelle Kate Hobbs
Angus William Hogben
Charles William David Inglis
Luisa Maria Coppola McDonald
Victoria Ann Moore
Edward Henry Morcombe
Ashleigh Kate Peplow Ball
Laura Jane Sharley
Justine Megan Shuck
Nadia Alison Velaitis
Ashlee Victoria Wachtel
Hanna Marie Waldron
Emma Rose Williams

Mathematical Studies

Wei Sheng Ang
Adam Stewart Beddison
Thomas Craig Bettison
Sean Patrick Black-Tiong

Simon Blacket
Megan Bouchier
Lydia Alma Braunack-Mayer
Trang Quynh Thi Cao
Alexander John Chambers
Shreyas Hemant Chaudhary
Chun Hoa Cho
Chee Kong Chong
Nicholas Jia Ming Chong
Nicholas Alexander Robert Clarke
Thomas Clayton Donovan
Stephanie Jayne Ducker
Elizabeth Mary Duguid
Lin Inn Dwee
Tien Chuen Eeu
Lijun Fan
Tim Farrell
Yilun Feng
Jake Forster
Kelli Francis-Staite
William Maxwell Gale
Scott Gregor Germein
Michael Joel Graetz
Gemma Kate Gransbury
Patrick John Weston Hannemann
Dylan Harries
Catherine Elizabeth Hilditch
Michael Jordan Hill
Emma Howard
Dan Huang
Glen Michael Humphries
Joseph Inauen
Vidhiya Shalini A/P Joeganathan
Patrick William Kerin
Yuan Lerk Khoo
Joo Hye Kim
Ki Yoon Kim
Rachael Lawrance
Yong Hyun (Chris) Lee
Danielle Rhianna Lemieux
Chaonan Li
Joule Juan Li
Xi Li
Justin Hao-Zhi Lim
Xi Kai Lim
Chantelle Kimberly Lomen
Jeffrey Kai Chun Mak
Matthew David Makestas
Isaac Thye Yuan Ng
Alain Nguyen
Martin Nguyen
Thomas Raymond Nottage
Lit Wei Ong
Choong Hern Ooi
Jiayan Ooi
Zhenghong Pan
Sze Yaw Pang
Ayub Zuhair Qassim
Alexandra Lia Ricci
Joel William Robertson
Peter Donald Rose
Kate Eleanor Seagrim
Brandon Tuck Wah See
Haydyn James Shierlaw

Sheryl Pik San Soon
Yan Rou Tan
Zhen Xiang Tan
Lu Tang
Li Ying Teh
John James Thomolaris
Lee Siang Tiong
Yumiko Tomo
Stephen James Tretola
Rachel Lee Tucker
Lam Thien Vu
Ying Ling Wang
Benjamin Jarad Whyte
Miao Xu
Mengheng Xue
Siyu (Una) Yan
Toby Jordan Zerner
Ting Zhao

Specialist Mathematics

Thomas Craig Bettison
Simon Blacket
Karen Bui
Trang Quynh Thi Cao
Alexander John Chambers
Yizhen Dong
Elizabeth Mary Duguid
Lijun Fan
Dylan Harries
Joule Juan Li
Xi Li
Chantelle Kimberly Lomen
Jeffrey Kai Chun Mak
Matthew David Makestas
Cathryn Ellen McDonald
Jiayan Ooi
Sze Yaw Pang
Hannah Pham
Alexandra Lia Ricci
Kate Eleanor Seagrim
Li Tjen Sim
Jia Wen Siow
Joshua Iyn Zhou Soo
Nicholas David Sullivan
Yan Rou Tan
Lu Tang
Truc Thanh Tran
Rachel Lee Tucker
Matthew Alexander White
Qihang Wu
Li San Yeoh
Xueting Zhang

Science

Biology

Emilee Altus
Sean Patrick Black-Tiong
Matthew Anthony Borg
Victoria Mary Branson
Karen Bui
Samantha Christie Burns

Emma Megan Burton
Olivia Bury
Hayden James Cain
Maddison Amy-marie Cavaiuolo
Doris Su Chin Chai
Melissa Judith Chalada
Chun Hoa Cho
Emma Rose Colombo
Karen Vanessa Dickinson
Sophie Elise Flaherty
Anna Elizabeth Grosse
Tim Grove-Jones
Clairissa Rose Hewitt
Annabelle Kate Hobbs
Atma Maria Ivancevic
Nadiyah Jaffar
Thomas Chong Ern Khoo
Khoa Dang Kieu
Nai Lim (Jeremiah) Lai
Jennie Uyen Huong Le
Wei Lin Lee
Wen Siew Lee
Julia Lees
Danielle Rhianna Lemieux
Shu Ying Leong
Ningxi Li
Tien Mei Lim
Eleanor Ludington
Sally Louise Anderson Marsh
Victoria Ann Moore
Sophie Louise Neubauer
Khang Dinh Nguyen
Lit Wei Ong
Ashleigh Kate Peplow Ball
Nathan Andrew Petersen
Caroline Phillips
Luke Robert Reppucci
Kate Rebecca Secombe
Charlene Kai Ling See
Jia Wen Siow
Lestari Soeharjo
Rachel Sian Sweet
Yin Yong Tay
Sophie Van Kleef
Karljen van Rooyen
Xinwen Wang
Naomi Elizabeth Wattchow
Elaine Yiyun Wu
Li San Yeoh

Chemistry

Marcus James Alvino
Claire Michelle Baillie
Simon Blacket
Simon Garry Blaess
Karen Bui
Alexander John Chambers
Shreyas Hemant Chaudhary
Emma Rose Colombo
Elizabeth Mary Duguid
Kelli Francis-Staite
Natasha Friend
Nabil Asaad Gali Gergis

Andrew Ian Goldfinch
 Tim Grove-Jones
 Dylan Harries
 Ewan James Haydinger
 Rebekah Hopps
 Emma Howard
 James Timothy Penfold Jolly
 Marie-Ellen Karykis
 Nai Lim (Jeremiah) Lai
 Pik Kaye Lai
 James Cheuk-Heng Lau
 Wei Lin Lee
 Joule Juan Li
 Xi Li
 Chantelle Kimberly Lomen
 Arrabella Lucinda Hester Mackay
 Rebecca Madigan
 Jeffrey Kai Chun Mak
 Kar Fu (Sharon) Mak
 Matthew David Makestas
 Chelsea Mann
 Sally Louise Anderson Marsh
 Cathryn Ellen McDonald
 Franco Daniel Mignone
 Fadak Musa
 Thomas Raymond Nottage
 Jiayan Ooi
 Caroline Phillips
 Lucy Kate Pittolo
 Serrin Elizabeth Prior Bonus
 Alexandra Lia Ricci
 Harriet Kate Semple
 Jia Wen Siow
 Nicholas David Sullivan
 Janice Shu Xin Tan
 Yin Yong Tay
 Kaili Zoe Teh
 Sophia Rosalind Sarre Thompkins
 Truc Thanh Tran
 Stephen James Tretola
 Rachel Lee Tucker
 Lucinda Victoria Elizabeth Van de Ven
 James Peter Watson
 Naomi Elizabeth Wattchow
 Samuel Williams

Contemporary Issues and Science

Joshua Phillip Allen

Geology

Isaac Astill
 Tara Lee Daniell
 Alvena Hall

Physics

Simon Blacket
 Simon Garry Blaess
 Megan Bouchier
 Karen Bui
 Gianfranco Sebastiano Canala
 Alexander John Chambers
 Justin Wen-Jian Choong

Yee Min Chua
 Erika Simpson Crowley
 Al Malik Dzulkipli
 Jake Forster
 Kelli Francis-Staite
 Natasha Friend
 Nabil Asaad Gali Gergis
 Scott Gregor Germein
 Andrew Ian Goldfinch
 Tim Grove-Jones
 Taylor Ryan Haar
 Patrick John Weston Hannemann
 Dylan Harries
 Ewan James Haydinger
 Dan Huang
 Hao Min Huang
 Daniel Kurt Hurem
 Samantha Monique Iannella
 Joseph Inauen
 Atma Maria Ivancevic
 James Timothy Penfold Jolly
 Patrick William Kerin
 Wei Lun Koh
 Yeekyeong Kwon
 Nai Lim (Jeremiah) Lai
 Felicity Quynh Nhu Lam
 Emma Michele Lane
 Sally Andrea Langhans
 James Cheuk-Heng Lau
 Wei Lin Lee
 Joule Juan Li
 Weijing (Angela) Li
 Xi Li
 Hwei-Wen Lim
 Chantelle Kimberly Lomen
 Rebecca Madigan
 Jeffrey Kai Chun Mak
 Chelsea Mann
 Sally Louise Anderson Marsh
 Paolo Francesco Mercorella
 Franco Daniel Mignone
 Fadak Musa
 Thomas Raymond Nottage
 Vanessa Partington
 Caroline Phillips
 Timothy Pryor
 Ayub Zuhair Qassim
 Harriet Kate Semple
 Truc Thanh Tran
 Rachel Lee Tucker
 Lam Thien Vu

Psychology

Lauren Aikins
 Alex Andrew Antoniou
 Emily Kate Bosco
 Morgan Elizabeth Brookes
 Georgia Brown
 Fleur Brown-Beeby
 Lin Inn Dwee
 Wendy Feng
 Sophie Elise Flaherty
 Leonie Harold

Maria Harris
Kaylene Jane Hill
Stephanie Hurrell
Samantha Monique Iannella
Song Lyn Kang
Madeline Ella Kretschmer
Danielle Rhianna Lemieux
Julia Elizabeth Lillywhite
Rebecca Lynne MacAllan
Rebecca Jane McEvoy
Frances Kate McInerney
Emily Grace McPharlin
Jacinta Marie Oulton
Alycia Elizabeth Louise Powell-Jones
Emily Kate Pulford
Amanda Louise Riley
Nicola Grace Rostron
Corina Michelle Schnider
Elizabeth Smith
Eva Stockigt
Micaela Thomas
Melissa Lee Wegener
Sophie Veronica Wilson
Georgia Finlay Yates
Natalia Olivia Zygocki

Society and Environment

Aboriginal Studies

Jamie Lee Hannigan

Accounting Studies

Waleed Al-Moughraby
Thomas William Andrewartha
Samuel Luke Arnold
Anthony Beltrame
Thomas David Carpinelli
Siew Fong Choy
Lin Inn Dwee
Maria Lourdes Madalena Foo
Andrew Ian Goldfinch
Kookhee Jeong
Vidhiya Shalini A/P Joeganathan
James Richard Jordan
Jeffrey Boo Jin Khoo
Yuan Lerk Khoo
Pik Kaye Lai
Jiang Lian Lim
Jacqueline Eleni Miholos
Siti Nadiha Binti Mohd Al-Johari
Jia Sheen Nah
Choong Hern Ooi
Vimaldev A/L Puvaneswaran
Venetia Rajini Ratnarajah
Daniel Rigon
Brandon Tuck Wah See
Alya Sharif
Joshua Iyn Zhou Soo
Arjun Sreedhar
Theng Theng Tan

Yan Rou Tan
Yih Ling Tan
Samuel Marc Taylor
Li Ying Teh
Phin Wern Ting
Joel Serge Totani
Jocelyn Ying Ying Wong
Voon Bing Wong
Wei Ching Wong
Juliana Lam Wu
James Joseph Zoina

Agricultural and Horticultural Science

Benjamin Joseph Nitschke

Australian and International Politics

Prudence Kathleen Buckland
Lauren Louise Burrow
Harry Hill-Smith

Australian History

Melissa Lee Wegener

Business Studies

Waleed Al-Moughraby
Betty-Eleanor Bradfield
George Ian Britten-Jones
Toan Minh (Danny) Bui
Rocky Callisto
Hannah Ellen Culshaw
Benjamin Doecke
Helen Ling-wen Du
Natalie Maria Durdin
Louise Evans
Lucy Kate Evans
Jessica Lee Ferdinands
Sarah Jane Fraser
Lauren Beth Graetz
Kaitlin Hand
David Henshaw
Corinna Jayne Koch
Lisa Loffler
Jamie McDowall
Matilda Louise Menz
Jacob Andrew Paul
Sofia Pennino
Timothy Pryor
Daniel Rigon
Daniel Gordon Schulz
Olivia Lea Stacy
Anthony Mark Todd
Sophie Renee Toland
James Joseph Zoina

Classical Studies

Alex Andrew Antoniou
Emma Megan Burton
Rose Jessie Counsell
Caitlin Elizabeth Galpin
Samantha Grace Wood

Economics

Angela Carrera
Shreyas Hemant Chaudhary
Siew Fong Choy
Emma Rose Colombo
Eloise Margaret Grace Crompton
Lin Inn Dwee
Emily Rose Easling
Tien Chuen Eeu
James Robert Hilditch
Harry Hill-Smith
Song Lyn Kang
Jiang Lian Lim
Daniel Mackle
Kathleen Jayne McHugh
Yin Shia Ng
Li Tjen Sim
Joshua Iyn Zhou Soo
Li Ying Teh
Lee Siang Tiong
Simon James Torpy
Melissa Kate Wildy
Irene Suk Hui Wong

Geography

Peter Geoffrey Anastasiou
Luke Elkington Boord
Emma-Louise Margaret Brown
Katherine Elizabeth Rose Brown
Christian Nicholas Calabrese
Jordan Kym Sweeney Lockwood
Franco Daniel Mignone
Daniella Louise Porcaro
Maxwell Swanson
Lachlan Mitchel Ward
Melissa Kate Wildy
Laura Kay Woolford
Elaine Yiyun Wu

Legal Studies

Adele Hayley Button
Angela Carrera
Jack William Ian Clark
Amy Louise Cooper
Caitlin Elizabeth Galpin
Maria Harris
Amy Melissa Hoile
Marie-Ellen Karykis
Patrick William Kerin
Petroula Kolovos
Xi Li
Patrick Lynch Major
Andreas Matsouliadis
Frances Annie Mehrtens
Simona Gabriele Schilling
Saskia Katherine Scott
Laura Scrimgeour
Tali Rose Slater
Isabel Maria Van Den Brink
Michael John Warrender

Media Studies

Imogen Behan

Modern History

Jordan Griffith Agutter
Alice Claire Aplin
Kim Avina
Rose-Anne Bell
Prudence Kathleen Buckland
Tiffany Zoe Co
Nicola Maree Dalla Valle
Elly Grace Gannon
Johanna Gates
Bradley Raymond Gill
William Garth Richard Gloster
Daisy Hamra
Dylan Harries
Felicity Quynh Nhu Lam
Nathan Hui-Yi Lam
Ella Moeck
Thomas Francis Moran
Michael Patrick Tan O'Hanlon
Adam Christopher Ridley
Isabella Marie Robson
Harriet Kate Semple
Tali Rose Slater
Thomas Taylor
Ryan Geoffrey Thompson
Liana Fay Wait
Madeline Clare Wardleworth

Philosophy

Kate Bradshaw
Matthew James Knight
Ruby Wake

Religions in Australia

Timothy James Blagg
Karli Ruth Borresen
Adriana Paula Wlodarczyk

Small Business Enterprise

Fabian Andreoni
Carla Cianfaglione
Tiffeny Talent

Studies of Religion

Nicole Dias

Studies of Societies

Stephanie Marie Ambrosi
Seyedeh Leila Behjatnia
Caitlyn Rose Bray
Melissa Brown
Lucy Emmeline Davis
Lucy Kate Dilger
Jamie Lee Hannigan

Erin Jane Healy
Silvia Josipovic
Yelena Maresa Koerner-Heinjus
Leanne Mashtoub
Andrew Paul McLaren
Lauren Elisabeth McPeake
Laura Christina McPherson
Sarah Kate Mitchell
Thomas Francis Moran
Elizabeth Jane Murrie
Louisa Carmel Perrotta
Elysse Anne Robinson
Emma Sierp
Melissa Lee Wegener

Tourism

Sarah Marie Ballantyne
Kristen Emily Barnett
Camilla Rose Birch
Jenna Lee Bowman
Chloe Louise Cheek
Melody Jayne Costin
Tessa Ruiz Garcia-Hardman
Trepkina Emily Gartley
Dion Samuel Gazettas
Kate Lorraine Jones
Monique Sung Hye Jones
Sasha Leonida
Madeleine Lynch
Rupert Peake
Elysha Daina Reardon
Adriana Mary Sapio
Kate Alyce Seebohm
Shailaja Sekar
Sarah Ronda Spencer
Amanda Dawn Stevens
Cassandra Vatovec
Linh Thuy Vo

Women's Studies

Fadak Musa
Amelia Pinna
Sophie Schumacher
Myall Alexander Tarran

Technology

Design and Technology

Communication Products A

Kaitlyn Jane Gasparini
Sarah Grace Hall
Stephanie Rose Loiello
Renni Marie Maitland
Benjamin James McAleer
Amy Jade McCarthy

Communication Products B

Althea Therese Galvez

Material Products A

Richard Timothy Astley
Jonathon Chaplin
Jason Michael Judd
Thomas Anthony Keough
Daniel Gordon Schulz
Jake Bradley Wehrmann

Material Products B

Ben Robert Lock

Systems and Control Products A

Nicholas Pacholski

Design and Technology Studies

Angela Thanh Mai Jones
Lauren Amy Lyons

Information Processing and Publishing

Business Documents

Daniel James Clarke
Alana Marie Lawson
Elsie Patricia Wallace

Desktop Publishing

Melissa Brown
Daniel Paul Caruana
Nicole Jade Christophersen
Samuel Geoffrey Crisp
Maryna Goriach
Jamie Lee Hannigan
Amelia Inglis
Yanni Lewie Papadopoulos
Elysse Anne Robinson

Electronic Publishing

Melissa Brown
Daniel Paul Caruana
Nicole Jade Christophersen
Samuel Geoffrey Crisp
Deanna Harriss
Amelia Inglis
Yanni Lewie Papadopoulos
Eleni Takianos

Personal Documents

Daniel James Clarke
Alexandra Caitlin Evans

Information Technology Studies

Matthew Bernhardt
Stefanos Bratis
William Maxwell Gale
Thomas Johnson
Yelena Maresa Koerner-Heinjus
Michael Peter Parisotto
Alexander Stewart

Various Learning Areas

Extension Studies

Extension Studies B

Natalie Rose Stone

Appendix G: Statistics

Tables that contain lists of subjects are arranged in learning areas. Subjects are listed alphabetically under each learning area in separate lists of 2-unit and 1-unit subjects.

An alphabetical list of all subjects, by learning area, is in Appendix D.

These tables are based on the information contained in the SACE Board's database on 1 March 2010.

Stage 1

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Table 2	Number of students in the Northern Territory completing at least 1 unit/10 credits, 2002–09
Table 3	Stage 1 subjects (2 units) — Number of results for students in South Australia, by learning area, 2009
Table 4	Stage 1 subjects (2 units) — Number of results for students in the Northern Territory, by learning area, 2009
Table 5a	Stage 1 subjects (1 unit) — Number of results for students in South Australia, by learning area, 2009
Table 5b	Stage 1 subjects (10 credits) — Number of results for students in South Australia, by learning area, 2009
Table 6a	Stage 1 subjects (1 unit) — Number of results for students in the Northern Territory, by learning area, 2009
Table 6b	Stage 1 subjects (10 credits) — Number of results for students in the Northern Territory, by learning area, 2009
Table 7	Number of students in South Australia and the Northern Territory receiving a Stage 1 result in at least 1 unit of community learning, by name of program, 2009
Table 8	Stage 1 subjects (2 units) — Results distribution for students in South Australia, by learning area, 2009
Table 9	Stage 1 subjects (2 units) — Results distribution for students in the Northern Territory, by learning area, 2009
Table 10a	Stage 1 subjects (1 unit) — Results distribution for students in South Australia, by learning area, 2009
Table 10b	Stage 1 subjects (10 credits) — Graded results distribution for students in South Australia, by learning area, 2009
Table 10c	Stage 1 subjects (10 credits) — Non-graded results distribution for students in South Australia, by subject, 2009
Table 11a	Stage 1 subjects (1 unit) — Results distribution for students in the Northern Territory, by learning area, 2009
Table 11b	Stage 1 subjects (10 credits) — Graded results distribution for students in the Northern Territory, by learning area, 2009

Table 1: Number of students in South Australia completing at least 1 unit/10 credits, 1999–2009

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Students with Stage 1 results only	29224	31133	32450	32881	32933	33872	34745	35956	36524	37435	35603
Students with Stage 1 and Stage 2 results	3681	3501	3730	4140	3479	3799	4140	4540	4527	4597	4967
Total with Stage 1 Results	32905	34634	36180	37021	36412	37671	38885	40496	41051	42032	40570

Table 2: Number of students in the Northern Territory completing at least 1 unit/10 credits, 2002–09

	2002	2003	2004	2005	2006	2007	2008	2009
Students with Stage 1 results only	2754	2667	2645	3231	3391	3181	3299	3846
Students with Stage 1 and Stage 2 results	440	478	591	566	631	619	569	586
Total with Stage 1 Results	3194	3145	3236	3797	4022	3800	3868	4432

Note: 2002 was the first year in which students from the Northern Territory undertook Stage 1 SACE studies.

Table 3: Stage 1 subjects (2 units)
Number of results for students in South Australia, by learning area, 2009

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
ARTS											
Art	0	0	13	14	0	0	13	48	14	52	27
Broadcasting and Multimedia (VET)	10	23	4	17	1	2	15	26	42	74	57
Dance	0	0	20	2	17	1	37	93	3	8	40
Design	0	0	15	13	0	0	15	54	13	46	28
Drama	0	0	7	16	0	0	7	30	16	70	23
Music	1	1	21	9	0	1	22	67	11	33	33
Total Results	11	24	80	71	18	4	109	52	99	48	208

ENGLISH											
English	19	73	190	277	66	65	275	40	415	60	690
English as a Second Language	11	3	37	39	0	0	48	53	42	47	90
Total Results	30	76	227	316	66	65	323	41	457	59	780

HEALTH AND PERSONAL DEVELOPMENT											
Community Services and Health (VET)	14	1	51	3	0	0	65	94	4	6	69
Community Studies											
Community Studies I	30	21	192	258	13	15	235	44	294	56	529
Community Studies II	29	21	76	85	2	5	107	49	111	51	218
Home Economics	13	3	31	25	5	9	49	57	37	43	86
Hospitality (VET)	0	1	2	1	0	0	2	50	2	50	4
Integrated Learning											
Integrated Learning I	5	162	82	84	9	7	96	28	253	72	349
Integrated Learning II	6	3	39	78	7	16	52	35	97	65	149
Physical Education	0	0	34	160	0	0	34	18	160	82	194
Sport and Recreation (VET)	0	0	18	47	0	0	18	28	47	72	65
Work Education	3	140	33	51	14	10	50	20	201	80	251
Total Results	100	352	558	792	50	62	708	37	1206	63	1914

LANGUAGES											
Chinese (background speakers)	0	0	4	7	8	0	12	63	7	37	19
French (continuers)	0	0	2	0	2	1	4	80	1	20	5
German (continuers)	0	0	1	0	2	1	3	75	1	25	4
Indonesian (continuers)	0	0	2	3	0	0	2	40	3	60	5
Japanese (continuers)	0	0	2	2	2	1	4	57	3	43	7
Korean (beginners)	0	0	1	0	0	0	1	100	0	0	1
Modern Greek (continuers)	0	0	0	0	15	9	15	63	9	38	24
Polish (continuers)	0	0	0	0	0	2	0	0	2	100	2
Russian (background speakers)	0	0	0	0	2	0	2	100	0	0	2
Russian (continuers)	0	0	0	0	1	0	1	100	0	0	1
Vietnamese (continuers)	0	1	0	0	13	8	13	59	9	41	22
Total Results	0	1	12	12	45	22	57	62	35	38	92

MATHEMATICS											
Mathematics	25	83	59	83	2	3	86	34	169	66	255
Total Results	25	83	59	83	2	3	86	34	169	66	255

Table 3: Stage 1 subjects (2 units) – Number of results in SA *continued*

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
SCIENCE											
Biology	0	0	44	39	0	2	44	52	41	48	85
Chemistry	0	0	2	3	0	0	2	40	3	60	5
Contemporary Issues and Science	0	0	1	1	0	0	1	50	1	50	2
Physics	0	0	1	4	1	0	2	33	4	67	6
Psychology	0	0	0	0	10	6	10	63	6	38	16
Seafood Operations (VET)	0	0	8	18	0	0	8	31	18	69	26
Total Results	0	0	56	65	11	8	67	48	73	52	140
SOCIETY AND ENVIRONMENT											
Accounting	0	0	2	9	4	1	6	38	10	63	16
Agriculture and Horticulture	0	0	4	18	0	0	4	18	18	82	22
Australian Studies	0	0	1	5	0	0	1	17	5	83	6
Business Services (VET)	63	0	26	7	0	0	89	93	7	7	96
Business Studies	0	0	6	11	0	0	6	35	11	65	17
Conservation and Land Management (VET)	0	0	4	3	0	0	4	57	3	43	7
Geography	0	0	2	1	0	0	2	67	1	33	3
History	0	0	1	0	0	0	1	100	0	0	1
Retail (VET)	19	0	37	10	0	0	56	85	10	15	66
Studies in Religion	143	147	0	0	0	0	143	49	147	51	290
Studies of Societies	0	0	15	3	0	0	15	83	3	17	18
Tourism Operations (VET)	27	0	0	0	0	0	27	100	0	0	27
Total Results	252	147	98	67	4	1	354	62	215	38	569
TECHNOLOGY											
Automotive Technology (VET)	0	12	0	0	0	0	0	0	12	100	12
Design and Technology											
Communication Products A	0	0	10	12	0	0	10	45	12	55	22
Material Products A	0	0	5	20	0	0	5	20	20	80	25
Material Products B	0	0	0	12	0	0	0	0	12	100	12
Electrotechnology (VET)	2	26	0	10	0	0	2	5	36	95	38
General Construction (VET)	1	70	0	26	0	12	1	1	108	99	109
Information Processing and Publishing	0	0	6	11	51	0	57	84	11	16	68
Information Technology (VET)	0	0	15	47	5	6	20	27	53	73	73
Manufacturing and Engineering (VET)	2	96	1	36	0	0	3	2	132	98	135
Total Results	5	204	37	174	56	18	98	20	396	80	494
Grand Total	423	887	1127	1580	252	183	1802	40	2650	60	4452
Total Students	308	456	846	1140	222	159	1376	44	1755	56	3131

Table 4: Stage 1 subjects (2 units)
Number of results for students in the Northern Territory, by learning area, 2009

Subject	Cath		Govt		Indp		Total			Grand Total	
	F	M	F	M	F	M	F	%	M		%
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Community Studies I	0	0	40	49	2	4	42	44	53	56	95
Community Studies II	0	0	4	4	1	2	5	45	6	55	11
Home Economics	0	0	18	0	0	0	18	100	0	0	18
Integrated Learning											
Integrated Learning I	0	0	29	25	0	0	29	54	25	46	54
Integrated Learning II	0	0	3	3	0	0	3	50	3	50	6
Outdoor and Environmental Education	0	0	0	0	29	26	29	53	26	47	55
Work Education	0	0	18	13	4	1	22	61	14	39	36
Total Results	0	0	112	94	36	33	148	54	127	46	275
SOCIETY AND ENVIRONMENT											
Legal Studies	0	0	3	0	0	0	3	100	0	0	3
Tourism	0	0	13	4	0	0	13	76	4	24	17
Total Results	0	0	16	4	0	0	16	80	4	20	20
TECHNOLOGY											
Information Processing and Publishing	0	0	15	6	0	0	15	71	6	29	21
Total Results	0	0	15	6	0	0	15	71	6	29	21
Grand Total	0	0	143	104	36	33	179	57	137	43	316
Total Students	0	0	127	87	36	33	163	58	120	42	283

Table 5a: Stage 1 subjects (1 unit)
Number of results for students in South Australia, by learning area, 2009

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
ARTS											
Art	698	294	2821	1696	1132	405	4651	66	2395	34	7046
Broadcasting and Multimedia (VET)	0	0	42	115	2	34	44	23	149	77	193
Craft	27	0	314	101	6	1	347	77	102	23	449
Dance	15	0	413	32	58	2	486	93	34	7	520
Design	499	379	1110	1174	419	335	2028	52	1888	48	3916
Drama	372	157	853	509	502	273	1727	65	939	35	2666
Music	238	199	733	845	395	258	1366	51	1302	49	2668
Total Results	1849	1029	6286	4472	2514	1308	10649	61	6809	39	17458
ENGLISH											
Communication for the Hearing-impaired	0	0	6	0	0	0	6	100	0	0	6
English	3301	3515	9594	9402	3790	3337	16685	51	16254	49	32939
English as a Second Language	294	288	682	991	292	335	1268	44	1614	56	2882
Total Results	3595	3803	10282	10393	4082	3672	17959	50	17868	50	35827
HEALTH AND PERSONAL DEVELOPMENT											
Community Services and Health (VET)	0	0	38	4	0	0	38	90	4	10	42
Community Studies											
Community Studies I	286	145	1984	1967	161	114	2431	52	2226	48	4657
Community Studies II	72	55	699	818	47	61	818	47	934	53	1752
Health Education	0	0	1027	676	160	114	1187	60	790	40	1977
Home Economics	1271	298	4360	1709	1301	422	6932	74	2429	26	9361
Hospitality (VET)	22	23	79	25	14	4	115	69	52	31	167
Integrated Learning											
Integrated Learning I	160	336	2997	2454	415	353	3572	53	3143	47	6715
Integrated Learning II	13	229	610	833	5	15	628	37	1077	63	1705
Outdoor and Environmental Education	90	162	405	877	148	172	643	35	1211	65	1854
Physical Education	799	1134	2112	4235	1006	1302	3917	37	6671	63	10588
Sport and Recreation (VET)	0	7	65	186	10	30	75	25	223	75	298
Work Education	307	889	1797	2040	854	722	2958	45	3651	55	6609
Total Results	3020	3278	16173	15824	4121	3309	23314	51	22411	49	45725
LANGUAGES											
Arabic (beginners)	0	0	4	0	0	0	4	100	0	0	4
Arabic (continuers)	0	0	10	2	4	4	14	70	6	30	20
Auslan (continuers)	0	0	4	1	0	0	4	80	1	20	5
Australian Languages	0	0	41	22	0	0	41	65	22	35	63
Bosnian (continuers)	0	0	10	5	0	0	10	67	5	33	15
Chinese (background speakers)	53	44	180	284	38	44	271	42	372	58	643
Chinese (beginners)	0	0	11	0	15	4	26	87	4	13	30
Chinese (beginners) A	0	0	4	2	0	0	4	67	2	33	6
Chinese (continuers)	19	0	85	59	46	37	150	61	96	39	246
Croatian (beginners)	0	0	1	2	0	0	1	33	2	67	3
Croatian (continuers)	0	0	4	5	0	0	4	44	5	56	9
French (beginners)	10	0	37	13	0	0	47	78	13	22	60
French (beginners) A	0	0	10	8	0	0	10	56	8	44	18

Table 5a: Stage 1 subjects (1 unit) – Number of results in SA *continued*

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
French (continuers)	124	48	151	19	184	37	459	82	104	18	563
German (beginners)	0	0	30	11	0	0	30	73	11	27	41
German (beginners) A	0	0	6	0	0	0	6	100	0	0	6
German (continuers)	0	11	108	76	213	128	321	60	215	40	536
Indonesian (beginners)	16	0	6	4	0	0	22	85	4	15	26
Indonesian (beginners) A	0	0	0	2	0	0	0	0	2	100	2
Indonesian (continuers)	24	11	49	40	38	27	111	59	78	41	189
Italian (beginners)	0	0	30	9	27	14	57	71	23	29	80
Italian (beginners) A	0	0	20	3	0	0	20	87	3	13	23
Italian (continuers)	282	146	142	56	0	0	424	68	202	32	626
Japanese (background speakers)	0	0	23	11	0	0	23	68	11	32	34
Japanese (beginners)	0	0	68	51	29	0	97	66	51	34	148
Japanese (beginners) A	0	0	12	2	0	0	12	86	2	14	14
Japanese (continuers)	45	31	206	101	125	49	376	68	181	32	557
Khmer (continuers)	0	0	6	2	0	0	6	75	2	25	8
Korean (background speakers)	0	0	5	37	0	0	5	12	37	88	42
Korean (beginners)	0	0	6	2	0	0	6	75	2	25	8
Modern Greek (background speakers)	0	0	2	8	0	0	2	20	8	80	10
Modern Greek (continuers)	0	0	35	12	3	2	38	73	14	27	52
Persian (background speakers)	0	0	91	28	0	0	91	76	28	24	119
Persian (beginners)	0	0	15	0	0	0	15	100	0	0	15
Polish (beginners)	0	0	2	0	0	0	2	100	0	0	2
Polish (continuers)	0	0	16	3	0	0	16	84	3	16	19
Portuguese (continuers)	0	0	5	0	1	2	6	75	2	25	8
Serbian (beginners)	0	0	0	0	0	1	0	0	1	100	1
Serbian (continuers)	0	0	3	2	0	0	3	60	2	40	5
Spanish (beginners)	0	0	75	34	8	0	83	71	34	29	117
Spanish (beginners) A	0	0	30	10	0	0	30	75	10	25	40
Spanish (continuers)	6	2	76	38	2	0	84	68	40	32	124
Ukrainian (continuers)	0	0	0	0	1	0	1	100	0	0	1
Vietnamese (background speakers)	11	6	24	15	1	4	36	59	25	41	61
Vietnamese (continuers)	23	13	4	3	15	9	42	63	25	37	67
Total Results	613	312	1647	982	750	362	3010	65	1656	35	4666

MATHEMATICS

Mathematics	3723	4367	9580	10996	4823	4753	18126	47	20116	53	38242
Total Results	3723	4367	9580	10996	4823	4753	18126	47	20116	53	38242

SCIENCE

Biology	1562	683	3514	1672	1917	953	6993	68	3308	32	10301
Chemistry	959	957	1905	2137	1269	1211	4133	49	4305	51	8438
Contemporary Issues and Science	300	138	509	689	220	114	1029	52	941	48	1970
Geology	7	42	26	22	0	13	33	30	77	70	110
Physics	435	1150	1074	2993	685	1458	2194	28	5601	72	7795
Psychology	631	235	1563	489	830	262	3024	75	986	25	4010
Seafood Operations (VET)	0	0	1	24	0	0	1	4	24	96	25
Total Results	3894	3205	8592	8026	4921	4011	17407	53	15242	47	32649

Table 5a: Stage 1 subjects (1 unit) – Number of results in SA *continued*

Subject	Cath		Govt		Indp		Total			Grand Total	
	F	M	F	M	F	M	F	%	M		%
SOCIETY AND ENVIRONMENT											
Aboriginal Studies	0	0	43	26	0	0	43	62	26	38	69
Accounting	294	291	301	290	189	287	784	47	868	53	1652
Agriculture and Horticulture	25	64	372	437	80	127	477	43	628	57	1105
Ancient Studies	112	84	323	261	148	78	583	58	423	42	1006
Australian and International Politics	0	0	0	0	60	32	60	65	32	35	92
Australian Studies	924	727	4093	4344	984	927	6001	50	5998	50	11999
Business Services (VET)	10	5	27	4	0	0	37	80	9	20	46
Business Studies	474	530	1209	1236	578	593	2261	49	2359	51	4620
Conservation and Land Management (VET)	0	0	2	0	4	8	6	43	8	57	14
Economics	205	291	64	138	254	472	523	37	901	63	1424
Geography	258	268	447	560	462	599	1167	45	1427	55	2594
History	589	376	1014	846	802	584	2405	57	1806	43	4211
Legal Studies	438	353	985	741	343	306	1766	56	1400	44	3166
Media Studies	93	56	396	416	47	95	536	49	567	51	1103
Philosophy	62	93	84	59	64	19	210	55	171	45	381
Retail (VET)	0	0	5	1	0	0	5	83	1	17	6
Studies in Religion	2723	3034	0	1	1084	1205	3807	47	4240	53	8047
Studies of Societies	58	88	266	167	12	4	336	56	259	44	595
Sustainable Futures											
Sustainable Futures I	0	0	46	45	17	12	63	53	57	48	120
Sustainable Futures II	0	0	8	1	0	0	8	89	1	11	9
Tourism	276	192	938	433	125	59	1339	66	684	34	2023
Women's Studies	0	0	72	0	0	0	72	100	0	0	72
Total Results	6541	6452	10695	10006	5253	5407	22489	51	21865	49	44354
TECHNOLOGY											
Automotive Technology (VET)	0	0	1	8	0	0	1	11	8	89	9
Design and Technology											
Communication Products A	289	281	1263	881	179	129	1731	57	1291	43	3022
Communication Products B	16	54	192	281	8	26	216	37	361	63	577
Material Products A	58	856	481	2552	82	636	621	13	4044	87	4665
Material Products B	10	97	115	791	3	100	128	11	988	89	1116
Systems and Control Products A	5	298	73	699	3	50	81	7	1047	93	1128
Systems and Control Products B	0	0	25	221	0	39	25	9	260	91	285
General Construction (VET)	0	0	1	40	1	3	2	4	43	96	45
Information Processing and Publishing	447	161	1317	873	369	217	2133	63	1251	37	3384
Information Technology (VET)	8	33	87	189	0	0	95	30	222	70	317
Information Technology Systems	153	381	216	757	194	620	563	24	1758	76	2321
Total Results	986	2161	3771	7292	839	1820	5596	33	11273	67	16869
Grand Total	24221	24607	67026	67991	27303	24642	118550	50	117240	50	235790
Total Students	3270	3172	11182	11092	3239	2951	17691	51	17215	49	34906

Table 5b: Stage 1 subjects (10 credits)
 Number of results for students in South Australia, by learning area, 2009

Subject	Cath		Govt		Indp		Total			Grand Total	
	F	M	F	M	F	M	F	%	M		%
CROSS-DISCIPLINARY											
Personal Learning Plan	1595	1606	3248	3309	1364	1057	6207	51	5972	49	12179
Total Results	1595	1606	3248	3309	1364	1057	6207	51	5972	49	12179
MODIFIED SUBJECTS											
Personal Learning Plan: Modified	0	0	22	42	0	0	22	34	42	66	64
Total Results	0	0	22	42	0	0	22	34	42	66	64
Grand Total	1595	1606	3270	3351	1364	1057	6229	51	6014	49	12243
Total Students	1595	1606	3267	3344	1364	1057	6226	51	6007	49	12233

Table 6a: Stage 1 subjects (1 unit)
Number of results for students in the Northern Territory, by learning area, 2009

Subject	Cath		Govt		Indp		Total			Grand Total	
	F	M	F	M	F	M	F	%	M		%
ARTS											
Art	64	25	543	293	69	20	676	67	338	33	1014
Craft	16	2	16	6	0	0	32	80	8	20	40
Dance	38	0	94	19	6	0	138	88	19	12	157
Design	10	3	90	41	0	1	100	69	45	31	145
Drama	38	18	148	93	18	8	204	63	119	37	323
Music	31	44	158	178	15	8	204	47	230	53	434
Total Results	197	92	1049	630	108	37	1354	64	759	36	2113
ENGLISH											
English	188	149	1253	1144	234	195	1675	53	1488	47	3163
English as a Second Language	41	71	152	218	12	14	205	40	303	60	508
Total Results	229	220	1405	1362	246	209	1880	51	1791	49	3671
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Community Studies I	0	0	138	136	26	14	164	52	150	48	314
Community Studies II	20	42	25	39	8	21	53	34	102	66	155
Health Education	0	0	126	47	0	0	126	73	47	27	173
Home Economics	66	33	317	195	39	23	422	63	251	37	673
Integrated Learning											
Integrated Learning I	0	0	175	236	52	86	227	41	322	59	549
Integrated Learning II	0	0	107	133	2	11	109	43	144	57	253
Outdoor and Environmental Education	39	50	91	143	17	21	147	41	214	59	361
Physical Education	41	93	285	585	42	63	368	33	741	67	1109
Work Education	0	0	92	125	34	37	126	44	162	56	288
Total Results	166	218	1356	1639	220	276	1742	45	2133	55	3875
LANGUAGES											
Australian Languages	0	0	4	0	0	0	4	100	0	0	4
Chinese (background speakers)	0	0	8	9	0	0	8	47	9	53	17
Chinese (continuers)	0	0	6	5	0	0	6	55	5	45	11
French (beginners)	0	0	6	1	0	2	6	67	3	33	9
French (continuers)	0	0	13	7	0	0	13	65	7	35	20
German (continuers)	0	0	8	18	0	0	8	31	18	69	26
Indonesian (beginners)	0	0	50	11	0	0	50	82	11	18	61
Indonesian (continuers)	4	12	44	30	1	1	49	53	43	47	92
Italian (beginners)	0	0	4	1	0	0	4	80	1	20	5
Italian (beginners) A	0	0	3	4	0	0	3	43	4	57	7
Japanese (beginners)	0	0	15	12	0	0	15	56	12	44	27
Japanese (continuers)	0	0	51	25	14	0	65	72	25	28	90
Modern Greek (continuers)	0	0	2	1	0	0	2	67	1	33	3
Spanish (beginners)	0	0	30	7	0	0	30	81	7	19	37
Spanish (beginners) A	0	0	1	1	0	0	1	50	1	50	2
Total Results	4	12	245	132	15	3	264	64	147	36	411

Table 6a: Stage 1 subjects (1 unit) – Number of results in NT *continued*

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
MATHEMATICS											
Mathematics	238	240	1343	1335	250	219	1831	51	1794	49	3625
Total Results	238	240	1343	1335	250	219	1831	51	1794	49	3625
SCIENCE											
Biology	70	27	485	268	85	42	640	66	337	34	977
Chemistry	50	42	267	227	44	38	361	54	307	46	668
Contemporary Issues and Science	21	13	172	167	0	0	193	52	180	48	373
Physics	34	48	145	306	22	41	201	34	395	66	596
Psychology	21	11	312	102	73	41	406	73	154	28	560
Total Results	196	141	1381	1070	224	162	1801	57	1373	43	3174
SOCIETY AND ENVIRONMENT											
Aboriginal Studies	0	0	26	19	1	10	27	48	29	52	56
Accounting	26	9	59	50	15	9	100	60	68	40	168
Ancient Studies	0	0	40	27	0	0	40	60	27	40	67
Australian and International Politics	0	0	8	5	8	9	16	53	14	47	30
Australian Studies	0	0	33	26	12	11	45	55	37	45	82
Business Studies	23	25	166	127	42	11	231	59	163	41	394
Economics	9	9	39	39	11	22	59	46	70	54	129
Geography	9	9	72	69	44	19	125	56	97	44	222
History	42	33	127	73	32	16	201	62	122	38	323
Legal Studies	38	21	110	54	36	27	184	64	102	36	286
Media Studies	4	6	30	38	14	14	48	45	58	55	106
Philosophy	0	0	25	26	0	0	25	49	26	51	51
Studies in Religion	177	158	0	0	0	0	177	53	158	47	335
Studies of Societies	0	0	1	0	0	0	1	100	0	0	1
Sustainable Futures											
Sustainable Futures I	0	0	3	10	0	0	3	23	10	77	13
Tourism	38	5	55	12	8	10	101	79	27	21	128
Women's Studies	0	0	28	2	0	0	28	93	2	7	30
Total Results	366	275	822	577	223	158	1411	58	1010	42	2421
TECHNOLOGY											
Design and Technology											
Communication Products A	14	25	60	138	16	6	90	35	169	65	259
Communication Products B	0	0	21	8	0	0	21	72	8	28	29
Material Products A	19	43	45	164	26	7	90	30	214	70	304
Material Products B	0	9	11	96	1	18	12	9	123	91	135
Systems and Control Products A	0	0	1	54	0	0	1	2	54	98	55
Systems and Control Products B	0	0	2	19	0	0	2	10	19	90	21
Information Processing and Publishing	15	5	100	88	37	22	152	57	115	43	267
Information Technology Systems	4	10	24	100	19	22	47	26	132	74	179
Total Results	52	92	264	667	99	75	415	33	834	67	1249
Grand Total	1448	1290	7865	7412	1385	1139	10698	52	9841	48	20539
Total Students	168	178	1447	1376	210	206	1825	51	1760	49	3585

Table 6b: Stage 1 subjects (10 credits)
Number of results for students in the Northern Territory, by learning area, 2009

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
CROSS-DISCIPLINARY											
Personal Learning Plan	106	109	633	658	248	228	987	50	995	50	1982
Total Results	106	109	633	658	248	228	987	50	995	50	1982
Grand Total	106	109	633	658	248	228	987	50	995	50	1982
Total Students	106	109	624	652	176	167	906	49	928	51	1834

Table 7: Number of students in South Australia and the Northern Territory receiving a Stage 1 result in at least 1 unit of community learning, by name of program, 2009

Name of Program	Number of Units	Number of Students
SOUTH AUSTRALIA		
Australian Air Force Cadets	2	7
Australian and New Zealand Cultural Arts Limited	1	1
Australian Army Cadets	1	14
Australian Army Cadets	2	2
Australian Guild of Music and Speech	1	2
Australian Music Examinations Board	1	46
Choices for Indigenous Students	1	4
Duke of Edinburgh's Award	1	225
Duke of Edinburgh's Award	2	17
Guides Australia	3	2
Operation Flinders	2	140
Royal Life Saving Society Australia	1	81
SA Country Fire Service	2	65
SA State Emergency Service	2	1
SA Tall Ships Inc.	1	57
Scouts Australia	3	4
St John Ambulance Australia Cadets	1	18
St John Ambulance Australia Cadets	3	1
Young Achievement Australia	1	15
Total Students		619
Total Units		948

Note: Results are reported to students as 'Granted' (meaning status granted).

Name of Program	Number of Units	Number of Students
NORTHERN TERRITORY		
Australian Air Force Cadets	2	2
Australian Army Cadets	1	8
Australian Army Cadets	2	3
Australian Music Examinations Board	1	2
Duke of Edinburgh's Award	1	12
Royal Life Saving Society Australia	1	7
St John Ambulance Australia Cadets	1	2
Total Students		34
Total Units		41

Note: Results are reported to students as 'Granted' (meaning status granted).

Table 8: Stage 1 subjects (2 units)
Results distribution for students in South Australia, by learning area, 2009

Subject	SA	RA	RNM	Total
ARTS				
Art	19	7	1	27
Broadcasting and Multimedia (VET)	53	4	0	57
Dance	39	1	0	40
Design	18	10	0	28
Drama	18	2	3	23
Music	29	4	0	33
Total Results	176	28	4	208

ENGLISH				
English	608	69	13	690
English as a Second Language	78	8	4	90
Total Results	686	77	17	780

HEALTH AND PERSONAL DEVELOPMENT				
Community Services and Health (VET)	57	9	3	69
Community Studies				
Community Studies I	488	30	11	529
Community Studies II	210	8	0	218
Home Economics	62	24	0	86
Hospitality (VET)	4	0	0	4
Integrated Learning				
Integrated Learning I	307	39	3	349
Integrated Learning II	147	2	0	149
Physical Education	182	12	0	194
Sport and Recreation (VET)	59	6	0	65
Work Education	246	5	0	251
Total Results	1762	135	17	1914

LANGUAGES				
Chinese (background speakers)	19	0	0	19
French (continuers)	4	1	0	5
German (continuers)	4	0	0	4
Indonesian (continuers)	5	0	0	5
Japanese (continuers)	6	1	0	7
Korean (beginners)	1	0	0	1
Modern Greek (continuers)	23	1	0	24
Polish (continuers)	2	0	0	2
Russian (background speakers)	2	0	0	2
Russian (continuers)	1	0	0	1
Vietnamese (continuers)	20	1	1	22
Total Results	87	4	1	92

MATHEMATICS				
Mathematics	181	61	13	255
Total Results	181	61	13	255

Subject	SA	RA	RNM	Total
SCIENCE				
Biology	78	4	3	85
Chemistry	5	0	0	5
Contemporary Issues and Science	2	0	0	2
Physics	5	1	0	6
Psychology	14	2	0	16
Seafood Operations (VET)	24	2	0	26
Total Results	128	9	3	140

SOCIETY AND ENVIRONMENT				
Accounting	15	1	0	16
Agriculture and Horticulture	19	3	0	22
Australian Studies	1	5	0	6
Business Services (VET)	89	7	0	96
Business Studies	12	5	0	17
Conservation and Land Management (VET)	6	1	0	7
Geography	3	0	0	3
History	0	1	0	1
Retail (VET)	59	7	0	66
Studies in Religion	270	17	3	290
Studies of Societies	6	9	3	18
Tourism Operations (VET)	27	0	0	27
Total Results	507	56	6	569

TECHNOLOGY				
Automotive Technology (VET)	12	0	0	12
Design and Technology				
Communication Products A	16	5	1	22
Material Products A	24	1	0	25
Material Products B	11	1	0	12
Electrotechnology (VET)	34	4	0	38
General Construction (VET)	102	5	2	109
Information Processing and Publishing	62	6	0	68
Information Technology (VET)	55	9	9	73
Manufacturing and Engineering (VET)	111	22	2	135
Total Results	427	53	14	494

Grand Total	3954	423	75	4452
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Note: Results are reported as satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM).

Table 9: Stage 1 subjects (2 units)
Results distribution for students in the
Northern Territory, by learning area, 2009

Subject	SA	RA	RNM	Total
HEALTH AND PERSONAL DEVELOPMENT				
Community Studies				
Community Studies I	93	2	0	95
Community Studies II	10	1	0	11
Home Economics	13	5	0	18
Integrated Learning				
Integrated Learning I	43	10	1	54
Integrated Learning II	6	0	0	6
Outdoor and Environmental Education	55	0	0	55
Work Education	29	7	0	36
Total Results	249	25	1	275
SOCIETY AND ENVIRONMENT				
Legal Studies	2	1	0	3
Tourism	9	7	1	17
Total Results	11	8	1	20
TECHNOLOGY				
Information Processing and Publishing	16	2	3	21
Total Results	16	2	3	21
Grand Total	276	35	5	316

Note: Results are reported as satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM).

Table 10a: Stage 1 subjects (1 unit)
Results distribution for students in South Australia, by learning area, 2009

Subject	SA	RA	RNM	Total
ARTS				
Art	5911	955	180	7046
Broadcasting and Multimedia (VET)	169	21	3	193
Craft	347	84	18	449
Dance	462	51	7	520
Design	3261	512	143	3916
Drama	2361	273	32	2666
Music	2422	191	55	2668
Total Results	14933	2087	438	17458
ENGLISH				
Communication for the Hearing-impaired	6	0	0	6
English	28791	3473	675	32939
English as a Second Language	2512	322	48	2882
Total Results	31309	3795	723	35827
HEALTH AND PERSONAL DEVELOPMENT				
Community Services and Health (VET)	41	1	0	42
Community Studies				
Community Studies I	3985	549	123	4657
Community Studies II	1511	186	55	1752
Health Education	1699	241	37	1977
Home Economics	7872	1257	232	9361
Hospitality (VET)	150	17	0	167
Integrated Learning				
Integrated Learning I	5920	693	102	6715
Integrated Learning II	1436	213	56	1705
Outdoor and Environmental Education	1622	206	26	1854
Physical Education	9338	1132	118	10588
Sport and Recreation (VET)	268	28	2	298
Work Education	5729	737	143	6609
Total Results	39571	5260	894	45725
LANGUAGES				
Arabic (beginners)	2	2	0	4
Arabic (continuers)	20	0	0	20
Auslan (continuers)	5	0	0	5
Australian Languages	51	12	0	63
Bosnian (continuers)	15	0	0	15
Chinese (background speakers)	597	40	6	643
Chinese (beginners)	26	4	0	30
Chinese (beginners) A	3	3	0	6

Subject	SA	RA	RNM	Total
Chinese (continuers)	241	4	1	246
Croatian (beginners)	3	0	0	3
Croatian (continuers)	9	0	0	9
French (beginners)	56	4	0	60
French (beginners) A	18	0	0	18
French (continuers)	550	11	2	563
German (beginners)	36	4	1	41
German (beginners) A	5	1	0	6
German (continuers)	525	9	2	536
Indonesian (beginners)	25	1	0	26
Indonesian (beginners) A	2	0	0	2
Indonesian (continuers)	179	8	2	189
Italian (beginners)	75	5	0	80
Italian (beginners) A	22	1	0	23
Italian (continuers)	608	18	0	626
Japanese (background speakers)	31	3	0	34
Japanese (beginners)	145	2	1	148
Japanese (beginners) A	13	1	0	14
Japanese (continuers)	532	23	2	557
Khmer (continuers)	8	0	0	8
Korean (background speakers)	40	2	0	42
Korean (beginners)	8	0	0	8
Modern Greek (background speakers)	10	0	0	10
Modern Greek (continuers)	51	1	0	52
Persian (background speakers)	114	5	0	119
Persian (beginners)	13	2	0	15
Polish (beginners)	2	0	0	2
Polish (continuers)	19	0	0	19
Portuguese (continuers)	5	3	0	8
Serbian (beginners)	0	1	0	1
Serbian (continuers)	5	0	0	5
Spanish (beginners)	106	11	0	117
Spanish (beginners) A	40	0	0	40
Spanish (continuers)	113	11	0	124
Ukrainian (continuers)	1	0	0	1
Vietnamese (background speakers)	59	2	0	61
Vietnamese (continuers)	64	3	0	67
Total Results	4452	197	17	4666

MATHEMATICS				
Mathematics	31752	5704	786	38242
Total Results	31752	5704	786	38242

Table 10a: Stage 1 subjects (1 unit) – Results distribution in SA *continued*

Subject	SA	RA	RNM	Total
SCIENCE				
Biology	8988	1168	145	10301
Chemistry	7591	774	73	8438
Contemporary Issues and Science	1558	346	66	1970
Geology	94	16	0	110
Physics	7013	719	63	7795
Psychology	3513	440	57	4010
Seafood Operations (VET)	25	0	0	25
Total Results	28782	3463	404	32649
SOCIETY AND ENVIRONMENT				
Aboriginal Studies	48	16	5	69
Accounting	1456	158	38	1652
Agriculture and Horticulture	950	143	12	1105
Ancient Studies	861	124	21	1006
Australian and International Politics	89	2	1	92
Australian Studies	9855	1787	357	11999
Business Services (VET)	24	19	3	46
Business Studies	3925	561	134	4620
Conservation and Land Management (VET)	14	0	0	14
Economics	1320	95	9	1424
Geography	2328	224	42	2594
History	3737	406	68	4211
Legal Studies	2777	318	71	3166
Media Studies	915	159	29	1103
Philosophy	356	24	1	381
Retail (VET)	5	1	0	6
Studies in Religion	7445	561	41	8047

Subject	SA	RA	RNM	Total
Studies of Societies	477	108	10	595
Sustainable Futures				
Sustainable Futures I	94	21	5	120
Sustainable Futures II	6	2	1	9
Tourism	1690	257	76	2023
Women's Studies	65	7	0	72
Total Results	38437	4993	924	44354
TECHNOLOGY				
Automotive Technology (VET)	8	1	0	9
Design and Technology				
Communication Products A	2494	433	95	3022
Communication Products B	468	95	14	577
Material Products A	3860	700	105	4665
Material Products B	900	184	32	1116
Systems and Control Products A	948	147	33	1128
Systems and Control Products B	224	48	13	285
General Construction (VET)	41	4	0	45
Information Processing and Publishing	2921	386	77	3384
Information Technology (VET)	246	67	4	317
Information Technology Systems	1952	301	68	2321
Total Results	14062	2366	441	16869
Grand Total	203298	27865	4627	235790

Note: Results are reported as satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM).

Table 10b: Stage 1 subjects (10 credits)
Graded results distribution for students in South Australia, by learning area, 2009

Subject	A	B	C	D	E	N	Total
CROSS-DISCIPLINARY STUDIES							
Personal Learning Plan	2016	4424	5418	86	120	115	12179
Total Results	2016	4424	5418	86	120	115	12179
Grand Total	2016	4424	5418	86	120	115	12179

Note: Results are reported as either a grade between A and E, or N (no result).

Table 10c: Stage 1 subjects (10 credits)
Non-graded results distribution for students in South Australia, by subject, 2009

Subject	Completed	Not Completed	Total
MODIFIED SUBJECTS			
Personal Learning Plan: Modified	62	2	64
Total Results	62	2	64

Table 11a: Stage 1 subjects (1 unit)
Results distribution for students in the Northern Territory, by learning area, 2009

Subject	SA	RA	RNM	Total
ARTS				
Art	795	184	35	1014
Craft	37	3	0	40
Dance	136	20	1	157
Design	121	24	0	145
Drama	282	38	3	323
Music	371	53	10	434
Total Results	1742	322	49	2113

ENGLISH				
English	2604	487	72	3163
English as a Second Language	376	131	1	508
Total Results	2980	618	73	3671

HEALTH AND PERSONAL DEVELOPMENT				
Community Studies				
Community Studies I	298	14	2	314
Community Studies II	116	37	2	155
Health Education	121	40	12	173
Home Economics	545	117	11	673
Integrated Learning				
Integrated Learning I	437	100	12	549
Integrated Learning II	175	72	6	253
Outdoor and Environmental Education	319	36	6	361
Physical Education	909	180	20	1109
Work Education	227	46	15	288
Total Results	3147	642	86	3875

LANGUAGES				
Australian Languages	4	0	0	4
Chinese (background speakers)	17	0	0	17
Chinese (continuers)	11	0	0	11
French (beginners)	9	0	0	9
French (continuers)	20	0	0	20
German (continuers)	25	1	0	26
Indonesian (beginners)	56	4	1	61
Indonesian (continuers)	82	9	1	92
Italian (beginners)	5	0	0	5
Italian (beginners) A	7	0	0	7
Japanese (beginners)	23	4	0	27
Japanese (continuers)	82	5	3	90
Modern Greek (continuers)	3	0	0	3
Spanish (beginners)	33	3	1	37
Spanish (beginners) A	2	0	0	2
Total Results	379	26	6	411

MATHEMATICS				
Mathematics	2621	874	130	3625
Total Results	2621	874	130	3625

Subject	SA	RA	RNM	Total
SCIENCE				
Biology	803	150	24	977
Chemistry	556	106	6	668
Contemporary Issues and Science	283	82	8	373
Physics	473	108	15	596
Psychology	415	123	22	560
Total Results	2530	569	75	3174

SOCIETY AND ENVIRONMENT				
Aboriginal Studies	47	9	0	56
Accounting	141	23	4	168
Ancient Studies	45	17	5	67
Australian and International Politics	25	5	0	30
Australian Studies	61	19	2	82
Business Studies	309	64	21	394
Economics	116	13	0	129
Geography	180	32	10	222
History	268	46	9	323
Legal Studies	237	35	14	286
Media Studies	91	13	2	106
Philosophy	38	12	1	51
Studies in Religion	297	37	1	335
Studies of Societies	1	0	0	1
Sustainable Futures				
Sustainable Futures I	13	0	0	13
Tourism	100	25	3	128
Women's Studies	18	10	2	30
Total Results	1987	360	74	2421

TECHNOLOGY				
Design and Technology				
Communication Products A	187	64	8	259
Communication Products B	19	8	2	29
Material Products A	273	29	2	304
Material Products B	113	18	4	135
Systems and Control Products A	50	3	2	55
Systems and Control Products B	21	0	0	21
Information Processing and Publishing	210	48	9	267
Information Technology Systems	149	22	8	179
Total Results	1022	192	35	1249
Grand Total	16408	3603	528	20539

Note: Results are reported as satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM).

Table 11b: Stage 1 subjects (10 credits)
 Graded results distribution for students in the Northern Territory, by learning area, 2009

Subject	A	B	C	D	E	N	Total
CROSS-DISCIPLINARY							
Personal Learning Plan	318	629	865	73	92	5	1982
Total Results	318	629	865	73	92	5	1982
Grand Total	318	629	865	73	92	5	1982

Note: Results are reported as either a grade between A and E, or N (no result).

Stage 2

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Table 1: Number of students receiving a result in at least one Stage 2 subject, 2009

	F	%	M	%	Total
South Australia	9473	54	8219	46	17692
Northern Territory	826	50	826	50	1652
Asia	996	55	810	45	1806
Total Students	11295	53	9855	47	21150

Table 2: Number of students receiving a result in at least one Stage 2 subject, 1997–2009

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
South Australia	14434	15190	15562	15950	16439	16806	16703	16642	16658	16886	17101	17086	17692
Northern Territory	1205	1247	1233	1269	1431	1410	1485	1576	1520	1582	1660	1611	1652
Asia	1150	923	947	988	1005	1069	1219	1298	1288	1734	1491	1847	1806
Total Students	16789	17360	17742	18207	18875	19285	19407	19516	19466	20202	20252	20544	21150

Table 3: Number of South Australian schools offering 2-unit Stage 2 subjects, by learning area, 2009

Subject	Cath	Govt	Indp	Total
ARTS				
Art Practical	24	90	36	150
Broadcasting and Multimedia (VET)				
Broadcasting and Multimedia A	1	0	1	2
Broadcasting and Multimedia B	1	5	1	7
Craft Practical	1	16	2	19
Dance	1	15	7	23
Dance Studies	1	5	5	11
Design Practical	16	56	20	92
Drama	15	32	16	63
Drama Studies	16	29	23	68
Visual Arts Studies	24	46	27	97
Total	27	104	45	176
ENGLISH				
Communication for the Hearing-impaired	0	3	0	3
English as a Second Language	8	30	3	41
English as Second Language Studies	11	24	15	50
English Communications	28	119	46	193
English Studies	27	52	33	112
Total	28	122	46	196
HEALTH AND PERSONAL DEVELOPMENT				
Community Services and Health (VET)				
Community Services and Health A	0	5	0	5
Community Services and Health B	0	10	0	10
Community Studies				
Arts and the Community	12	55	3	70
Business and the Community	10	20	6	36
Communication and the Community	10	48	6	64
Design, Construction, and the Community	10	39	7	56
Environment and the Community	2	11	5	18
Foods and the Community	5	39	7	51
Health, Recreation, and the Community	12	57	10	79
Lifestyle and the Community	10	32	4	46
Mathematics and the Community	10	38	8	56
Science and the Community	3	30	4	37
Technology and the Community	10	46	4	60
Work and the Community	13	53	4	70
Health Education				
Health Studies	0	19	1	20

Subject	Cath	Govt	Indp	Total
Home Economics				
Early Childhood Studies	14	59	15	88
Food and Hospitality Studies	17	84	24	125
Nutrition Studies	5	3	3	11
Textile Studies	1	2	3	6
Hospitality (VET)				
Hospitality — Kitchen Operations A	3	2	0	5
Hospitality — Kitchen Operations B	1	2	0	3
Integrated Learning				
Integrated Learning I	1	30	3	34
Integrated Learning II	5	24	3	32
Nutrition	6	23	5	34
Outdoor and Environmental Education				
Outdoor and Environmental Studies	1	5	3	9
Physical Education	28	79	34	141
Sport and Recreation (VET)				
Sport and Recreation A	0	5	1	6
Sport and Recreation B	0	12	0	12
Work Education				
Vocational Studies A	24	83	16	123
Vocational Studies B	9	35	10	54
Total	32	125	42	199
LANGUAGES				
Arabic (continuers)	0	1	1	2
Auslan (continuers)	0	1	0	1
Bosnian (continuers)	0	1	0	1
Chinese (background speakers)	4	11	5	20
Chinese (beginners)	0	0	2	2
Chinese (continuers)	3	3	3	9
Croatian (continuers)	0	1	0	1
Dutch (continuers)	0	1	0	1
Filipino (continuers)	0	1	0	1
French (beginners)	1	1	0	2
French (continuers)	4	7	7	18
German (beginners)	0	2	0	2
German (continuers)	1	8	12	21
Hindi (continuers)	0	1	1	2
Hungarian (continuers)	0	1	0	1
Indonesian (beginners)	1	1	0	2
Indonesian (beginners) A	0	1	0	1
Indonesian (continuers)	2	4	3	9
Italian (beginners)	0	1	1	2
Italian (continuers)	14	7	0	21
Japanese (background speakers)	0	1	0	1

Table 3: Number of SA schools offering 2-unit Stage 2 subjects *continued*

Subject	Cath	Govt	Indp	Total
Japanese (beginners)	0	2	1	3
Japanese (continuers)	3	9	8	20
Khmer (continuers)	0	2	0	2
Korean (background speakers)	0	1	0	1
Modern Greek (continuers)	0	2	3	5
Persian (background speakers)	0	1	0	1
Polish (continuers)	0	1	2	3
Portuguese (continuers)	0	1	1	2
Punjabi (continuers)	0	1	0	1
Russian (background speakers)	0	0	1	1
Russian (continuers)	0	0	2	2
Serbian (continuers)	0	1	0	1
Spanish (beginners)	0	3	0	3
Spanish (continuers)	0	3	0	3
Tamil (continuers)	0	1	0	1
Vietnamese (background speakers)	1	2	1	4
Vietnamese (continuers)	1	2	2	5
Total	20	28	37	85

MATHEMATICS				
Mathematical Applications	28	105	43	176
Mathematical Methods	15	23	20	58
Mathematical Studies	28	66	37	131
Specialist Mathematics	23	34	26	83
Total	28	110	45	183

SCIENCE				
Biology	28	85	40	153
Chemistry	27	57	36	120
Contemporary Issues and Science	9	9	3	21
Geology	2	7	1	10
Physics	25	56	33	114
Psychology	19	39	19	77
Seafood Operations (VET)				
Seafood Operations B	0	1	0	1
Total	28	93	41	162

SOCIETY AND ENVIRONMENT				
Aboriginal Studies	1	8	1	10
Accounting Studies	20	20	13	53
Agricultural and Horticultural Science	1	5	6	12
Agriculture and Horticulture				
Agricultural and Horticultural Applied Technologies	0	2	0	2
Agricultural and Horticultural Enterprise	0	1	0	1
Agricultural and Horticultural Management	0	8	0	8

TECHNOLOGY				
Automotive Technology (VET)				
Automotive Technology A	3	0	0	3
Automotive Technology B	0	1	0	1
Design and Technology				
Communication Products A	10	51	10	71
Communication Products B	4	17	3	24
Material Products A	12	68	17	97
Material Products B	3	28	7	38
Systems and Control Products A	5	17	0	22
Systems and Control Products B	1	5	1	7
Design and Technology Studies	6	11	11	28

Subject	Cath	Govt	Indp	Total
Agricultural and Horticultural Principles	0	2	2	4
Agricultural and Horticultural Studies	1	11	2	14
Australian and International Politics	0	5	4	9
Australian History	2	6	1	9
Business Services (VET)				
Business Services A	0	2	0	2
Business Services B	0	3	0	3
Business Studies	26	47	33	106
Classical Studies	5	10	9	24
Economics	14	5	16	35
Financial Services (VET)				
Financial Services A	0	0	1	1
Financial Services B	0	0	2	2
Geography	17	24	26	67
Justice in Society				
Justice in Society	1	7	0	8
Legal Studies	15	28	19	62
Media Studies	4	24	4	32
Modern History	22	49	38	109
Philosophy	2	4	1	7
Religions in Australia	8	0	2	10
Retail (VET)				
Retail A	0	1	0	1
Retail B	0	1	0	1
Small Business Enterprise	6	14	0	20
Studies of Religion	5	0	0	5
Studies of Societies	20	49	10	79
Sustainable Futures				
Sustainable Futures I	0	2	1	3
Sustainable Futures II	0	2	1	3
Tourism	16	55	14	85
Women's Studies	2	7	0	9
Total	28	106	45	179

Table 3: Number of SA schools offering 2-unit
Stage 2 subjects *continued*

Subject	Cath	Govt	Indp	Total
Electrotechnology (VET)				
Electrotechnology A	3	1	0	4
General Construction (VET)				
General Construction A	3	0	0	3
General Construction B	0	1	0	1
Information Technology (VET)				
Information Technology A	1	5	1	7
Information Technology B	0	4	2	6
Information Technology Studies	11	11	15	37
Information Technology Systems	2	6	4	12
Manufacturing and Engineering (VET)				
Engineering Applications A	5	0	0	5
Engineering Applications B	1	0	0	1
Total	25	96	32	153
VARIOUS LEARNING AREAS				
Extension Studies				
Extension Studies A	2	17	3	22
Extension Studies B	4	10	1	15
Total	5	18	4	27
Total Number of Schools	32	130	62	224

Table 4a: Number of Northern Territory schools offering 2-unit Stage 2 subjects, by learning area, 2009

Subject	Cath	Govt	Indp	Total
ARTS				
Art Practical	2	8	3	13
Broadcasting and Multimedia (VET)				
Broadcasting and Multimedia A	0	1	0	1
Craft Practical	0	2	0	2
Dance	0	2	1	3
Dance Studies	0	1	1	2
Design Practical	1	2	1	4
Drama	3	3	2	8
Drama Studies	1	2	1	4
Visual Arts Studies	1	3	2	6
Total	3	8	3	14

ENGLISH				
English as a Second Language	1	6	0	7
English as Second Language Studies	1	2	0	3
English Communications	3	9	3	15
English Studies	3	7	2	12
Total	3	10	3	16

HEALTH AND PERSONAL DEVELOPMENT				
Community Services and Health (VET)				
Community Services and Health A	0	1	0	1
Community Studies				
Arts and the Community	0	3	2	5
Business and the Community	0	4	1	5
Communication and the Community	0	6	1	7
Design, Construction, and the Community	0	3	0	3
Environment and the Community	0	1	0	1
Foods and the Community	0	1	1	2
Health, Recreation, and the Community	0	5	1	6
Lifestyle and the Community	1	6	0	7
Mathematics and the Community	1	2	2	5
Science and the Community	0	2	2	4
Technology and the Community	0	3	0	3
Work and the Community	0	4	2	6
Home Economics				
Early Childhood Studies	0	3	0	3
Food and Hospitality Studies	0	6	0	6
Nutrition Studies	1	1	0	2

Subject	Cath	Govt	Indp	Total
Integrated Learning				
Integrated Learning I	1	3	1	5
Integrated Learning II	2	6	0	8
Nutrition	0	2	0	2
Outdoor and Environmental Education				
Outdoor and Environmental Studies	0	1	0	1
Physical Education	2	7	2	11
Sport and Recreation (VET)				
Sport and Recreation A	0	1	0	1
Sport and Recreation B	1	0	0	1
Work Education				
Vocational Studies A	2	11	2	15
Vocational Studies B	1	6	0	7
Total	3	13	4	20

LANGUAGES				
Chinese (background speakers)	0	1	0	1
Chinese (continuers)	0	1	0	1
German (continuers)	0	1	0	1
Indonesian (continuers)	1	2	0	3
Japanese (beginners)	0	1	0	1
Japanese (continuers)	0	2	1	3
Spanish (beginners)	0	1	0	1
Total	1	4	1	6

MATHEMATICS				
Mathematical Applications	3	8	3	14
Mathematical Methods	2	5	3	10
Mathematical Studies	2	7	3	12
Specialist Mathematics	1	2	0	3
Total	3	9	3	15

SCIENCE				
Biology	3	8	3	14
Chemistry	3	7	3	13
Contemporary Issues and Science	2	5	1	8
Geology	0	1	0	1
Physics	3	5	3	11
Psychology	1	7	1	9
Total	3	9	3	15

SOCIETY AND ENVIRONMENT				
Aboriginal Studies	0	3	1	4
Accounting Studies	2	3	1	6

Table 4a: Number of NT schools offering 2-unit Stage 2 subjects *continued*

Subject	Cath	Govt	Indp	Total
Australian and International Politics	0	1	0	1
Australian History	0	2	0	2
Business Services (VET)				
Business Services A	0	1	0	1
Business Services B	0	2	0	2
Business Studies	2	4	2	8
Classical Studies	0	1	0	1
Economics	0	4	1	5
Geography	1	2	1	4
Justice in Society				
Justice in Society	0	1	0	1
Legal Studies	2	2	2	6
Media Studies	1	2	1	4
Modern History	2	5	2	9
Philosophy	0	1	0	1
Religions in Australia	3	0	0	3
Small Business Enterprise	0	4	0	4
Studies of Religion	2	0	0	2
Studies of Societies	0	2	0	2
Sustainable Futures				
Sustainable Futures II	0	1	0	1
Tourism	1	4	0	5
Women's Studies	0	1	0	1
Total	3	8	3	14
TECHNOLOGY				
Design and Technology				
Communication Products A	2	4	1	7
Communication Products B	0	1	0	1
Material Products A	2	2	1	5
Material Products B	0	1	0	1
Systems and Control Products A	0	1	0	1
Information Technology Studies	0	2	1	3
Information Technology Systems	0	0	1	1
Total	3	6	3	12
Total Number of Schools	3	15	4	22

Table 4b: Number of Asian schools offering 2-unit Stage 2 subjects

Subject	Total
ENGLISH	
English as Second Language Studies	8
English Studies	1
Total	8
LANGUAGES	
Malay (background speakers)	2
Total	2
MATHEMATICS	
Mathematical Studies	8
Specialist Mathematics	7
Total	8
SCIENCE	
Biology	6
Chemistry	7
Physics	7
Psychology	4
Total	7
SOCIETY AND ENVIRONMENT	
Accounting Studies	6
Economics	6
Legal Studies	5
Total	6
TECHNOLOGY	
Information Technology Studies	3
Total	3
Total Number of Schools	8

Table 5: Number of South Australian and Northern Territory schools offering 1-unit Stage 2 subjects, by learning area, 2009

Subject	South Australia				Northern Territory				Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
ARTS									
Art Practical	1	8	0	9	0	0	0	0	9
Craft Practical	0	2	0	2	0	0	0	0	2
Design Practical	0	1	0	1	0	0	0	0	1
Drama	0	0	1	1	0	0	0	0	1
Music									
Composing and Arranging	7	9	14	30	0	2	0	2	32
Ensemble Performance	17	52	26	95	1	4	1	6	101
Music in Context	3	5	5	13	0	1	0	1	14
Music Individual Study	12	35	13	60	0	5	0	5	65
Music Technology	5	9	7	21	0	1	1	2	23
Musicianship	11	20	20	51	1	1	0	2	53
Performance Special Study	4	7	16	27	0	1	0	1	28
Solo Performance	22	55	32	109	1	4	1	6	115
Total	24	68	36	128	1	6	2	9	137
ENGLISH									
English Communications	0	7	2	9	0	0	0	0	9
Total	0	7	2	9	0	0	0	0	9
HEALTH AND PERSONAL DEVELOPMENT									
Community Studies									
Arts and the Community I	5	27	6	38	0	1	1	2	40
Arts and the Community II	3	11	4	18	0	1	1	2	20
Business and the Community I	4	9	2	15	0	0	0	0	15
Business and the Community II	1	2	1	4	0	0	0	0	4
Communication and the Community I	4	18	2	24	0	1	2	3	27
Communication and the Community II	2	7	2	11	0	1	2	3	14
Design, Construction, and the Community I	3	27	3	33	0	2	1	3	36
Design, Construction, and the Community II	2	13	2	17	0	1	0	1	18
Environment and the Community I	1	9	1	11	0	0	1	1	12
Environment and the Community II	1	2	1	4	0	0	0	0	4
Foods and the Community I	3	19	0	22	0	1	1	2	24
Foods and the Community II	1	9	0	10	0	0	0	0	10
Health, Recreation, and the Community I	7	27	3	37	0	4	1	5	42
Health, Recreation, and the Community II	7	11	1	19	0	3	1	4	23
Lifestyle and the Community I	4	29	2	35	0	3	1	4	39
Lifestyle and the Community II	2	12	1	15	0	1	0	1	16
Mathematics and the Community I	4	18	3	25	0	1	2	3	28
Mathematics and the Community II	3	6	2	11	0	0	1	1	12
Science and the Community I	1	7	2	10	0	0	1	1	11
Science and the Community II	1	2	0	3	0	0	0	0	3
Technology and the Community I	5	22	2	29	0	1	1	2	31
Technology and the Community II	2	8	3	13	0	0	0	0	13
Work and the Community I	5	38	3	46	0	0	1	1	47
Work and the Community II	2	17	1	20	0	0	0	0	20

Table 5: Number of SA and NT schools offering 1-unit Stage 2 subjects *continued*

Subject	South Australia				Northern Territory				Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
Heath Education									
Health Education I	0	3	0	3	0	1	0	1	4
Health Education II	0	4	0	4	0	1	0	1	5
Home Economics									
Early Childhood Studies	0	5	1	6	0	0	0	0	6
Food and Hospitality Studies	2	16	1	19	1	2	0	3	22
Nutrition Studies	2	9	1	12	1	1	0	2	14
Textile Studies	0	1	0	1	0	0	0	0	1
Integrated Learning									
Integrated Learning I	0	2	0	2	1	0	0	1	3
Integrated Learning II	0	1	0	1	0	0	0	0	1
Outdoor and Environmental Education									
Outdoor Education I	3	19	1	23	1	3	1	5	28
Outdoor Education II	3	18	1	22	1	3	1	5	27
Work Education									
Work Studies A	5	22	4	31	0	0	0	0	31
Work Studies B	5	22	3	30	0	0	0	0	30
Total	17	83	13	113	2	9	3	14	127

LANGUAGES

Australian Languages									
Language Revival I	0	1	0	1	0	0	0	0	1
Language Revival II	0	1	0	1	0	0	0	0	1
Second Language Learning I	0	1	0	1	0	0	0	0	1
Second Language Learning II	0	1	0	1	0	0	0	0	1
Total	0	2	0	2	0	0	0	0	2

MATHEMATICS

Mathematical Applications	3	12	6	21	0	5	0	5	26
Total	3	12	6	21	0	5	0	5	26

SOCIETY AND ENVIRONMENT

Agriculture and Horticulture									
Agricultural and Horticultural Enterprise II	0	1	0	1	0	0	0	0	1
Agricultural and Horticultural Management I	0	2	0	2	0	0	0	0	2
Agricultural and Horticultural Management II	0	2	0	2	0	0	0	0	2
Agricultural and Horticultural Principles I	0	0	1	1	0	0	0	0	1
Agricultural and Horticultural Principles II	0	0	1	1	0	0	0	0	1
Agricultural and Horticultural Studies I	0	1	0	1	0	0	0	0	1
Agricultural and Horticultural Studies II	0	1	0	1	0	0	0	0	1
Business Studies	1	1	0	2	0	0	0	0	2
Justice in Society									
Justice in Society I	0	1	0	1	0	0	0	0	1
Religions in Australia	2	0	0	2	0	0	0	0	2
Sustainable Futures									
Sustainable Futures II	0	1	0	1	0	0	0	0	1
Total	3	7	1	11	0	0	0	0	11

Table 5: Number of SA and NT schools offering 1-unit Stage 2 subjects *continued*

Subject	South Australia				Northern Territory				Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
TECHNOLOGY									
Design and Technology									
Communication Products A	1	3	0	4	0	0	0	0	4
Communication Products B	1	0	0	1	0	0	0	0	1
Material Products A	0	14	1	15	0	0	0	0	15
Material Products B	0	14	1	15	0	0	0	0	15
Systems and Control Products A	0	6	0	6	0	0	0	0	6
Systems and Control Products B	1	6	0	7	0	0	0	0	7
Information Processing and Publishing									
Business Documents	3	28	6	37	0	1	2	3	40
Desktop Publishing	16	73	19	108	1	3	0	4	112
Electronic Publishing	11	16	10	37	1	1	2	4	41
Personal Documents	7	39	4	50	0	1	0	1	51
Total	19	83	20	122	1	3	2	6	128
Total Number of Schools	29	115	42	186	3	10	4	17	203

Table 6: Stage 2 subjects (2 units)
Number of results for students in South Australia, by learning area, 2009

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
ARTS											
Art Practical	97	42	299	135	123	55	519	69	232	31	751
Broadcasting and Multimedia (VET)											
Broadcasting and Multimedia A	1	3	0	0	0	5	1	11	8	89	9
Broadcasting and Multimedia B	3	5	14	29	1	1	18	34	35	66	53
Craft Practical	4	0	43	22	9	3	56	69	25	31	81
Dance	1	0	57	5	13	1	71	92	6	8	77
Dance Studies	10	0	31	5	33	0	74	94	5	6	79
Design Practical	63	82	142	132	50	87	255	46	301	54	556
Drama	42	24	64	48	40	22	146	61	94	39	240
Drama Studies	91	36	195	85	177	88	463	69	209	31	672
Visual Arts Studies	166	72	329	99	284	75	779	76	246	24	1025
Total Results	478	264	1174	560	730	337	2382	67	1161	33	3543
ENGLISH											
Communication for the Hearing-impaired	0	0	4	2	0	0	4	67	2	33	6
English as a Second Language	30	26	145	217	3	2	178	42	245	58	423
English as Second Language Studies	100	95	165	170	121	132	386	49	397	51	783
English Communications	874	589	2092	1548	996	809	3962	57	2946	43	6908
English Studies	330	199	553	265	561	293	1444	66	757	34	2201
Total Results	1334	909	2959	2202	1681	1236	5974	58	4347	42	10321
HEALTH AND PERSONAL DEVELOPMENT											
Community Services and Health (VET)											
Community Services and Health A	0	0	65	3	0	0	65	96	3	4	68
Community Services and Health B	0	0	20	1	0	0	20	95	1	5	21
Community Studies											
Arts and the Community	21	20	127	99	4	12	152	54	131	46	283
Business and the Community	7	8	25	14	3	4	35	57	26	43	61
Communication and the Community	15	12	76	93	6	3	97	47	108	53	205
Design, Construction, and the Community	12	30	44	52	2	5	58	40	87	60	145
Environment and the Community	1	2	9	10	5	1	15	54	13	46	28
Foods and the Community	7	10	72	47	5	5	84	58	62	42	146
Health, Recreation, and the Community	21	22	89	106	14	26	124	45	154	55	278
Lifestyle and the Community	9	26	72	35	3	6	84	56	67	44	151
Mathematics and the Community	4	9	52	44	6	6	62	51	59	49	121
Science and the Community	8	0	36	32	2	4	46	56	36	44	82
Technology and the Community	8	40	66	103	3	4	77	34	147	66	224
Work and the Community	47	73	134	87	3	3	184	53	163	47	347
Health Education											
Health Studies	0	0	187	84	29	13	216	69	97	31	313
Home Economics											
Early Childhood Studies	243	8	771	41	232	3	1246	96	52	4	1298
Food and Hospitality Studies	299	99	884	371	291	100	1474	72	570	28	2044
Nutrition Studies	63	12	32	21	25	7	120	75	40	25	160

Table 6: Stage 2 subjects (2 units) — Number of results in SA *continued*

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
Textile Studies	4	0	9	0	20	0	33	100	0	0	33
Hospitality (VET)											
Hospitality — Kitchen Operations A	4	2	5	1	0	0	9	75	3	25	12
Hospitality — Kitchen Operations B	4	3	6	0	0	0	10	77	3	23	13
Integrated Learning											
Integrated Learning I	2	5	108	140	5	2	115	44	147	56	262
Integrated Learning II	20	195	104	202	1	12	125	23	409	77	534
Nutrition	75	61	408	128	97	17	580	74	206	26	786
Outdoor and Environmental Education											
Outdoor and Environmental Studies	4	5	15	9	8	37	27	35	51	65	78
Physical Education	292	431	535	851	298	458	1125	39	1740	61	2865
Sport and Recreation (VET)											
Sport and Recreation A	0	0	9	24	5	9	14	30	33	70	47
Sport and Recreation B	0	0	37	44	0	0	37	46	44	54	81
Work Education											
Vocational Studies A	104	296	611	619	103	74	818	45	989	55	1807
Vocational Studies B	43	50	265	291	53	36	361	49	377	51	738
Total Results	1317	1419	4873	3552	1223	847	7413	56	5818	44	13231
LANGUAGES											
Arabic (continuers)	0	0	4	5	4	5	8	44	10	56	18
Auslan (continuers)	0	0	3	2	0	0	3	60	2	40	5
Bosnian (continuers)	0	0	1	1	0	0	1	50	1	50	2
Chinese (background speakers)	46	11	135	156	32	38	213	51	205	49	418
Chinese (beginners)	0	0	0	0	12	7	12	63	7	37	19
Chinese (continuers)	12	0	13	14	14	12	39	60	26	40	65
Croatian (continuers)	0	0	1	1	0	0	1	50	1	50	2
Dutch (continuers)	0	0	1	0	0	0	1	100	0	0	1
Filipino (continuers)	0	0	6	3	0	0	6	67	3	33	9
French (beginners)	8	1	1	3	0	0	9	69	4	31	13
French (continuers)	36	12	55	29	49	13	140	72	54	28	194
German (beginners)	0	0	4	0	0	0	4	100	0	0	4
German (continuers)	0	6	55	21	77	45	132	65	72	35	204
Hindi (continuers)	0	0	0	1	4	5	4	40	6	60	10
Hungarian (continuers)	0	0	1	0	0	0	1	100	0	0	1
Indonesian (beginners)	6	1	2	3	0	0	8	67	4	33	12
Indonesian (beginners) A	0	0	0	1	0	0	0	0	1	100	1
Indonesian (continuers)	11	6	21	9	19	6	51	71	21	29	72
Italian (beginners)	0	0	7	2	4	0	11	85	2	15	13
Italian (continuers)	94	36	33	9	0	0	127	74	45	26	172
Japanese (background speakers)	0	0	6	3	0	0	6	67	3	33	9
Japanese (beginners)	0	0	15	8	5	0	20	71	8	29	28
Japanese (continuers)	15	13	45	33	52	9	112	67	55	33	167
Khmer (continuers)	0	0	3	4	0	0	3	43	4	57	7
Korean (background speakers)	0	0	11	19	0	0	11	37	19	63	30
Modern Greek (continuers)	0	0	12	9	11	8	23	58	17	43	40
Persian (background speakers)	0	0	22	26	0	0	22	46	26	54	48

Table 6: Stage 2 subjects (2 units) — Number of results in SA *continued*

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
Polish (continuers)	0	0	6	4	3	1	9	64	5	36	14
Portuguese (continuers)	0	0	1	0	1	0	2	100	0	0	2
Punjabi (continuers)	0	0	0	1	0	0	0	0	1	100	1
Russian (background speakers)	0	0	0	0	1	2	1	33	2	67	3
Russian (continuers)	0	0	0	0	2	1	2	67	1	33	3
Serbian (continuers)	0	0	1	2	0	0	1	33	2	67	3
Spanish (beginners)	0	0	19	21	0	0	19	48	21	53	40
Spanish (continuers)	0	0	13	10	0	0	13	57	10	43	23
Tamil (continuers)	0	0	0	1	0	0	0	0	1	100	1
Vietnamese (background speakers)	7	4	15	15	5	6	27	52	25	48	52
Vietnamese (continuers)	5	0	7	6	23	9	35	70	15	30	50
Total Results	240	90	519	422	318	167	1077	61	679	39	1756

MATHEMATICS

Mathematical Applications	355	331	718	802	459	423	1532	50	1556	50	3088
Mathematical Methods	139	169	162	188	251	217	552	49	574	51	1126
Mathematical Studies	314	420	601	916	423	594	1338	41	1930	59	3268
Specialist Mathematics	99	203	173	440	148	277	420	31	920	69	1340
Total Results	907	1123	1654	2346	1281	1511	3842	44	4980	56	8822

SCIENCE

Biology	556	233	1092	581	709	364	2357	67	1178	33	3535
Chemistry	259	234	461	586	349	386	1069	47	1206	53	2275
Contemporary Issues and Science	75	34	31	46	22	13	128	58	93	42	221
Geology	15	16	34	45	0	14	49	40	75	60	124
Physics	131	334	252	765	197	453	580	27	1552	73	2132
Psychology	339	86	819	312	475	103	1633	77	501	23	2134
Seafood Operations (VET)											
Seafood Operations B	0	0	0	1	0	0	0	0	1	100	1
Total Results	1375	937	2689	2336	1752	1333	5816	56	4606	44	10422

SOCIETY AND ENVIRONMENT

Aboriginal Studies	21	0	52	8	5	0	78	91	8	9	86
Accounting Studies	131	195	200	197	104	174	435	43	566	57	1001
Agricultural and Horticultural Science	0	15	27	18	19	30	46	42	63	58	109
Agriculture and Horticulture											
Agricultural and Horticultural Applied Technologies	0	0	6	13	0	0	6	32	13	68	19
Agricultural and Horticultural Enterprise	0	0	1	2	0	0	1	33	2	67	3
Agricultural and Horticultural Management	0	0	16	26	0	0	16	38	26	62	42
Agricultural and Horticultural Principles	0	0	3	9	4	7	7	30	16	70	23
Agricultural and Horticultural Studies	13	8	26	44	7	7	46	44	59	56	105
Australian and International Politics	0	0	31	26	35	24	66	57	50	43	116
Australian History	21	8	58	37	17	1	96	68	46	32	142

Table 6: Stage 2 subjects (2 units) – Number of results in SA *continued*

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
Business Services (VET)											
Business Services A	0	0	8	8	0	0	8	50	8	50	16
Business Services B	0	0	6	3	0	0	6	67	3	33	9
Business Studies	339	403	462	453	347	355	1148	49	1211	51	2359
Classical Studies	65	14	97	68	97	56	259	65	138	35	397
Economics	91	156	31	64	111	168	233	38	388	62	621
Financial Services (VET)											
Financial Services A	0	0	0	0	1	0	1	100	0	0	1
Financial Services B	0	0	0	0	11	6	11	65	6	35	17
Geography	115	150	147	170	188	230	450	45	550	55	1000
Justice in Society											
Justice in Society	2	1	51	36	0	0	53	59	37	41	90
Legal Studies	163	136	257	201	144	106	564	56	443	44	1007
Media Studies	67	27	151	172	25	32	243	51	231	49	474
Modern History	198	166	394	303	363	249	955	57	718	43	1673
Philosophy	6	21	40	47	9	2	55	44	70	56	125
Religions in Australia	173	88	0	0	19	25	192	63	113	37	305
Retail (VET)											
Retail A	0	0	6	2	0	0	6	75	2	25	8
Retail B	0	0	4	0	0	0	4	100	0	0	4
Small Business Enterprise	28	61	66	74	0	0	94	41	135	59	229
Studies of Religion	13	29	0	0	0	0	13	31	29	69	42
Studies of Societies	442	177	572	337	171	62	1185	67	576	33	1761
Sustainable Futures											
Sustainable Futures I	0	0	11	5	3	7	14	54	12	46	26
Sustainable Futures II	0	0	6	9	3	0	9	50	9	50	18
Tourism	245	225	712	338	181	61	1138	65	624	35	1762
Women's Studies	55	0	165	5	0	0	220	98	5	2	225
Total Results	2188	1880	3606	2675	1864	1602	7658	55	6157	45	13815

TECHNOLOGY

Automotive Technology (VET)											
Automotive Technology A	1	4	0	0	0	0	1	20	4	80	5
Automotive Technology B	0	0	0	1	0	0	0	0	1	100	1
Design and Technology											
Communication Products A	73	56	338	181	72	45	483	63	282	37	765
Communication Products B	22	23	131	99	6	27	159	52	149	48	308
Material Products A	5	145	39	411	27	112	71	10	668	90	739
Material Products B	1	24	22	178	4	41	27	10	243	90	270
Systems and Control Products A	8	48	4	109	0	0	12	7	157	93	169
Systems and Control Products B	0	5	3	44	0	8	3	5	57	95	60
Design and Technology Studies	24	46	50	58	12	93	86	30	197	70	283
Electrotechnology (VET)											
Electrotechnology A	1	40	0	4	0	0	1	2	44	98	45
General Construction (VET)											
General Construction A	0	33	0	0	0	0	0	0	33	100	33
General Construction B	0	0	0	3	0	0	0	0	3	100	3

Table 6: Stage 2 subjects (2 units) — Number of results in SA *continued*

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
Information Technology (VET)											
Information Technology A	0	2	3	24	0	3	3	9	29	91	32
Information Technology B	0	0	10	19	2	1	12	38	20	63	32
Information Technology Studies	20	91	26	87	41	131	87	22	309	78	396
Information Technology Systems	0	6	7	25	1	31	8	11	62	89	70
Manufacturing and Engineering (VET)											
Engineering Applications A	3	80	0	0	0	0	3	4	80	96	83
Engineering Applications B	0	2	0	0	0	0	0	0	2	100	2
Total Results	158	605	633	1243	165	492	956	29	2340	71	3296
VARIOUS LEARNING AREAS											
Extension Studies											
Extension Studies A	4	9	40	20	4	0	48	62	29	38	77
Extension Studies B	6	10	7	18	0	1	13	31	29	69	42
Total Results	10	19	47	38	4	1	61	51	58	49	119
Grand Total	8007	7246	18154	15374	9018	7526	35179	54	30146	46	65325

Table 7a: Stage 2 subjects (2 units)
Number of results for students in the Northern Territory, by learning area, 2009

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
ARTS											
Art Practical	15	11	64	34	10	3	89	65	48	35	137
Broadcasting and Multimedia (VET)											
Broadcasting and Multimedia A	0	0	5	1	0	0	5	83	1	17	6
Craft Practical	0	0	9	4	0	0	9	69	4	31	13
Dance	0	0	12	2	3	0	15	88	2	12	17
Dance Studies	0	0	7	2	6	0	13	87	2	13	15
Design Practical	1	1	4	7	2	0	7	47	8	53	15
Drama	0	6	13	9	7	2	20	54	17	46	37
Drama Studies	2	2	10	4	3	2	15	65	8	35	23
Visual Arts Studies	4	2	29	6	11	1	44	83	9	17	53
Total Results	22	22	153	69	42	8	217	69	99	31	316
ENGLISH											
English as a Second Language	9	8	10	22	0	0	19	39	30	61	49
English as Second Language Studies	8	2	40	43	0	0	48	52	45	48	93
English Communications	30	63	229	219	54	41	313	49	323	51	636
English Studies	21	12	131	80	35	21	187	62	113	38	300
Total Results	68	85	410	364	89	62	567	53	511	47	1078
HEALTH AND PERSONAL DEVELOPMENT											
Community Services and Health (VET)											
Community Services and Health A	0	0	1	0	0	0	1	100	0	0	1
Community Studies											
Arts and the Community	0	0	1	5	5	2	6	46	7	54	13
Business and the Community	0	0	4	3	2	0	6	67	3	33	9
Communication and the Community	0	0	7	7	1	0	8	53	7	47	15
Design, Construction, and the Community	0	0	4	6	0	0	4	40	6	60	10
Environment and the Community	0	0	0	1	0	0	0	0	1	100	1
Foods and the Community	0	0	4	4	4	0	8	67	4	33	12
Health, Recreation, and the Community	0	0	21	40	0	2	21	33	42	67	63
Lifestyle and the Community	0	2	18	7	0	0	18	67	9	33	27
Mathematics and the Community	0	1	2	2	3	1	5	56	4	44	9
Science and the Community	0	0	9	7	2	0	11	61	7	39	18
Technology and the Community	0	0	7	7	0	0	7	50	7	50	14
Work and the Community	0	0	8	9	8	7	16	50	16	50	32
Home Economics											
Early Childhood Studies	0	0	63	7	0	0	63	90	7	10	70
Food and Hospitality Studies	0	0	46	33	0	0	46	58	33	42	79
Nutrition Studies	4	7	14	10	0	0	18	51	17	49	35
Integrated Learning											
Integrated Learning I	0	8	11	12	1	4	12	33	24	67	36
Integrated Learning II	4	18	24	48	0	0	28	30	66	70	94
Nutrition	0	0	71	37	0	0	71	66	37	34	108

Table 7a: Stage 2 subjects (2 units) — Number of results in NT *continued*

Subject	Cath		Govt		Indp		Total				Grand Total	
	F	M	F	M	F	M	F	%	M	%		
Outdoor and Environmental Education												
Outdoor and Environmental Studies	0	0	2	7	0	0	2	22	7	78	9	
Physical Education	8	17	38	71	8	13	54	35	101	65	155	
Sport and Recreation (VET)												
Sport and Recreation A	0	0	5	12	0	0	5	29	12	71	17	
Sport and Recreation B	7	5	0	0	0	0	7	58	5	42	12	
Work Education												
Vocational Studies A	12	27	65	93	8	10	85	40	130	60	215	
Vocational Studies B	1	3	17	20	0	0	18	44	23	56	41	
Total Results	36	88	442	448	42	39	520	47	575	53	1095	

LANGUAGES

Chinese (background speakers)	0	0	5	6	0	0	5	45	6	55	11
Chinese (continuers)	0	0	5	3	0	0	5	63	3	38	8
German (continuers)	0	0	3	2	0	0	3	60	2	40	5
Indonesian (continuers)	5	1	12	16	0	0	17	50	17	50	34
Japanese (beginners)	0	0	4	2	0	0	4	67	2	33	6
Japanese (continuers)	0	0	20	8	4	1	24	73	9	27	33
Spanish (beginners)	0	0	6	2	0	0	6	75	2	25	8
Total Results	5	1	55	39	4	1	64	61	41	39	105

MATHEMATICS

Mathematical Applications	26	35	135	123	35	13	196	53	171	47	367
Mathematical Methods	9	19	83	84	30	19	122	50	122	50	244
Mathematical Studies	7	14	78	83	10	25	95	44	122	56	217
Specialist Mathematics	5	14	8	22	0	0	13	27	36	73	49
Total Results	47	82	304	312	75	57	426	49	451	51	877

SCIENCE

Biology	15	13	128	69	30	5	173	67	87	33	260
Chemistry	9	9	66	58	15	14	90	53	81	47	171
Contemporary Issues and Science	10	5	29	16	7	2	46	67	23	33	69
Geology	0	0	6	14	0	0	6	30	14	70	20
Physics	4	27	36	69	8	29	48	28	125	72	173
Psychology	8	6	117	57	7	4	132	66	67	34	199
Total Results	46	60	382	283	67	54	495	55	397	45	892

SOCIETY AND ENVIRONMENT

Aboriginal Studies	0	0	25	22	6	0	31	58	22	42	53
Accounting Studies	5	10	22	33	11	6	38	44	49	56	87
Australian and International Politics	0	0	12	5	0	0	12	71	5	29	17
Australian History	0	0	13	6	0	0	13	68	6	32	19
Business Services (VET)											
Business Services A	0	0	5	0	0	0	5	100	0	0	5
Business Services B	0	0	8	4	0	0	8	67	4	33	12
Business Studies	5	17	67	72	16	10	88	47	99	53	187

Table 7a: Stage 2 subjects (2 units) — Number of results in NT *continued*

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
Classical Studies	0	0	11	9	0	0	11	55	9	45	20
Economics	0	0	13	40	3	11	16	24	51	76	67
Geography	10	5	21	11	7	6	38	63	22	37	60
Justice in Society											
Justice in Society	0	0	9	3	0	0	9	75	3	25	12
Legal Studies	8	4	27	14	11	5	46	67	23	33	69
Media Studies	4	8	15	7	10	4	29	60	19	40	48
Modern History	10	11	53	44	7	4	70	54	59	46	129
Philosophy	0	0	2	2	0	0	2	50	2	50	4
Religions in Australia	21	29	0	0	0	0	21	42	29	58	50
Small Business Enterprise	0	0	35	26	0	0	35	57	26	43	61
Studies of Religion	19	11	0	0	0	0	19	63	11	37	30
Studies of Societies	0	0	15	18	0	0	15	45	18	55	33
Sustainable Futures											
Sustainable Futures II	0	0	4	1	0	0	4	80	1	20	5
Tourism	4	5	32	13	0	0	36	67	18	33	54
Women's Studies	0	0	3	0	0	0	3	100	0	0	3
Total Results	86	100	392	330	71	46	549	54	476	46	1025
TECHNOLOGY											
Design and Technology											
Communication Products A	14	13	26	20	7	2	47	57	35	43	82
Communication Products B	0	0	0	14	0	0	0	0	14	100	14
Material Products A	0	7	0	10	0	2	0	0	19	100	19
Material Products B	0	0	0	10	0	0	0	0	10	100	10
Systems and Control Products A	0	0	6	17	0	0	6	26	17	74	23
Information Technology Studies	0	0	6	24	5	10	11	24	34	76	45
Information Technology Systems	0	0	0	0	0	2	0	0	2	100	2
Total Results	14	20	38	95	12	16	64	33	131	67	195
Grand Total	324	458	2176	1940	402	283	2902	52	2681	48	5583

Table 7b: Stage 2 subjects (2 units)
Number of results for students in Asia, by learning area, 2009

	F	Total		%	Grand Total
		%	M		
ENGLISH					
English as Second Language Studies	993	55	805	45	1798
English Studies	1	33	2	67	3
Total Results	994	55	807	45	1801
LANGUAGES					
Malay (background speakers)	40	58	29	42	69
Total Results	40	58	29	42	69
MATHEMATICS					
Mathematical Studies	974	55	788	45	1762
Specialist Mathematics	161	34	310	66	471
Total Results	1135	51	1098	49	2233
SCIENCE					
Biology	467	65	251	35	718
Chemistry	581	54	491	46	1072
Physics	473	50	481	50	954
Psychology	251	67	122	33	373
Total Results	1772	57	1345	43	3117
SOCIETY AND ENVIRONMENT					
Accounting Studies	410	59	288	41	698
Economics	417	58	299	42	716
Legal Studies	167	61	108	39	275
Total Results	994	59	695	41	1689
TECHNOLOGY					
Information Technology Studies	37	35	70	65	107
Total Results	37	35	70	65	107
Grand Total	4972	55	4044	45	9016

Table 8: Number of students in South Australia and the Northern Territory receiving a result in at least one 2-unit Stage 2 subject, 2009

School Sector	South Australia			Northern Territory			Grand Total
	F	M	Total	F	M	Total	
Catholic	1984	2068	4052	115	152	267	4319
Government	6003	5108	11111	654	639	1293	12404
Independent	2265	1915	4180	126	94	220	4400
Total	10252	9091	19343	895	885	1780	21123

Table 9: Stage 2 subjects (2 units)
Number of scored and levelled subject results in South Australia and the Northern Territory, 2009

School Sector	South Australia			Northern Territory			Grand Total
	F	M	Total	F	M	Total	
SCORED RESULTS							
Catholic	7837	6830	14667	324	455	779	15446
Government	17256	14585	31841	2075	1829	3904	35745
Independent	8956	7430	16386	377	271	648	17034
Total	34049	28845	62894	2776	2555	5331	68225
LEVELLED RESULTS							
Catholic	170	416	586	0	3	3	589
Government	898	789	1687	101	111	212	1899
Independent	62	96	158	25	12	37	195
Total	1130	1301	2431	126	126	252	2683

Note: Levelled results are reported to students as satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM) without an accompanying score out of 20 or grade.

Table 10: Stage 2 subjects (1 unit)
Number of results for students in South Australia, by learning area, 2009

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
ARTS											
Art Practical	1	0	6	4	0	0	7	64	4	36	11
Craft Practical	0	0	4	0	0	0	4	100	0	0	4
Design Practical	0	0	0	1	0	0	0	0	1	100	1
Drama	0	0	0	0	1	0	1	100	0	0	1
Music											
Composing and Arranging	3	6	11	9	16	20	30	46	35	54	65
Ensemble Performance	55	41	123	188	95	62	273	48	291	52	564
Music in Context	15	1	17	17	22	12	54	64	30	36	84
Music Individual Study	23	16	31	59	18	16	72	44	91	56	163
Music Technology	5	8	2	18	3	30	10	15	56	85	66
Musicianship	40	23	66	77	90	69	196	54	169	46	365
Performance Special Study	1	6	13	14	20	11	34	52	31	48	65
Solo Performance	68	41	140	165	125	81	333	54	287	46	620
Total Results	211	142	413	552	390	301	1014	50	995	50	2009
ENGLISH											
English Communications	0	0	6	4	2	0	8	67	4	33	12
Total Results	0	0	6	4	2	0	8	67	4	33	12
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Arts and the Community I	3	5	54	25	4	8	61	62	38	38	99
Arts and the Community II	4	0	13	9	3	5	20	59	14	41	34
Business and the Community I	3	1	16	14	2	0	21	58	15	42	36
Business and the Community II	1	0	4	6	1	0	6	50	6	50	12
Communication and the Community I	2	2	36	31	0	2	38	52	35	48	73
Communication and the Community II	1	1	8	1	2	3	11	69	5	31	16
Design, Construction, and the Community I	3	2	37	72	1	4	41	34	78	66	119
Design, Construction, and the Community II	2	1	5	29	2	1	9	23	31	78	40
Environment and the Community I	1	0	9	4	0	1	10	67	5	33	15
Environment and the Community II	1	0	2	2	0	1	3	50	3	50	6
Foods and the Community I	2	2	58	34	0	0	60	63	36	38	96
Foods and the Community II	5	0	15	9	0	0	20	69	9	31	29
Health, Recreation, and the Community I	8	3	63	50	1	7	72	55	60	45	132
Health, Recreation, and the Community II	5	6	14	21	0	1	19	40	28	60	47
Lifestyle and the Community I	5	3	70	33	1	1	76	67	37	33	113
Lifestyle and the Community II	2	4	35	14	1	0	38	68	18	32	56
Mathematics and the Community I	7	25	24	18	3	1	34	44	44	56	78
Mathematics and the Community II	3	27	10	3	2	1	15	33	31	67	46
Science and the Community I	1	0	9	4	1	1	11	69	5	31	16
Science and the Community II	1	0	2	5	0	0	3	38	5	63	8
Technology and the Community I	2	12	18	36	1	1	21	30	49	70	70
Technology and the Community II	1	4	4	12	1	5	6	22	21	78	27

Table 10: Stage 2 subjects (1 unit) — Number of results in SA *continued*

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
Work and the Community I	7	3	78	65	3	3	88	55	71	45	159
Work and the Community II	2	3	20	24	0	1	22	44	28	56	50
Health Education											
Health Education I	0	0	20	14	0	0	20	59	14	41	34
Health Education II	0	0	21	14	0	0	21	60	14	40	35
Home Economics											
Early Childhood Studies	0	0	41	0	1	0	42	100	0	0	42
Food and Hospitality Studies	10	28	87	53	1	0	98	55	81	45	179
Nutrition Studies	10	28	52	41	1	0	63	48	69	52	132
Textile Studies	0	0	11	0	0	0	11	100	0	0	11
Integrated Learning											
Integrated Learning I	0	0	1	5	0	0	1	17	5	83	6
Integrated Learning II	0	0	1	5	0	0	1	17	5	83	6
Outdoor and Environmental Education											
Outdoor Education I	12	24	48	133	2	16	62	26	173	74	235
Outdoor Education II	12	23	44	112	2	16	58	28	151	72	209
Work Education											
Work Studies A	27	24	65	97	5	8	97	43	129	57	226
Work Studies B	24	25	50	64	5	7	79	45	96	55	175
Total Results	167	256	1045	1059	46	94	1258	47	1409	53	2667

LANGUAGES

Australian Languages											
Language Revival I	0	0	2	1	0	0	2	67	1	33	3
Language Revival II	0	0	0	1	0	0	0	0	1	100	1
Second Language Learning I	0	0	2	0	0	0	2	100	0	0	2
Second Language Learning II	0	0	2	0	0	0	2	100	0	0	2
Total Results	0	0	6	2	0	0	6	75	2	25	8

MATHEMATICS

Mathematical Applications	1	2	10	16	4	3	15	42	21	58	36
Total Results	1	2	10	16	4	3	15	42	21	58	36

SOCIETY AND ENVIRONMENT

Agriculture and Horticulture											
Agricultural and Horticultural Enterprise II	0	0	7	0	0	0	7	100	0	0	7
Agricultural and Horticultural Management I	0	0	11	3	0	0	11	79	3	21	14
Agricultural and Horticultural Management II	0	0	2	2	0	0	2	50	2	50	4
Agricultural and Horticultural Principles I	0	0	0	0	1	6	1	14	6	86	7
Agricultural and Horticultural Principles II	0	0	0	0	1	6	1	14	6	86	7
Agricultural and Horticultural Studies I	0	0	0	2	0	0	0	0	2	100	2
Agricultural and Horticultural Studies II	0	0	0	2	0	0	0	0	2	100	2

Table 10: Stage 2 subjects (1 unit) — Number of results in SA *continued*

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
Business Studies	0	1	1	0	0	0	1	50	1	50	2
Justice in Society											
Justice in Society I	0	0	2	1	0	0	2	67	1	33	3
Religions in Australia	71	4	0	0	0	0	71	95	4	5	75
Sustainable Futures I											
Sustainable Futures II	0	0	0	1	0	0	0	0	1	100	1
Total Results	71	5	23	11	2	12	96	77	28	23	124
TECHNOLOGY											
Design and Technology											
Communication Products A	15	9	2	17	0	0	17	40	26	60	43
Communication Products B	16	11	0	0	0	0	16	59	11	41	27
Material Products A	0	0	7	58	0	4	7	10	62	90	69
Material Products B	0	0	4	51	0	4	4	7	55	93	59
Systems and Control Products A	0	0	3	50	0	0	3	6	50	94	53
Systems and Control Products B	0	11	4	54	0	0	4	6	65	94	69
Information Processing and Publishing											
Business Documents	18	12	243	118	47	22	308	67	152	33	460
Desktop Publishing	193	81	592	308	120	61	905	67	450	33	1355
Electronic Publishing	158	58	98	65	36	39	292	64	162	36	454
Personal Documents	37	13	349	179	45	7	431	68	199	32	630
Total Results	437	195	1302	900	248	137	1987	62	1232	38	3219
Grand Total	887	600	2805	2544	692	547	4384	54	3691	46	8075

Table 11: Stage 2 subjects (1 unit)
Number of results for students in the Northern Territory, by learning area, 2009

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
ARTS											
Music											
Composing and Arranging	0	0	2	1	0	0	2	67	1	33	3
Ensemble Performance	0	1	6	13	2	2	8	33	16	67	24
Music in Context	0	0	4	1	0	0	4	80	1	20	5
Music Individual Study	0	0	6	9	0	0	6	40	9	60	15
Music Technology	0	0	1	1	2	3	3	43	4	57	7
Musicianship	3	2	8	9	0	0	11	50	11	50	22
Performance Special Study	0	0	1	1	0	0	1	50	1	50	2
Solo Performance	2	3	10	6	1	0	13	59	9	41	22
Total Results	5	6	38	41	5	5	48	48	52	52	100
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Arts and the Community I	0	0	5	8	0	2	5	33	10	67	15
Arts and the Community II	0	0	1	2	1	5	2	22	7	78	9
Communication and the Community I	0	0	3	0	12	8	15	65	8	35	23
Communication and the Community II	0	0	2	0	6	5	8	62	5	38	13
Design, Construction, and the Community I	0	0	1	1	0	1	1	33	2	67	3
Design, Construction, and the Community II	0	0	1	0	0	0	1	100	0	0	1
Environment and the Community I	0	0	0	0	1	5	1	17	5	83	6
Foods and the Community I	0	0	1	1	0	1	1	33	2	67	3
Health, Recreation, and the Community I	0	0	5	15	2	1	7	30	16	70	23
Health, Recreation, and the Community II	0	0	1	2	1	0	2	50	2	50	4
Lifestyle and the Community I	0	0	7	9	5	7	12	43	16	57	28
Lifestyle and the Community II	0	0	1	1	0	0	1	50	1	50	2
Mathematics and the Community I	0	0	1	0	7	7	8	53	7	47	15
Mathematics and the Community II	0	0	0	0	5	5	5	50	5	50	10
Science and the Community I	0	0	0	0	1	5	1	17	5	83	6
Technology and the Community I	0	0	1	0	1	4	2	33	4	67	6
Work and the Community I	0	0	0	0	0	2	0	0	2	100	2
Health Education											
Health Education I	0	0	8	7	0	0	8	53	7	47	15
Health Education II	0	0	8	7	0	0	8	53	7	47	15
Home Economics											
Food and Hospitality Studies	22	6	3	1	0	0	25	78	7	22	32
Nutrition Studies	19	4	8	6	0	0	27	73	10	27	37
Integrated Learning											
Integrated Learning I	10	7	0	0	0	0	10	59	7	41	17
Outdoor and Environmental Education											
Outdoor Education I	0	6	6	19	6	9	12	26	34	74	46
Outdoor Education II	0	6	6	19	5	9	11	24	34	76	45
Total Results	51	29	69	98	53	76	173	46	203	54	376

Table 11: Stage 2 subjects (1 unit) — Number of results in NT *continued*

Subject	Cath		Govt		Indp		Total			Grand Total	
	F	M	F	M	F	M	F	%	M		%
MATHEMATICS											
Mathematical Applications	0	0	13	32	0	0	13	29	32	71	45
Total Results	0	0	13	32	0	0	13	29	32	71	45
TECHNOLOGY											
Information Processing and Publishing											
Business Documents	0	0	12	5	13	7	25	68	12	32	37
Desktop Publishing	2	3	22	19	0	0	24	52	22	48	46
Electronic Publishing	2	3	5	6	12	7	19	54	16	46	35
Personal Documents	0	0	8	10	0	0	8	44	10	56	18
Total Results	4	6	47	40	25	14	76	56	60	44	136
Grand Total	60	41	167	211	83	95	310	47	347	53	657

Table 12: Number of students in South Australia and the Northern Territory receiving a result in at least one 1-unit Stage 2 subject, 2009

School Sector	South Australia			Northern Territory			Grand Total
	F	M	Total	F	M	Total	
Catholic	438	292	730	37	24	61	791
Government	1448	1308	2756	99	131	230	2986
Independent	364	281	645	38	38	76	721
Total	2250	1881	4131	174	193	367	4498

Table 13: Stage 2 subjects (1 unit)
Number of scored and levelled subject results in South Australia and the Northern Territory, 2009

School Sector	South Australia			Northern Territory			Grand Total
	F	M	Total	F	M	Total	
SCORED RESULTS							
Catholic	815	496	1311	60	41	101	1412
Government	2201	2023	4224	137	172	309	4533
Independent	663	500	1163	41	37	78	1241
Total	3679	3019	6698	238	250	488	7186
LEVELLED RESULTS							
Catholic	72	104	176	0	0	0	176
Government	604	521	1125	30	39	69	1194
Independent	29	47	76	42	58	100	176
Total	705	672	1377	72	97	169	1546

Note: Levelled results are reported to students as satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM) without an accompanying score out of 20 or grade.

Table 14: Number of students in South Australia and the Northern Territory receiving a Stage 2 result in 1 unit of community learning, by name of program, 2009

Name of Program	Number of Students
SOUTH AUSTRALIA	
Australian Guild of Music and Speech	4
Australian Music Examinations Board	33
Guides Australia	2
Royal Life Saving Society Australia	17
SA Tall Ships Inc.	1
Scouts Australia	4
South Australian Total	61
NORTHERN TERRITORY	
Australian Music Examinations Board	2
Royal Life Saving Society Australia	3
Northern Territory Total	5
Grand Total	66

Note: Results are reported to students as 'Granted' (meaning status granted).

Table 15: Stage 2 subjects (2 units)
Grade distribution, by learning area, 2009

Subject	A		B		C		D		E		Partial Assessm't		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
ARTS															
Art Practical	104	29	163	56	205	97	75	46	61	52	0	0	608	280	888
Broadcasting and Multimedia (VET)															
Broadcasting and Multimedia B	3	8	8	14	2	9	0	2	5	2	0	0	18	35	53
Craft Practical	6	1	21	7	14	8	10	4	14	9	0	0	65	29	94
Dance	10	3	28	1	37	3	9	1	2	0	0	0	86	8	94
Dance Studies	18	1	27	3	26	3	13	0	2	0	1	0	87	7	94
Drama	25	9	43	23	63	42	24	28	11	9	0	0	166	111	277
Drama Studies	82	33	161	61	161	70	58	43	11	10	5	0	478	217	695
Design Practical	54	45	77	76	82	115	32	40	17	33	0	0	262	309	571
Visual Arts Studies	136	26	290	37	281	109	87	61	26	21	3	1	823	255	1078
Total	438	155	818	278	871	456	308	225	149	136	9	1	2593	1251	3844
ENGLISH															
Communication for the Hearing-impaired	1	0	1	2	2	0	0	0	0	0	0	0	4	2	6
English as a Second Language	36	20	78	93	63	113	16	28	4	21	0	0	197	275	472
English as Second Language Studies	418	288	648	516	280	331	68	83	10	25	3	4	1427	1247	2674
English Communications	1266	601	1913	1354	765	918	207	246	124	150	0	0	4275	3269	7544
English Studies	425	186	758	358	359	235	77	71	11	20	2	2	1632	872	2504
Total	2146	1095	3398	2323	1469	1597	368	428	149	216	5	6	7535	5665	13200
HEALTH AND PERSONAL DEVELOPMENT															
Community Services and Health (VET)															
Community Services and Health B	6	0	8	0	3	1	3	0	0	0	0	0	20	1	21
Health Education															
Health Studies	38	4	87	19	52	40	20	21	19	13	0	0	216	97	313
Home Economics															
Early Childhood Studies	190	4	640	25	383	23	62	5	34	2	0	0	1309	59	1368
Food and Hospitality Studies	235	30	696	180	456	260	99	96	34	37	0	0	1520	603	2123
Nutrition Studies	19	3	67	15	48	29	3	9	1	1	0	0	138	57	195
Textile Studies	14	0	14	0	3	0	1	0	1	0	0	0	33	0	33
Hospitality (VET)															
Hospitality — Kitchen Operations B	0	0	4	0	6	0	0	3	0	0	0	0	10	3	13
Integrated Learning															
Integrated Learning I	20	6	29	47	47	82	18	18	13	18	0	0	127	171	298
Integrated Learning II	6	21	49	135	61	207	21	78	16	34	0	0	153	475	628
Nutrition	111	12	225	80	188	73	90	62	20	13	17	3	651	243	894
Outdoor and Environmental Education															
Outdoor and Environmental Studies	6	11	14	18	6	22	3	6	0	1	0	0	29	58	87
Physical Education	258	264	381	569	303	569	171	320	64	90	2	29	1179	1841	3020

Table 15: Stage 2 subjects (2 units) — Grade distribution *continued*

Subject	A		B		C		D		E		Partial Assessm't		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Sport and Recreation (VET)															
Sport and Recreation B	23	14	13	18	6	8	0	3	2	6	0	0	44	49	93
Work Education															
Vocational Studies A	338	316	391	545	125	172	31	59	18	27	0	0	903	1119	2022
Vocational Studies B	139	91	129	147	85	114	17	31	9	17	0	0	379	400	779
Total	1403	776	2747	1798	1772	1600	539	711	231	259	19	32	6711	5176	11887

LANGUAGES															
Arabic (continuers)	1	3	1	2	5	3	1	1	0	0	0	1	8	10	18
Auslan (continuers)	0	0	1	1	2	1	0	0	0	0	0	0	3	2	5
Bosnian (continuers)	0	0	0	0	0	1	0	0	1	0	0	0	1	1	2
Chinese (background speakers)	89	31	85	58	36	75	6	31	0	12	2	4	218	211	429
Chinese (beginners)	4	1	5	0	2	1	1	5	0	0	0	0	12	7	19
Chinese (continuers)	18	13	14	10	7	4	3	1	2	0	0	1	44	29	73
Croatian (continuers)	0	0	0	0	1	0	0	1	0	0	0	0	1	1	2
Dutch (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Filipino (continuers)	1	0	2	1	3	0	0	1	0	1	0	0	6	3	9
French (beginners)	0	1	2	1	2	1	3	0	2	1	0	0	9	4	13
French (continuers)	63	20	45	21	26	10	5	2	1	0	0	1	140	54	194
German (beginners)	1	0	2	0	1	0	0	0	0	0	0	0	4	0	4
German (continuers)	45	27	54	28	21	16	12	1	2	2	1	0	135	74	209
Hindi (continuers)	1	1	3	3	0	2	0	0	0	0	0	0	4	6	10
Hungarian (continuers)	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Indonesian (beginners)	0	1	1	1	3	2	4	0	0	0	0	0	8	4	12
Indonesian (continuers)	24	8	19	14	17	8	7	7	1	1	0	0	68	38	106
Italian (beginners)	2	0	2	1	5	1	2	0	0	0	0	0	11	2	13
Italian (continuers)	43	17	51	15	29	10	4	1	0	2	0	0	127	45	172
Japanese (background speakers)	2	0	2	0	2	3	0	0	0	0	0	0	6	3	9
Japanese (beginners)	6	0	6	3	5	2	2	1	5	4	0	0	24	10	34
Japanese (continuers)	37	28	54	17	30	12	9	5	5	2	1	0	136	64	200
Khmer (continuers)	0	0	2	3	1	0	0	1	0	0	0	0	3	4	7
Korean (background speakers)	5	2	6	13	0	3	0	0	0	0	0	1	11	19	30
Malay (background speakers)	29	15	5	5	2	8	3	1	1	0	0	0	40	29	69
Modern Greek (continuers)	7	7	10	3	4	6	2	1	0	0	0	0	23	17	40
Persian (background speakers)	8	6	6	4	6	7	2	2	0	2	0	5	22	26	48
Polish (continuers)	1	1	5	4	3	0	0	0	0	0	0	0	9	5	14
Portuguese (continuers)	0	0	1	0	1	0	0	0	0	0	0	0	2	0	2
Punjabi (continuers)	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1
Russian (background speakers)	1	1	0	1	0	0	0	0	0	0	0	0	1	2	3
Russian (continuers)	1	0	0	0	1	1	0	0	0	0	0	0	2	1	3
Serbian (continuers)	0	0	1	1	0	0	0	1	0	0	0	0	1	2	3

Table 15: Stage 2 subjects (2 units) — Grade distribution *continued*

Subject	A		B		C		D		E		Partial Assessm't		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Spanish (beginners)	3	3	7	3	10	6	5	8	0	3	0	0	25	23	48
Spanish (continuers)	7	2	2	5	2	2	2	0	0	1	0	0	13	10	23
Tamil (continuers)	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
Vietnamese (background speakers)	11	4	7	6	7	4	1	8	1	3	0	0	27	25	52
Vietnamese (continuers)	11	4	17	2	5	7	2	2	0	0	0	0	35	15	50
Total	422	196	419	227	239	197	76	81	21	34	4	13	1181	748	1929
MATHEMATICS															
Mathematical Applications	312	159	614	419	464	558	236	356	102	235	0	0	1728	1727	3455
Mathematical Methods	141	103	268	210	185	220	63	115	15	40	2	8	674	696	1370
Mathematical Studies	683	861	824	889	614	715	202	231	80	127	4	17	2407	2840	5247
Specialist Mathematics	229	349	197	482	99	253	51	128	16	45	2	9	594	1266	1860
Total	1365	1472	1903	2000	1362	1746	552	830	213	447	8	34	5403	6529	11932
SCIENCE															
Biology	626	282	1083	481	842	435	343	245	89	50	14	23	2997	1516	4513
Chemistry	457	411	681	671	411	456	144	175	44	59	3	6	1740	1778	3518
Contemporary Issues and Science	22	8	65	31	60	45	20	21	7	11	0	0	174	116	290
Geology	7	9	15	33	18	25	13	16	1	4	1	2	55	89	144
Physics	384	602	413	746	241	542	54	203	7	56	2	9	1101	2158	3259
Psychology	429	68	716	183	532	234	246	147	82	50	11	8	2016	690	2706
Seafood Operations (VET)															
Seafood Operations B	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
Total	1925	1380	2973	2146	2104	1737	820	807	230	230	31	48	8083	6348	14431
SOCIETY AND ENVIRONMENT															
Aboriginal Studies	15	1	44	9	39	16	9	1	2	3	0	0	109	30	139
Accounting Studies	233	196	282	267	228	234	112	137	28	63	0	6	883	903	1786
Agricultural and Horticultural Science	3	9	17	20	16	12	8	17	2	5	0	0	46	63	109
Agriculture and Horticulture															
Agricultural and Horticultural Applied Technologies	0	2	5	9	1	2	0	0	0	0	0	0	6	13	19
Agricultural and Horticultural Enterprise	0	0	0	0	0	0	1	2	0	0	0	0	1	2	3
Agricultural and Horticultural Management	4	5	6	9	4	8	2	4	0	0	0	0	16	26	42
Agricultural and Horticultural Principles	1	4	4	7	2	5	0	0	0	0	0	0	7	16	23
Agricultural and Horticultural Studies	2	3	14	15	14	21	12	11	4	9	0	0	46	59	105
Australian and International Politics	27	11	20	17	20	17	10	4	1	4	0	2	78	55	133
Australian History	19	6	31	16	34	14	17	9	5	4	3	3	109	52	161
Business Services (VET)															
Business Services B	4	1	3	2	5	4	1	0	1	0	0	0	14	7	21

Table 15: Stage 2 subjects (2 units) — Grade distribution *continued*

Subject	A		B		C		D		E		Partial Assessm't		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Business Studies	194	125	468	389	395	514	113	183	66	99	0	0	1236	1310	2546
Classical Studies	62	20	104	59	68	49	21	13	12	5	3	1	270	147	417
Economics	179	147	249	278	163	215	58	70	13	23	4	5	666	738	1404
Financial Services (VET)															
Financial Services B	7	3	3	3	1	0	0	0	0	0	0	0	11	6	17
Geography	80	80	178	208	150	163	57	91	18	25	5	5	488	572	1060
Justice in Society															
Justice in Society	7	1	21	11	24	18	4	4	6	6	0	0	62	40	102
Legal Studies	207	116	227	164	216	165	97	93	25	30	5	6	777	574	1351
Media Studies	52	30	117	91	79	76	16	32	8	21	0	0	272	250	522
Modern History	213	114	400	270	278	249	96	102	27	26	11	16	1025	777	1802
Philosophy	16	11	23	17	10	31	5	8	3	5	0	0	57	72	129
Religions in Australia	73	27	64	56	45	28	19	13	12	18	0	0	213	142	355
Retail (VET)															
Retail B	0	0	3	0	1	0	0	0	0	0	0	0	4	0	4
Small Business Enterprise	52	24	46	62	22	49	8	21	1	5	0	0	129	161	290
Studies of Religion	4	7	17	16	7	11	2	6	2	0	0	0	32	40	72
Studies of Societies	190	42	463	163	400	258	100	83	47	48	0	0	1200	594	1794
Sustainable Futures															
Sustainable Futures I	1	1	6	5	3	2	0	3	4	1	0	0	14	12	26
Sustainable Futures II	5	0	6	6	2	1	0	0	0	3	0	0	13	10	23
Tourism	198	50	316	138	416	248	192	148	52	58	0	0	1174	642	1816
Women's Studies	43	1	75	0	79	4	23	0	3	0	0	0	223	5	228
Total	1891	1037	3212	2307	2722	2414	983	1055	342	461	31	44	9181	7318	16499

TECHNOLOGY

Automotive Technology (VET)															
Automotive Technology B	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1
Design and Technology															
Communication Products A	161	47	207	93	99	84	34	44	29	49	0	0	530	317	847
Communication Products B	47	25	56	47	33	47	13	16	10	28	0	0	159	163	322
Material Products A	19	92	31	241	14	230	7	78	0	46	0	0	71	687	758
Material Products B	4	30	11	83	10	96	1	25	1	19	0	0	27	253	280
Systems and Control Products A	5	33	5	55	7	50	1	16	0	20	0	0	18	174	192
Systems and Control Products B	0	6	2	17	1	21	0	10	0	3	0	0	3	57	60
Design and Technology Studies	17	15	43	73	17	76	7	22	2	11	0	0	86	197	283
General Construction (VET)															
General Construction B	0	1	0	1	0	1	0	0	0	0	0	0	0	3	3
Information Technology Studies	16	56	35	141	46	122	22	61	14	24	2	9	135	413	548
Information Technology Systems	0	2	2	13	2	18	2	12	2	19	0	0	8	64	72
Information Technology (VET)															
Information Technology B	1	1	9	14	2	4	0	1	0	0	0	0	12	20	32

Table 15: Stage 2 subjects (2 units) — Grade distribution *continued*

Subject	A		B		C		D		E		Partial Assessm't		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Manufacturing and Engineering (VET)															
Engineering Applications B	0	0	0	2	0	0	0	0	0	0	0	0	0	2	2
Total	270	309	401	780	231	749	87	285	58	219	2	9	1049	2351	3400
VARIOUS LEARNING AREAS															
Extension Studies															
Extension Studies A	11	6	18	10	12	8	5	4	2	1	0	0	48	29	77
Extension Studies B	5	4	5	13	1	10	1	1	1	1	0	0	13	29	42
Total	16	10	23	23	13	18	6	5	3	2	0	0	61	58	119
Grand Total	9876	6430	15894	11882	10783	10514	3739	4427	1396	2004	109	187	41797	35444	77241

Note: Results are reported as either a grade between A and E, or partial assessment. Partial assessments are recorded for students who present only a school assessment or an examination assessment.

Table 16: Stage 2 subjects (1 unit)
Grade distribution, by learning area, 2009

Subject	A		B		C		D		E		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	
ARTS													
Art Practical	1	2	1	0	2	0	2	0	1	2	7	4	11
Craft Practical	0	0	0	0	1	0	3	0	0	0	4	0	4
Drama	0	0	0	0	0	0	0	0	1	0	1	0	1
Design Practical	0	0	0	0	0	0	0	1	0	0	0	1	1
Music													
Composing and Arranging	12	18	16	13	4	3	0	0	0	2	32	36	68
Ensemble Performance	151	132	97	127	31	40	1	5	1	3	281	307	588
Music in Context	17	12	13	11	18	5	8	2	2	1	58	31	89
Music Individual Study	30	26	25	29	17	24	5	14	1	7	78	100	178
Music Technology	3	13	2	22	3	14	4	7	1	4	13	60	73
Musicianship	43	46	63	46	64	48	27	35	10	5	207	180	387
Performance Special Study	20	17	10	13	5	2	0	0	0	0	35	32	67
Solo Performance	134	118	158	124	49	47	3	3	2	4	346	296	642
Total	411	384	385	385	194	183	53	67	19	28	1062	1047	2109
ENGLISH													
English Communications	0	0	2	0	5	1	0	1	1	2	8	4	12
Total	0	0	2	0	5	1	0	1	1	2	8	4	12
HEALTH AND PERSONAL DEVELOPMENT													
Health Education													
Health Education I	5	2	19	8	3	8	0	2	1	1	28	21	49
Health Education II	3	2	17	12	5	4	3	2	1	1	29	21	50
Home Economics													
Early Childhood Studies	9	0	14	0	13	0	3	0	3	0	42	0	42
Food and Hospitality Studies	22	4	49	26	47	45	3	11	2	2	123	88	211
Nutrition Studies	20	7	36	19	28	42	4	7	2	4	90	79	169
Textile Studies	4	0	3	0	4	0	0	0	0	0	11	0	11
Integrated Learning													
Integrated Learning I	0	0	5	0	5	6	0	5	1	1	11	12	23
Integrated Learning II	0	0	0	0	1	3	0	0	0	2	1	5	6
Outdoor and Environmental Education													
Outdoor Education I	15	18	30	56	25	90	4	29	0	14	74	207	281
Outdoor Education II	14	12	28	60	22	63	2	30	3	20	69	185	254
Work Education													
Work Studies A	15	11	40	42	27	43	9	26	6	7	97	129	226
Work Studies B	14	12	32	28	20	33	5	14	8	9	79	96	175
Total	121	68	273	251	200	337	33	126	27	61	654	843	1497
LANGUAGES													
Australian Languages													
Language Revival I	0	0	0	0	0	0	0	0	2	1	2	1	3
Language Revival II	0	0	0	1	0	0	0	0	0	0	0	1	1
Second Language Learning I	2	0	0	0	0	0	0	0	0	0	2	0	2
Second Language Learning II	2	0	0	0	0	0	0	0	0	0	2	0	2
Total	4	0	0	1	0	0	0	0	2	1	6	2	8

Table 16: Stage 2 subjects (1 unit) — Grade distribution *continued*

Subject	A		B		C		D		E		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	
MATHEMATICS													
Mathematical Applications	0	1	2	5	7	5	12	19	7	23	28	53	81
Total	0	1	2	5	7	5	12	19	7	23	28	53	81
SOCIETY AND ENVIRONMENT													
Agriculture and Horticulture													
Agricultural and Horticultural Enterprise II	0	0	1	0	6	0	0	0	0	0	7	0	7
Agricultural and Horticultural Management I	1	0	4	1	2	2	3	0	1	0	11	3	14
Agricultural and Horticultural Management II	0	0	0	1	1	1	1	0	0	0	2	2	4
Agricultural and Horticultural Principles I	1	3	0	0	0	3	0	0	0	0	1	6	7
Agricultural and Horticultural Principles II	0	2	1	1	0	1	0	2	0	0	1	6	7
Agricultural and Horticultural Studies I	0	0	0	1	0	1	0	0	0	0	0	2	2
Agricultural and Horticultural Studies II	0	0	0	1	0	0	0	0	0	1	0	2	2
Business Studies	0	0	0	0	0	0	1	1	0	0	1	1	2
Justice in Society													
Justice in Society I	0	0	1	0	0	0	0	0	1	1	2	1	3
Religions in Australia	11	0	30	4	16	0	10	0	4	0	71	4	75
Sustainable Futures													
Sustainable Futures II	0	0	0	1	0	0	0	0	0	0	0	1	1
Total	13	5	37	10	25	8	15	3	6	2	96	28	124
TECHNOLOGY													
Design and Technology													
Communication Products A	0	2	11	5	6	14	0	3	0	2	17	26	43
Communication Products B	3	0	5	4	3	0	2	1	3	6	16	11	27
Material Products A	1	4	3	14	3	26	0	12	0	6	7	62	69
Material Products B	1	2	2	15	0	25	1	8	0	5	4	55	59
Systems and Control Products A	0	3	1	9	2	21	0	9	0	8	3	50	53
Systems and Control Products B	0	5	0	7	1	27	1	10	2	16	4	65	69
Information Processing and Publishing													
Business Documents	96	26	114	36	74	49	25	30	24	23	333	164	497
Desktop Publishing	262	45	302	133	220	143	77	80	68	71	929	472	1401
Electronic Publishing	71	18	100	49	92	59	30	30	18	22	311	178	489
Personal Documents	95	21	152	50	93	69	65	29	34	40	439	209	648
Total	529	126	690	322	494	433	201	212	149	199	2063	1292	3355
Grand Total	1078	584	1389	974	925	967	314	428	211	316	3917	3269	7186

Table 17: Stage 2 subjects (2 units) with levelled results
Results distribution, by learning area, 2009

Subject	SA		RA		RNM		Total		Grand Total
	F	M	F	M	F	M	F	M	
ARTS									
Broadcasting and Multimedia (VET)									
Broadcasting and Multimedia A	6	9	0	0	0	0	6	9	15
Total	6	9	0	0	0	0	6	9	15
HEALTH AND PERSONAL DEVELOPMENT									
Community Services and Health (VET)									
Community Services and Health A	44	2	10	0	12	1	66	3	69
Community Studies									
Arts and the Community	137	108	18	24	3	6	158	138	296
Business and the Community	35	23	6	5	0	1	41	29	70
Communication and the Community	100	94	5	19	0	2	105	115	220
Design, Construction, and the Community	58	81	3	11	1	1	62	93	155
Environment and the Community	14	11	1	1	0	2	15	14	29
Foods and the Community	83	56	5	3	4	7	92	66	158
Health, Recreation, and the Community	133	171	10	21	2	4	145	196	341
Lifestyle and the Community	95	66	7	7	0	3	102	76	178
Mathematics and the Community	58	55	5	5	4	3	67	63	130
Science and the Community	54	37	3	5	0	1	57	43	100
Technology and the Community	74	137	10	15	0	2	84	154	238
Work and the Community	181	151	15	23	4	5	200	179	379
Hospitality (VET)									
Hospitality — Kitchen Operations A	9	3	0	0	0	0	9	3	12
Sport and Recreation (VET)									
Sport and Recreation A	18	40	1	5	0	0	19	45	64
Total	1093	1035	99	144	30	38	1222	1217	2439
LANGUAGES									
Indonesian (beginners) A	0	1	0	0	0	0	0	1	1
Total	0	1	0	0	0	0	0	1	1
SOCIETY AND ENVIRONMENT									
Business Services (VET)									
Business Services A	13	6	0	2	0	0	13	8	21
Financial Services (VET)									
Financial Services A	1	0	0	0	0	0	1	0	1
Retail (VET)									
Retail A	5	2	1	0	0	0	6	2	8
Total	19	8	1	2	0	0	20	10	30
TECHNOLOGY									
Automotive Technology (VET)									
Automotive Technology A	1	3	0	0	0	1	1	4	5
Electrotechnology (VET)									
Electrotechnology A	1	44	0	0	0	0	1	44	45

Table 17: Stage 2 subjects (2 units) with levelled results — Results distribution *continued*

Subject	SA		RA		RNM		Total		Grand Total
	F	M	F	M	F	M	F	M	
General Construction (VET)									
General Construction A	0	33	0	0	0	0	0	33	33
Information Technology (VET)									
Information Technology A	1	17	1	10	1	2	3	29	32
Manufacturing and Engineering (VET)									
Engineering Applications A	3	75	0	4	0	1	3	80	83
Total	6	172	1	14	1	4	8	190	198
Grand Total	1124	1225	101	160	31	42	1256	1427	2683

Notes: Levelled results are reported to students as satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM) without an accompanying score out of 20 or grade.

The South Australian Matriculation program offered by schools in Asia does not include subjects with levelled results.

Table 18: Stage 2 subjects (1 unit) with levelled results
Results distribution, by learning area, 2009

Subject	SA		RA		RNM		Total		Grand Total
	F	M	F	M	F	M	F	M	
HEALTH AND PERSONAL DEVELOPMENT									
Community Studies									
Arts and the Community I	61	39	3	4	2	5	66	48	114
Arts and the Community II	20	16	1	5	1	0	22	21	43
Business and the Community I	18	8	2	4	1	3	21	15	36
Business and the Community II	5	6	1	0	0	0	6	6	12
Communication and the Community I	48	35	5	5	0	3	53	43	96
Communication and the Community II	18	8	1	1	0	1	19	10	29
Design, Construction, and the Community I	36	60	5	12	1	8	42	80	122
Design, Construction, and the Community II	9	25	1	6	0	0	10	31	41
Environment and the Community I	10	10	1	0	0	0	11	10	21
Environment and the Community II	3	3	0	0	0	0	3	3	6
Foods and the Community I	55	29	3	9	3	0	61	38	99
Foods and the Community II	19	5	1	2	0	2	20	9	29
Health, Recreation, and the Community I	65	63	10	9	4	4	79	76	155
Health, Recreation, and the Community II	21	26	0	4	0	0	21	30	51
Lifestyle and the Community I	84	42	3	8	1	3	88	53	141
Lifestyle and the Community II	38	18	0	1	1	0	39	19	58
Mathematics and the Community I	38	44	4	4	0	3	42	51	93
Mathematics and the Community II	17	35	3	1	0	0	20	36	56
Science and the Community I	11	9	1	1	0	0	12	10	22
Science and the Community II	3	4	0	1	0	0	3	5	8
Technology and the Community I	20	49	1	4	2	0	23	53	76
Technology and the Community II	5	19	0	2	1	0	6	21	27
Work and the Community I	73	56	7	10	8	7	88	73	161
Work and the Community II	20	23	2	2	0	3	22	28	50
Total	697	632	55	95	25	42	777	769	1546
Grand Total	697	632	55	95	25	42	777	769	1546

Notes: Levelled results are reported to students as satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM) without an accompanying score out of 20 or grade.

The South Australian Matriculation program offered by schools in Asia does not include subjects with levelled results.

Table 19: Number of students completing all requirements of the SACE*, 1997–2009

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
SOUTH AUSTRALIA													
Female	5526	5836	6015	6173	6186	6307	6292	6428	6316	6726	6713	6790	6865
Male	4282	4400	4544	4650	4739	4795	4778	4899	5188	5441	5343	5447	5656
Total	9808	10236	10559	10823	10925	11102	11070	11327	11504	12167	12056	12237	12521
NORTHERN TERRITORY													
Female	426	408	457	478	487	484	444	491	506	505	526	534	573
Male	251	309	313	303	334	335	365	365	417	428	459	486	476
Total	677	717	770	781	821	819	809	856	923	933	985	1020	1049
ASIA													
Female	572	448	483	483	548	587	654	706	674	895	778	981	961
Male	388	303	345	363	372	427	513	517	565	761	657	793	767
Total	960	751	828	846	920	1014	1167	1223	1239	1656	1435	1774	1728
Grand Total	11445	11704	12157	12450	12666	12935	13046	13406	13666	14756	14476	15031	15298

*Students in the Northern Territory are awarded the NTCE; students in Asia undertake studies in the SAM Program.

Table 20: Number of students receiving a tertiary entrance rank (TER)*, 2009

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1449	1072	2612	1918	1682	1333	5743	4323	10066
Northern Territory	55	56	330	243	65	47	450	346	796
Asia	0	0	173	151	792	623	965	774	1739
Grand Total	1504	1128	3115	2312	2539	2003	7158	5443	12601

*The TER is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student performance from year to year.

Table 21: Number of students receiving a TAFE SA Score*, 2009

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1600	1327	3262	2535	1813	1495	6675	5357	12032
Northern Territory	64	72	382	307	85	59	531	438	969
Asia	0	0	173	151	791	622	964	773	1737
Grand Total	1664	1399	3817	2993	2689	2176	8170	6568	14738

*For TAFE courses that use a score based on performance in the SACE, the TAFE SA Score is calculated by totalling the tertiary entrance points for the best three full-year (or equivalent) Stage 2 subjects. The total is then divided by three and reported in the score range 0–20 to one decimal place.

Table 22: Number of students fulfilling the Higher Education Selection Subjects (HESS) requirement for all courses at The University of Adelaide, Flinders University, and the University of South Australia, 2009

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1421	1036	2530	1783	1642	1284	5593	4103	9696
Northern Territory	29	39	275	205	56	43	360	287	647
Asia	0	0	173	151	792	623	965	774	1739
Grand Total	1450	1075	2978	2139	2490	1950	6918	5164	12082