ANNUAL REPORT

31 December 2012

Government
of South Australia

SACE
Board of SA

Thursday 28 March 2013

To the Honourable Jennifer Rankine, MP
Minister for Education and Child Development

Dear Minister

I am pleased to submit the 2012 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 (2012).

This report documents the activities and achievements of the SACE Board of South Australia for the period 1 January 2012 to 31 December 2012.

Yours sincerely

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

Government
of South Australia

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PRESIDING MEMBER'S STATEMENT

I have pleasure in submitting the 2012 Annual Report of the SACE Board of South Australia in accordance with section 20 of the *SACE Board of South Australia Act 1983*. The report records the activities of the Board for the year ended 31 December 2012.

I would like firstly to acknowledge and thank the retiring Presiding Member, Mr Allan Dooley, for his dedication and commitment to the work of the SACE Board and to the education and learning of South Australian students. Allan served as Presiding Member from July 2009 to June 2012, and distinguished himself through his careful and measured approach to the important role of the Board as the governing body of the SACE Board of South Australia.

In leading the Board, Allan's extensive knowledge and experience as an educator and educational leader were the hallmarks of his considered and always consultative approach to meeting the Board's legislative responsibilities. I feel privileged to have been appointed to the position of Presiding Member and highly value the legacy that Allan has passed on.

Each year brings with it challenges as well as opportunities, and 2012 was no exception. Following on from the important first year of full implementation of the new South Australian Certificate of Education (SACE) in 2011, the SACE Board sought to consolidate and build on this achievement by identifying areas for improvement and continuing to refine existing policies and procedures for the delivery of the SACE.

The Board's commitment to SACE improvement was significantly assisted by the SACE First Year Evaluation, an independent evaluation of the SACE carried out by a panel appointed by the Board in consultation with the Minister for Education and Child Development, the Hon. Grace Portolesi MP, in the first half of 2012.

The introduction of any significant change brings with it a range of responses, from enthusiasm and welcoming anticipation to uncertainty and criticism. It is fair to say that the introduction of the SACE, with its far-reaching and innovative reforms to the education system in South Australia, drew the full range of reactions and responses.

It was therefore gratifying for the Board to have the benefit of the measured approach provided by the independent SACE First Year Evaluation Panel, chaired by Mr Bill Cossey AM, which operated from January to June in 2012. The Board is grateful for the diligence with which the panel addressed a wide range of submissions and responses to the SACE and its implementation. The panel ensured that the views of a large number of individuals, organisations, and entities were carefully considered in forming its recommendations regarding SACE implementation and associated matters.

On behalf of the Board, I wish to thank Mr Cossey and his fellow panel members, Professor John Bennett, Ms Miriam Silva, and Dr Petra Leitz for their thorough and exacting work in considering the issues, perspectives, and views of the full range of stakeholders.

In December 2012, the SACE Board released its response to the findings of the Evaluation Panel in the document *SACE Directions and Actions*. The Board looks forward to implementing the improvements to the SACE identified in the formal response to the Evaluation Panel Report.

The SACE Board places a high priority on collaboration and cooperation. In 2012 this commitment was most evident in the way in which significant policy developments occurred through consultation with, and feedback from, the SACE Board's key stakeholders. A large number of forums, workshops, and other professional development activities were held with the express aim of ensuring teachers, school leaders, education professionals, and others were able to contribute to and inform the development of SACE policies and procedures.

One issue on which the Board consulted with stakeholders in 2012 was the development of a policy for the provision of, and access to, SACE data and information, relating to the Board's proposal to revise the freedom of information arrangements. This was an excellent example of the SACE Board working closely with schools, school sectors, training and higher education sectors, and government authorities and agencies to bring about change and introduce policies that reflect the needs of the full range

of stakeholders and the wider South Australian community.
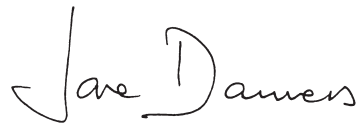
Among the many highlights of the SACE Board's work in 2012 were the SACE Merit Ceremony, held in the grounds of Government House, the SACE Art Show, and, most notably, the 2012 results release, which saw a record number of Year 12 students complete their SACE. It is extremely pleasing to see that the trend toward more students achieving the SACE each year continued with the 2012 results, testament to the innovative reform of the SACE that began in 2009.

I would also like to extend my sincere thanks to the leadership and staff of the SACE Board along with hundreds of teachers in all three school sectors for their hard work and dedication in ensuring the marking of student work and preparation of results for each student occurs seamlessly and within the anticipated timelines. This is a huge task each year, and the staff performed their roles and responsibilities diligently and with consummate professionalism.

I am confident that the year ahead will present both challenges and opportunities as we continue the important work of improving and enhancing the SACE to meet the needs of all students, so that they can achieve their best and look forward to a bright future. It is my sincere belief that the SACE, as a world-class qualification, is able to provide students with the knowledge and capabilities for life and learning in the twenty-first century.

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, Recognition, and Certification Committee; the Communication and Engagement Committee; and the Planning, Finance, and Performance Committee.

Jane Danvers
Presiding Member

CHIEF EXECUTIVE'S STATEMENT

Following the successful completion of the reforms to the South Australian Certificate of Education in 2011, the SACE Board focused on consolidating the achievements associated with the introduction of the new policies and procedures that assist young people to learn and develop the skills for living and working in a changing world.

The SACE Board has been committed to reflecting on and learning from the reform process so that students, their parents, and the South Australian community can have confidence in the quality and integrity of the SACE.

In 2012, this commitment was evident in the work of the SACE First Year Evaluation Panel. The independent Evaluation Panel was led by Mr Bill Cossey AM, whose significant experience informed the careful and considered approach of the panel to its task. Fellow panel members included Professor John Bennett, a former Chief Executive of the New South Wales Board of Studies, Ms Miriam Silva, the Deputy Chair of the Training and Skills Commission, and Dr Petra Lietz, a Principal Research Fellow at the Australian Council for Educational Research.

The Evaluation Panel was guided in its process of evaluation and deliberation by a Reference Committee whose membership was representative of all key stakeholders of the SACE. In addition, the panel invited submissions from anyone with an interest in doing so, and also undertook a survey of some 800 young people who were Stage 2 students in 2011.

The two key areas identified by the panel were the impact of the new assessment model and the impact of the compulsory Stage 2 subject, the Research Project. The panel also considered a range of other issues associated with the SACE and its implementation.

The SACE Board is committed to acknowledging the views of those who made submissions to the Evaluation Panel and to addressing the specific recommendations made by the panel. In the SACE Board's response (*SACE Directions and Actions*) to the panel's final report, it placed the highest priority on the SACE meeting the learning and certification needs of the full range of students.

The SACE Board will continue the key innovations that are central to the reforms made to the SACE:

- building students' capabilities for learning, work, and community life
- focusing on students' literacy and numeracy skills
- strengthening students' planning and research skills
- using rigorous assessment standards to improve student learning and to produce fair, valid, and reliable results
- recognising vocational education and training (VET) qualifications and other courses as part of a flexible SACE
- providing a range of student pathways through the SACE to higher and further education, vocational education and training, and work.

This commitment to an education system that serves the needs of all South Australian students and their families is complemented by a commitment to work in a collaborative partnership with the leaders and teachers who lead and deliver education through our schools.

In 2012, the SACE Board continued to emphasise the value of working in partnership with its key stakeholders in carrying out its legislative functions and responsibilities. Some of the groups that provide considerable and valuable advice to the SACE Board are the SACE Principals Partnership Strategy Group, the Australian Education Union (SA Branch)–SACE Board Working Group, the Training and Skills Commission–SACE Board Working Group, and the Parents Associations–SACE Board Consultative Group. Each of these groups is a vital conduit between the SACE Board and its key stakeholders for the provision and exchange of information, perspectives, ideas, and issues.

In 2012, this consultative approach was most evident in the SACE Board's revision and recommended change to its exempt status under freedom of information legislation that has been in place since 1992.

The development of the SACE Data and Information Policy, its accompanying Data and Information Management Framework, and the

associated work to develop procedures and protocols for data exchange with key users of SACE data represents a significant and far-reaching change for the SACE Board. This change will enhance educational practice and pedagogy and inform understanding of the factors that contribute to student achievement and learning.

The SACE Board continued to contribute to national policy development through the Australasian Curriculum, Assessment and Certification Authorities (ACACA), the peak body comprised of the chief executives of the authorities responsible for the senior secondary certificate in each state and territory. In 2012, ACACA Chief Executives, through their individual agencies, continued to provide advice to the Australian Curriculum, Assessment and Reporting Authority on the development of the senior secondary Australian curriculum and the proposed timelines for its implementation.

I wish to highlight the significant work of the staff of the SACE Board and our school sector partners, especially the educational practitioners and leaders who are instrumental in delivering the SACE curriculum in our schools.

The work of the SACE Board and schools in 2012 culminated in successful SACE outcomes for students. A total of 13 453 students completed the SACE, an increase from 12 367 in 2011.

Also of note is that boys' achievements in the SACE improved, with 6144 boys completing the SACE in 2012 compared with 5514 in 2011.

Another positive outcome was the increase, in 2012, in the number of Aboriginal students who completed the SACE, up from 144 in 2011 to 185.

One of the hallmarks of the SACE is its capacity for students to gain credit for VET. The 2012 results show the value of the SACE's flexibility with 5052 students completing their SACE with a VET component, increasing from 4668 in 2011.

In addition, a total of 11 544 students gained an Australian Tertiary Admission Rank for entrance to university, increasing from 10 624 in 2011.

These data underscore the value of providing all students with opportunities for success. As a community we should take pride in the steps we are taking together to ensure this.

We look forward to 2013 and the challenges and rewards it will bring.

P F Kilvert

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 for Education and Child Development as well as non-government schools, including those linked with Catholic Education South Australia and the Association of Independent Schools of SA. Through negotiated arrangements, the Board offers its subjects and assessment services to schools in the Northern Territory that deliver the Northern Territory Certificate of Education and 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. Before 1 July 2008, the SACE Board was known as the Senior Secondary Assessment Board of South Australia.

The SACE Board of South Australia Act sets out the following functions of the Board:

15 (1) The Board has the following functions:

(a) to establish a qualification (to be called the *South Australian Certificate of Education* or *SACE*) to be awarded by the Board after taking into account any requirements prescribed by the regulations;

(b) to determine the requirements for the achievement of the SACE;

(c) to commission the development and review of courses and subjects;

(d) to accredit subjects and courses (whether prepared at the direction of the Board or submitted to it by a school, institution or other authority or organisation) that will be recognised by the Board as being suitable for the purposes of the SACE;

(e) to approve learning frameworks in order to provide the structures within which subjects and courses may be developed;

(f) to assess, in such manner and to such extent as the Board thinks fit, achievements in or satisfactory completion of subjects, courses or other requirements determined by the Board for the purposes of the SACE;

(g) to recognise, in such manner and to such extent as the Board thinks fit —

   (i) assessments of students made by schools, institutions or other authorities or organisations;

   (ii) the achievements of a student in or towards completion of any activities or requirements recognised by the Board for the purposes of the SACE;

(h) to assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE;

(i) to prepare and maintain records of assessments or achievements made or recognised by the Board and to provide, on request, a copy or extract of those records to a student or former student or to such other person as the student or former student may direct;

(j) to certify the successful completion by a student of any studies or other activities that contribute to qualifying for the SACE and, if or when the SACE has been achieved, to award the SACE;

(k) to prepare and publish—

   (i) information on the requirements determined by the Board under paragraph (b); and

   (ii) guidelines relating to the operation of paragraph (c); and

   (iii) criteria to apply in connection with the accreditation of subjects or courses under paragraph (d) or the approval of learning frameworks under paragraph (e); and

   (iv) information on the assessment processes established under paragraph (f); and

   (v) advice on the assessments and achievements that will be recognised for the purposes of paragraph (g); and

   (vi) information on the quality assurance processes established under paragraph (h); and

   (vii) information on the method for gaining access to records under paragraph (i) and notifying achievements under paragraph (j);

(l) to undertake or commission research related to any matter for which the Board is responsible and to publish the results or such research as the Board thinks fit;

(m) to the extent determined by the Minister or the Board, to collect, record and collate information that is directly related to the participation (or non-participation) of children of compulsory education age in secondary education, or training or development programs or opportunities, and, in relation to any such information—

    (i) to provide the information to the Minister, or other authorities or organisations determined by the Minister; and

    (ii) to publish the information in such other manner as the Board thinks fit;

(n) to keep under review the operation of this Act and the policies and processes of the Board;

(o) to perform other functions assigned to the Board under this or any other Act.

The Board

The Board consists of eleven members nominated by the Minister and appointed by the Governor of South Australia, and the Chief Executive (*ex officio*).

As per the Act, Board membership comprises persons who,

    (a) together provide a broad range of backgrounds that are relevant to the activities and interests of the Board; and

    (b) together have the abilities, knowledge and experience necessary to enable the Board to carry out its functions effectively.

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

The present Board consists of four members whose 2-year term will conclude on 30 June 2013, and seven members whose 3-year term, will conclude on 30 June 2015.

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

Members of the SACE Board of South Australia as at 31 December 2012

Presiding Member	Ms J.E. Danvers
Deputy Presiding Member	Mr R.J. Debelle
Chief Executive	Dr P.F. Kilvert
Members	Ms M.M. Bentley Mr S.J. Dowdy Mrs S. Healy Mr K.F. Hebenstreit Ms H.F. O'Brien Ms P.M. Ronan Ms V. Rusk Mr P. Vaughan Professor M.S. Westwell
Deputy Members	Mr S.V. Bousfield Mr P. Daw Mrs K.E. Nussio Mr G.J. Oliver Ms J.D. Scott

In 2012, the Board met fourteen times, from January through to November, including a teleconference in January. 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.
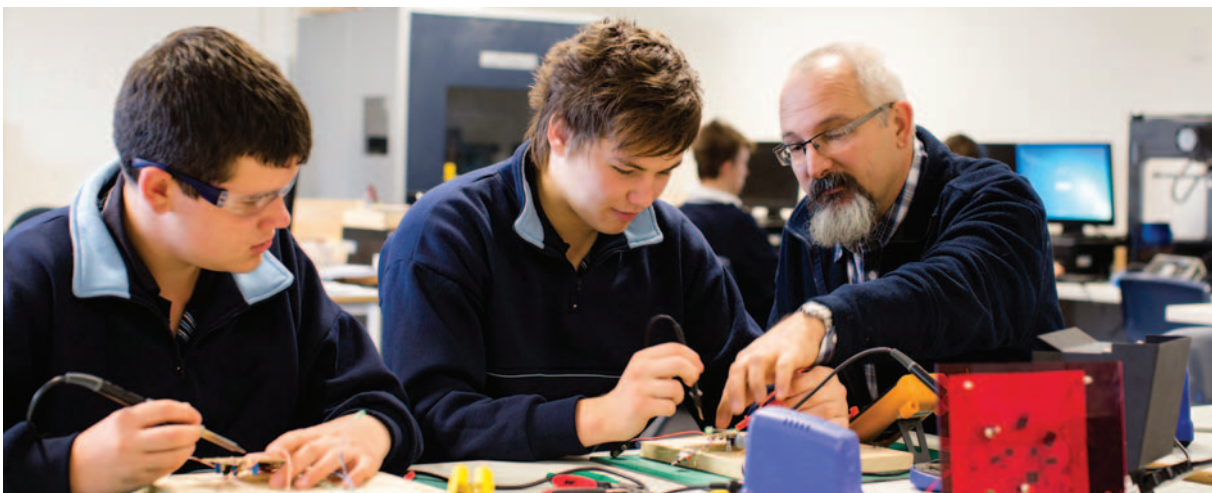
Standing Committees

The Board is served by three standing committees:

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

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

Members of the Standing Committees as at 31 December 2012

Member	Observer
ACCREDITATION, RECOGNITION, AND CERTIFICATION COMMITTEE	
Ms P.M. Ronan (Chair)	Dr P.F. Kilvert (Chief Executive)
Ms J.E. Danvers	Dr A. Mercurio (Executive Manager, Curriculum Services)
Mr G.J. Oliver	Ms J.K. Raymond (Executive Manager, School Assessment Services)
Professor R.N.F. Conway	Ms K. Cooper (Manager, Learning and Assessment Design)
Dr L.M. MacLeod	
Mrs K.A. McGuigan	
Associate Professor S.M. Pyke	
Mr T. Quigley	
Ms J.D. Scott	
Associate Professor A.R. Vicary	
COMMUNICATION AND ENGAGEMENT COMMITTEE	
Ms H.F. O'Brien (Chair)	Dr P.F. Kilvert (Chief Executive)
Ms M.M. Bentley	Mr A.N. Green (Manager, Communications)
Mr R.J. Debelle	Ms S. Lohmeyer (Executive Coordinator)
Ms K.E. Nussio	Ms N. Schupelius (Manager, Professional Learning and Networks)
PLANNING, FINANCE, AND PERFORMANCE COMMITTEE	
Mr K.F. Hebenstreit (Chair)	Dr P.F. Kilvert (Chief Executive)
Mr P. Daw	Ms S. Maio (Manager, HR and Corporate Services)
Ms T. Georgiadis	Mr W.P. Abbott (Quality Coordinator)
Ms M.A. Silva	Mr G. Best (Chief Finance Officer)

The Office of the SACE Board

The Office of the SACE Board is the organisational arm of the Board. The role of the Office is to carry out the functions of the Board as set down in the legislation and to implement the Board's decisions. The Office of the SACE Board consists of the following groups:

- Communications, which delivers strategic communications, marketing, and publishing functions
- Curriculum and Assessment Services, which provides services associated with the accreditation and certification of SACE subjects and recognition of courses and services that assure the quality of school and external assessment practices, and provides subject-based support to teachers and schools

- Human Resources and Corporate Services, which provides strategic and operational human resource management, financial management, administration, and other corporate services
- Information Services, which develops and maintains appropriate information technology resources, collects and manages data in relation to the participation and performance of students in the SACE, and manages student registration, subject enrolment, and the accurate processing of results data
- Office of the Chief Executive, which provides support in strategic engagement with key partners, supports the operation of the Board and its standing committees, and promotes organisational improvement.

Operational and Committee Structure of the SACE Board of South Australia
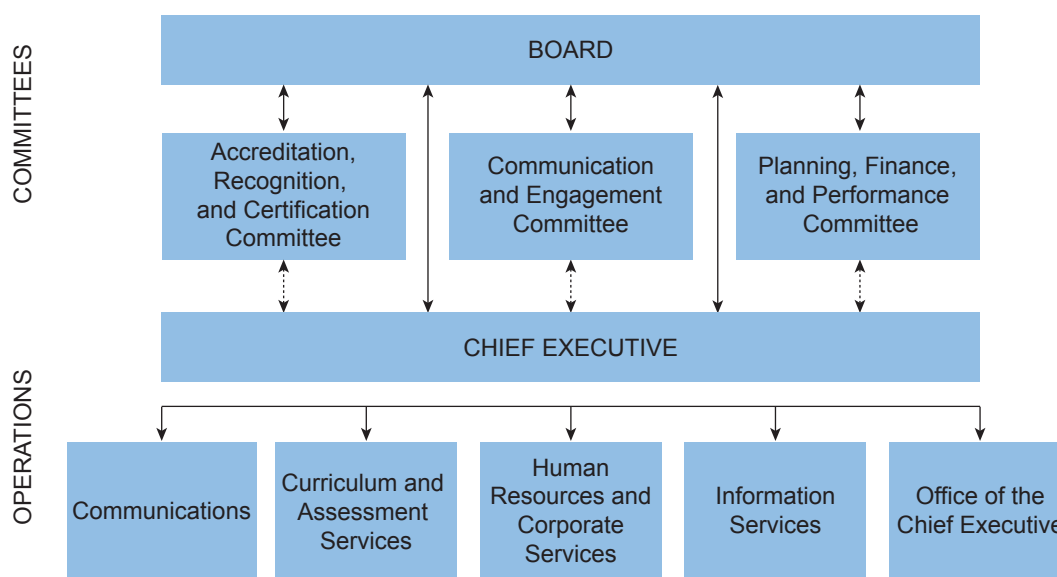
STRATEGIC PLAN 2012–16

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

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

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

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

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

The SACE Board 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 student success through the SACE.

Our Mission

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

Our Values

Excellence

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

Equity

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

Innovation

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

Collaboration

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

Integrity

We uphold the highest ethical standards.

Respect

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

Our Strategic Priorities

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

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

Strategic Priority 1: Advocating for Students

SACE activity constantly focuses on benefits for students.

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

Strategic Priority 2: Strengthening SACE Innovation and Relevance

The SACE is a highly relevant and beneficial credential.

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

Strategic Priority 3: Delivering Quality Outcomes

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

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

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

Strategic Priority 4: Building Professional Capacity

SACE activity builds assessment understanding and expertise.

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

ADVOCATING FOR STUDENTS

Student Success

SACE Completion Rates

Students undertaking the new SACE (offered to Stage 2 students for the first time in 2011) are required to complete 200 credits of subjects from a combination of Stage 1 and Stage 2 subjects to complete the SACE. As part of this pattern of study, students need to attain a grade of C or better at Stage 1 and a grade of C– or better at Stage 2 in the compulsory subjects: the Personal Learning Plan at Stage 1, 20 credits of literacy and 10 credits of numeracy at either Stage 1 or Stage 2, the Research Project at Stage 2, and 60 credits of Stage 2 subjects, in addition to the Research Project.

In 2012, there was an increase in the number of students who studied at least one Stage 2 subject, from 18 228 in 2011 to 20 292 in 2012.

The SACE completion rate increased from 91.6% in 2011 to 92.2% in 2012.

The SACE Board also recognises many other courses towards the SACE in lieu of SACE subjects, such as vocational education and training (VET), university studies, community learning, and interstate or overseas studies. There was an increase in the number of students who completed both the SACE and a VET certificate, from 296 students in 2011 to 1124 students in 2012, indicating a greater understanding of the flexibility of the SACE.

Literacy and Numeracy

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

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

To meet the literacy requirement, students must complete 20 credits from the range of English subjects and/or courses at a level of satisfactory achievement (a C grade) or better.

To meet the numeracy requirement, students must complete 10 credits from the range of mathematics subjects and/or courses at a level of satisfactory achievement (a C grade) or better.

Completion of the SACE indicates that a student has demonstrated the expected levels of literacy and numeracy. This will assist students in their transition from school to further education, training, or employment.

In South Australia in 2012, of those students who undertook at least 20 credits of English subjects at Stage 1, 92.6% achieved a C grade or better and thereby met the SACE literacy requirement. Similarly, of those students who undertook at least 10 credits of mathematics subjects at Stage 1, 90.8% achieved a C grade or better and thereby met the SACE numeracy requirement.

The Board-accredited subjects of English Pathways: Modified and Mathematics Pathways: Modified enabled students with an identified intellectual disability to meet the literacy and numeracy requirements of the SACE.

Aboriginal Education Strategy

The SACE Aboriginal Education Strategy 2009–2011 was reviewed during late 2011 and early 2012. Consultations with key stakeholders and members of the SACE Aboriginal Education Strategy Steering Committee resulted in a new strategy.

The SACE Aboriginal Education Strategy 2012–2016 was endorsed by the SACE Board in June, and includes five areas for strategic development:

- **Achievement**: Increase the number of Aboriginal students entering the SACE at Year 10 who continue to complete the SACE, to close the gap between Aboriginal and non-Aboriginal students' SACE completion rates.
- **Participation**: Increase the number of Aboriginal students participating in SACE subjects and accredited courses that lead to a wide range of pathways.

- **Recognition**: Increase recognition of Aboriginal high achievers in the SACE, including those with a TAFE Selection Score and Australian Tertiary Admissions Rank.
- **Sustainability**: Increase the number of innovative resources and increase support for professional learning, including localised subjects and exemplars that are responsive to Aboriginal students' diverse language, literacy, numeracy, and ICT (information communication and technology) abilities and needs, and that support the natural and cultural heritage of Aboriginal students.
- **Representation**: Increase the number of Aboriginal people on SACE Board committees and groups who can inform decision-making processes within the SACE Board and the development of curriculum and support materials.

The SACE Aboriginal Education Strategy Steering Committee continued to guide the implementation of the strategy. Strategy outcomes include:

- The Aboriginal students SACE completion rate increased to 84.5% — the highest to date — from 84.3% in 2011, with 180 Aboriginal students receiving their certificate in 2012, compared with 144 in 2011.
- The Governor of South Australia Aboriginal Student SACE Award was introduced in 2012, and was awarded to the Aboriginal student with the highest overall achievement in the SACE in 2011.
- The 2012 Aboriginal SACE Completers poster featured Aboriginal students who successfully completed the SACE in 2011, and was distributed to schools in Term 2.
- The fourth SACE Aboriginal Student Pathways Conference was held at the University of Adelaide on 13 June, with Aboriginal students (from Years 10, 11, and 12) and teachers from twenty government, independent, and catholic schools attending.

Special Provisions

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

The granting of special provisions to students who applied for special provisions for school assessments remained the responsibility of schools in 2012, but the SACE Board provided advice on the options best suited to different subjects and individual students.

The SACE Board was responsible for granting special provisions to students who applied for special provisions for external assessments. In 2012, 832 students from 161 schools in South Australia and the Northern Territory were granted special provisions for external assessments. Nine students from three schools in Asia were also granted special provisions.

In 2012, the SACE Board undertook an evaluation of the SACE Board's special provisions operational processes with the aim of making improvements that would benefit both schools and the SACE Board. Feedback was sought from schools about special provisions forms, internal SACE Board processes, and school processes. As a result, many improvements will be implemented in 2013.

Modified Subjects

Modified subjects provide a curriculum and assessment option for students with identified intellectual disabilities. They are designed for students who are unable to reach the performance standards in mainstream subjects because of an identified intellectual disability. Students are able to demonstrate their learning in a range of challenging and achievable experiences tailored to their individual needs. Students who wish to access modified subjects must meet the Board's eligibility criteria.

The following modified subjects were offered at both Stage 1 and Stage 2 in 2012:

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

The Personal Learning Plan: Modified (Stage 1 only) and the Research Project: Modified (Stage 2 only) were also offered in 2012.

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

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

A number of meetings were held in 2012 to support teachers to deliver modified subjects. These meetings included:

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

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

In 2012, 105 students completed the SACE by studying at least one modified subject at Stage 1 or Stage 2; and 44 students completed the SACE by studying modified subjects only.

Recognition of Excellence

Merit Ceremony

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

In 2011, a total of 801 students achieved outstanding scores in at least one subject, including 732 from South Australia, 24 from the Northern Territory, and 45 from Asia.

On Tuesday 14 February 2012, 648 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 1005 Merit Certificates for outstanding achievement in the 2011 assessments.

Twenty-five students received the Governor of South Australia's Commendation for outstanding achievements and were presented to His Excellency Rear Admiral Kevin Scarce AC, CSC, RANR, Governor of South Australia. The Hon. Grace Portolesi MP, Minister for Education and Child Development, presented the Tennyson Medal for English to Ms Madeleine Alesha Jones. Mr Allan Dooley, the [then] Presiding Member of the SACE Board of South Australia, presented Merit Certificates to 160 students with outstanding achievements in four, three, or two subjects. Ms Gia-Yen Luong responded on behalf of all students.

The following special guests presented Merit Certificates to 553 students who achieved an outstanding result in one subject:

- Mark Aiston, Sports Presenter, Channel 10
- Dr Pauline Carter, Professional Officer, Mathematical Association of SA
- Greg Clarke, Director, Adelaide Fringe
- Dr Carla Litchfield, Lecturer, School of Psychology, Social Work and Social Policy, University of South Australia
- Leigh McClusky, Director, McClusky & Co
- Dr Rob Morrison, Professorial Fellow, School of Education, Flinders University
- Professor Andrew Parkin, Deputy Vice-Chancellor (Academic), Flinders University
- Miriam Silva, General Manager, Commercial Operations, Elders
- Chris Wilson, Lecturer/Academic Adviser, Yunggorendi, Flinders University.

Music was provided by Brighton Secondary School, Fremont–Elizabeth City High School, Marryatville High School, Scotch College, and Woodville High School. The viceregal salute was

played by the combined Special Interest Music Centres brass ensemble from the Department for Education and Child Development.

The Board expressed its appreciation to the following organisations for their support of the 2012 Merit Ceremony: Adelaide City Council, BankSA, Festival Hire, Knispel Fruit Juices Pty Ltd (Nippy's), Santos Ltd, and St John Ambulance Australia SA Inc.

Governor's Awards

The Governor of South Australia's Commendation, recognising overall excellence in the SACE, was awarded to twenty-five students based on their 2012 results.

Students received a Commendation for either:

• achieving an A+ with Merit in five Stage 2 subjects, including the Research Project

or

• demonstrating excellence in their SACE studies and in one or more of the SACE capabilities of communication, learning, personal development, citizenship, and work. Each school in South Australia was invited to nominate one student to receive the award under this criterion. Recipients were chosen by a selection panel that comprised His Excellency Rear Admiral Kevin Scarce AC, CSC, RANR, the Governor of South Australia, and leaders from the school sectors, vocational education and training, and business.

The Governor of South Australia Commendation — Aboriginal Student SACE Award was awarded to the Aboriginal student with the highest overall achievement in the SACE.

The 2012 Governor of South Australia's Commendations will be presented to South Australian students at the 2013 SACE Merit Ceremony. (See Appendix E for the names of recipients.)

Subject Merits

Subject Merits are generally awarded to the top 1–2% of the cohort in each Board-accredited Stage 2 subject. A panel determined the level that represented exceptional achievement in each subject based on the 2012 results, and students who demonstrated achievement at this level were awarded an A+ with Merit.

In 2012, a total of 841 students achieved outstanding scores in at least one subject, including 770 from South Australia, 31 from the Northern Territory, and 40 from Asia.

Merit Certificates for the 2012 school year will be presented to South Australian students at the 2013 SACE Merit Ceremony. (See Appendix E for the names of recipients.)

Art Show

The thirtieth annual SACE Art Show was held from 26 March to 2 May 2012 at the Light Square Gallery, Adelaide College of the Arts. The SACE Art Show was opened by Mr Nick Mitzevich, Director of the Art Gallery of South Australia, and Mr Albert Gillissen, former Chief Examiner for Art and Professor of Architecture at the University of Adelaide. The Hon. Grace Portolesi MP, Minister for Education and Child Development, presented a number of encouragement awards to students from both country and metropolitan schools. Selected for exhibition were 182 works by 159 students from 93 schools across the three sectors. The artworks demonstrated a broad and insightful interpretation of the performance standards for the Stage 2 Visual Arts Assessment Type 2: Practical. Almost 4000 people visited the exhibition. Many members of the on-site moderation assessment panels volunteered to supervise in the gallery. This gave them the opportunity to share ideas and information about the exhibits with the expectation that students would be inspired and enthused by the work. Following the exhibition, selected works were hung in the offices of the SACE Board, the Teachers Registration Board of South Australia, and the Minister for Education and Child Development.

Student Pathways

TAFE SA Selection Score

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

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

• 40 credits from tertiary admission subjects (TAS)

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

This mixture of SACE subjects and other recognised courses allows students to use the flexible options of the new SACE for TAFE entry. In 2012, 12 539 students obtained a TAFE SA Selection Score.

Australian Tertiary Admission Rank

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

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

• 60 credits from TAS

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

The structure of the university aggregate allows students to use the flexible options of the new SACE for university entry. In 2012, 11 497 students obtained a university aggregate and an ATAR.

STRENGTHENING SACE INNOVATION AND RELEVANCE

Making the SACE Responsive

SACE First Year Evaluation Panel

Year 12 students received the new South Australian Certificate of Education for the first time at the end of 2011.

Students' results at the end of 2011 demonstrated that the reforms to the SACE had improved both equity and excellence. In particular:

- in 2011 the highest proportion ever of Year 12 students completed the SACE
- there was an increase in the proportion of Year 12 students who gained an Australian Tertiary Admissions Rank (ATAR)
- for the first time Year 12 students gained credit towards the SACE from vocational education and training
- there was an increase in the proportion of Year 12 Aboriginal students who completed the SACE and an increase in the proportion who gained an ATAR.

The SACE reforms, however, were not achieved without areas of concern being raised by teachers and members of the community.

The SACE Board made a commitment in 2009 to undertake an independent evaluation of the SACE implementation within 2 years of the first cohort of students completing the SACE. In light of the concerns that had been raised in 2011, the Board decided to undertake this evaluation in 2012.

The SACE First Year Evaluation was undertaken by an independent expert Evaluation Panel appointed by the Board in January 2012. The Evaluation Panel consisted of Mr Bill Cossey AM (Convenor), Professor John Bennett (from the University of New South Wales and former Chief Executive of the New South Wales Board of Studies), Ms Miriam Silva (Deputy Chair of the South Australian Training and Skills Commission), and Dr Petra Lietz (Principal Research Fellow from the Australian Council for Educational Research).

The Evaluation Panel met for the first time in February 2012.

The Evaluation Panel established a Reference Committee which included nominees from key stakeholder groups: school sectors, secondary principals' associations, teachers' unions, subject associations, Aboriginal Education, universities, training organisations, parent associations, and employers.

The Reference Committee met for the first time in March 2012 and on another two occasions during the period of the evaluation.

The Evaluation Panel invited submissions and received 114 written submissions. The panel members, collectively and individually, met with individuals and groups that requested a meeting.

The panel presented its Final Report to the Board in July 2012.

The Evaluation Panel found there was a diverse range of both positive and negative views about the SACE reforms. It concluded that more time was required to determine the full value of the reforms.

The Evaluation Panel further reported that there had been considerable variation in the readiness of schools and individual teachers for the changes that the new SACE required. It concluded that a number of schools and teachers had underestimated the significance and the implications of moving to an assessment system that placed a greater emphasis on teacher assessment in student learning. The panel recommended a range of improvements to further support and strengthen senior secondary assessment practice in schools.

The Evaluation Panel reported that the focus on assessment standards had increased work pressure for school teachers and administration staff and also for the SACE Board. The panel recommended a range of improvements and innovations using technology to streamline workflow within schools and between schools and the SACE Board.

The Evaluation Panel found a diverse range of attitudes towards the new compulsory Stage 2 Research Project subject. It identified a range of options for the SACE Board to consider, including the impact of the compulsory subject on the number of subjects that students study in Year 12.

The complete SACE First Year Evaluation Final Report can be found on the SACE website.

SACE Board Response

During July to October 2012, the SACE Board prepared its response to the Final Report submitted by the Evaluation Panel.

In the development of the response, the SACE Board consulted closely with the school sectors, school leadership teams, and other stakeholder groups about the most appropriate and effective actions to address the findings of the Evaluation Panel.

The SACE Board's response to the SACE First Year Evaluation Final Report was presented in the document entitled *SACE Directions and Actions*. The Minister for Education and Child Development released the document publicly on 21 November 2012. The document can be found on the SACE website.

In *SACE Directions and Actions*, the SACE Board welcomed the Evaluation Panel's affirmation of the major innovations that were central to the new SACE.

SACE Directions

In *SACE Directions and Actions*, the SACE Board committed to 'continue to place the highest priority on the SACE meeting the learning and certification needs of the full range of students'.

The SACE Board also committed to 'continue the key innovations that are central to the SACE reforms and to the achievement of equity and excellence in the SACE:

- building student capabilities for learning, work, and community life
- focusing on students' literacy and numeracy skills
- strengthening students' planning and research skills
- using rigorous assessment standards to improve student learning and to produce fair, valid, and reliable results
- recognising vocational education and training qualifications, and other courses, as part of a flexible SACE
- providing a range of student pathways through the SACE to higher and further education, vocational education and training, and work.'

It committed to 'continue to work in partnership with schools, the school sectors and other stakeholders, recognising that the quality of these partnerships affects the quality of student outcomes'.

Finally, the SACE Board committed to 'continue to monitor and evaluate the appropriateness and effectiveness of the SACE to ensure it meets the needs of all students and that it remains a certificate of national and international standing'.

SACE Actions

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

- continuing the 10-credit Stage 2 Research Project as a completion requirement of the SACE so students can continue to develop and demonstrate twenty-first century skills essential for learning and living in a rapidly changing world
- implementing a range of additional strategies and support materials to promote excellence in teaching and assessing the Research Project
- further developing the Research Project subject outline, to be ready for teaching in 2014, to better meet the learning needs of all students, particularly boys, Aboriginal students, new arrivals to Australia, and students wishing to pursue a pathway into further training and employment
- introducing in 2014 a new 10-credit Stage 1 subject that students can choose to help them develop their research and inquiry skills and better prepare them for Stage 2 study
- supporting the invitation to South Australian universities to consider the use of a 90-point university aggregate in the construction of the ATAR for students who complete their SACE at the end of 2015, so that students who wish to do so can study five full-year Stage 2 subjects in Year 12 and have each of these subjects count towards the university aggregate
- continuing the SACE assessment system and the quality assurance processes of planning, clarifying, and moderation in all Stage 2 subjects and in the compulsory Stage 1 subjects
- strengthening teachers' professional expertise in standards-based assessment through the provision of additional professional learning activities in the design of assessment tasks and the use of assessment standards
- expanding the range of exemplars, especially where a need is identified, to clarify grade borderlines

- publishing materials on the website from benchmarking activities for school assessment and external assessment in a selection of subjects
- extending the use of videoconferencing and web-based technologies to make opportunities to clarify standards more accessible to teachers in regional, rural, and remote communities
- working collaboratively with the school sectors, subject associations, and universities to establish an Institute of Educational Assessors to strengthen and accredit professional expertise in assessment
- introducing digital and online innovations that will benefit teachers' work and use of time, and that will streamline the ways the SACE Board works with and supports teachers and schools
- introducing, in early 2013, minisites for all SACE subjects on the SACE website to provide teachers with a one-stop-shop for the information they need to understand, plan, teach, and assess their subject
- developing electronic forms for learning and assessment plans, special provisions applications, and assessment and moderation panel appointments to streamline these processes for teachers and coordinators and to reduce approval timelines
- working with schools to investigate and progressively implement the electronic submission of SACE results to reduce the time required for data transfers and increase the time available for teaching and learning
- working with schools to redevelop *DATEX Online* (the software application that allows schools to manage student enrolments and SACE assessment data) into an expanded *Schools Online* application, creating more efficient SACE data management processes within schools and streamlining SACE data exchanges between schools and the SACE Board
- introducing a SACE data warehouse to tailor data and information for schools and monitor trends in SACE participation and achievement so that further strategies for improving student outcomes can be identified.

The South Australian Government allocated $7.6 million over 5 years to support the implementation of these actions.

Making the SACE Flexible

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

Vocational Education and Training

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

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

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

The year 2012 was the second year of implementation of the policy, Recognition Arrangements for Vocational Education and Training (VET) in the SACE. In 2012, 37.6% of students who completed the SACE included VET in their studies, compared with 37.7% in 2011. Three hundred and eighty-five different VET qualifications were undertaken by these students across more than thirty-three different industry areas.

Of the students who completed the SACE and included VET in their studies, more than 569 were identified by schools as undertaking VET as part of a school-based apprenticeship or traineeship. These school-based apprenticeships or traineeships were across ninety different VET qualifications in twenty-four different industry areas.

In 2012, schools reported that students were studying units of VET competence across 353 qualifications towards their SACE.

Community Learning

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

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

Community-developed Programs

In 2012, 100 community-developed programs had been approved for recognition towards the SACE, including 10 programs approved for the first time in 2012. These programs are listed on the SACE website.

In 2012, 1478 students were granted recognition towards their SACE for achievements in a community-developed program.

Self-directed Community Learning

In 2012, students had the opportunity, through a formal interview, to have their self-directed community learning recognised towards the SACE.

Assessors used performance checklists for Stage 1 and Stage 2 to evaluate the evidence provided by students in each interview. These checklists are published on the SACE website to assist students and assessors in preparing for interviews. In 2012, 130 teachers undertook Community Learning Assessor training.

In 2012, 381 students were granted recognition towards their SACE for self-directed community learning.

Curriculum of Other Authorities

The SACE Board recognises learning from appropriate courses that are accredited and quality assured by schools, institutions, authorities, or organisations in other Australian states or overseas. The SACE Board has recognition arrangements for students who successfully undertake individual subjects in the International Baccalaureate Diploma Programme (IBDP), language courses delivered by the School of Languages (South Australian Department for Education and Child Development), interstate and overseas

secondary school qualifications, and university studies comprising a semester or full-year undergraduate course.

In 2012:

- 124 students were granted recognition towards their SACE for IBDP courses
- 13 students were granted recognition towards their SACE for courses delivered by the School of Languages
- 77 students were granted recognition towards their SACE for studies undertaken towards interstate secondary school qualifications
- 107 students were granted recognition towards their SACE for overseas secondary school qualifications
- 39 students were granted recognition towards their SACE for university studies comprising a semester or full-year undergraduate course.

Making the SACE a Best Practice Qualification

Systems Enhancements

The Stage 2 results release in 2012 marked the successful completion of improvements to key software systems and procedures supporting the SACE.

Moderation Sample Reports

In 2012, system changes enabled schools to view school assessment sample materials submission forms for Stage 2 subjects on *DATEX Online*. This gave schools more time to assemble the necessary student work for moderation at the end of the assessment cycle.

Research Project

A formal policy was developed in 2012 that allowed students to re-submit selected assessment types from an unsuccessful Research Project so that students could attain the C– standard required for completing the SACE without repeating the entire subject. Implementation of this policy required changes to a number of SACE Board systems.

In 2012, schools were required to submit samples of student work for moderation of the school assessment types for the Research Project. As for other Stage 2 subjects, system changes enabled schools to view school assessment sample materials submission forms for the Research Project on *DATEX Online*.

Vocational Education and Training

During 2012, further changes were made to *DATEX Online* to improve the manipulation of VET qualifications online, thus reducing administration time in schools.

Using Data and Research

Freedom of Information Exemption

In 2012, as part of the revision of the SACE Board's blanket exemption under the *Freedom of Information Act 1991* (FOI Act), the SACE Board developed a SACE Data and Information Policy. This established the basis for the public dissemination of and access to data and information in accordance with the provisions and requirements of the FOI Act and regulations.

The policy sets out the principles, protocols, and responsibilities for the educational, ethical, and legal use of SACE data and information that is generated by the SACE Board of South Australia. These principles apply not only to the SACE Board, but also to others who use SACE data and information, including schools, school sectors, school personnel, the higher education sector, the training sector, government agencies, research bodies, and other organisations with an interest in the SACE.

The SACE Board's policy position is that the educational and ethical use of SACE data and information can enhance understanding of the factors that contribute to student achievement and improve educational practice and the social and economic well-being of South Australians.

The SACE Data and Information Policy establishes clear protocols for the use of SACE data and information, supported by agreements developed between the SACE Board and key users of SACE data and information, including the three school sectors, the South Australian Tertiary Admissions Centre, and the Northern Territory Department of Education and Training.

Community Consultation

The SACE Board formally sought comment on the draft policy from its stakeholders and designated entities in accordance with the functions of the Board, as set out in section 15(3)(c) of the *SACE Board of South Australia Act 1983*.

The SACE Board also sought feedback on the draft policy more widely, including from school communities and school leadership teams.

The SACE Board held a series of forums for school leadership teams in August 2012. These forums, which were held in metropolitan and regional locations as well as via videoconference, provided attendees with detailed information on the process undertaken by the SACE Board in reviewing its blanket exemption under the FOI Act, the policy basis for the proposed changed arrangements, and the expected timelines for the new arrangements.

Attendees were provided with the draft SACE Data and Information Policy and a summary of the proposed changes to the public availability of SACE-related data and information. Attendees were also provided with sample data reports showing the types and formats of SACE-related data to be published on the SACE website following the introduction of the changed arrangements.

Attendees were asked to provide feedback via a form or online, following discussion with their school communities.

The SACE Board also consulted with relevant government authorities including State Records of South Australia, Ombudsman SA, the Crown Solicitor's Office, and the Office of Parliamentary Counsel.

The Chief Executive of the SACE Board also requested that each designated entity and stakeholder identify an individual to serve as the lead contact for the agency regarding protocols and processes for the provision, analysis, and sharing of SACE-related data and information with the SACE Board of South Australia.

Outcomes of Consultation

The overall response to the draft policy and to arrangements for managing SACE data and information following the introduction of the changes in 2013 was positive. Broadly, the proposed changes were endorsed and respondents were positive about the detailed and comprehensive approach taken by the Board to managing SACE data and information as set out in the draft policy.

While some concerns were expressed during the consultation process — largely in relation to the possible misuse of data by outside bodies that could lead to the creation of league tables — respondents were mindful of the need for transparency of, and accountability for, the processes that affect student outcomes and achievement in the SACE.

The SACE Board responded to these concerns by emphasising, in the policy, the view that

publically available SACE-related data and information, if managed within appropriate parameters and with appropriate safeguards in place, can contribute to enhanced educational outcomes for students.

Aligning the SACE with the Australian Curriculum

National Collaboration

The Chief Executive of the SACE Board of South Australia is a member of the Australasian Curriculum, Assessment and Certification Authorities (ACACA). 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.

The Chief Executive of the Australian Curriculum, Assessment and Reporting Authority (ACARA) is now also a member of ACACA.

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 2012 the annual conference was hosted by the SACE Board. The conference created a collaborative forum for leaders from ACACA agencies to focus on strategic developments and challenges in senior secondary certification.

Conference participants shared strategies that strengthen senior secondary curriculum and assessment and improve the certification systems for recognising student achievement, and continued to build stronger professional liaison and networks among the authorities.

In 2012, ACACA focused on the following key areas:

- the senior secondary Australian Curriculum: specifically, the draft content and achievement standards for English, mathematics, science, and history, and timelines for its introduction
- the MySchool website and the implications for reporting student achievement
- the strengthened Australian Qualifications Framework (AQF) and the implications for senior secondary certificates.

ACACA also provided a forum for chief executives to share perspectives on governance issues around the integration of senior secondary Australian curriculum.

At the same time, the SACE Board convened a series of consultation meetings with subject experts from the three school sectors, professional associations, and the SACE Board's subject-specific advisory groups and Chief Assessors. The SACE Board also convened meetings with senior representatives of the three school sectors. The purpose of these meetings was to seek advice about analysing and responding to curriculum, assessment, and certification issues emerging from the draft senior secondary Australian curriculum documents. The results of this consultation process were provided to ACARA.

SACE Board officers and nominees attended national Australian curriculum reference group and panel meetings, provided expert advice to ACARA on revisions to the draft senior secondary Australian curriculum for English, mathematics, science, history, and geography, and contributed to the development of papers on National Trade Cadetships and in the area of Economics and Business.

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 ACACA. The hosting of this arrangement is rotated between New South Wales, South Australia, and Victoria. In 2012, South Australia hosted the national arrangement on behalf of the participating ACACA authorities, including the annual CCAFL conference. SACE officers and their interstate counterparts participated in three teleconferences throughout the year, where the focus was on data exchange, the suspension of small candidature subjects, and eligibility of students.

Of 1486 students across Australia who studied a language supported by CCAFL, 146 were in South Australia.

In 2012, twenty-eight nationally assessed languages were offered under the CCAFL arrangements. In addition, thirteen locally assessed languages (including Australian Languages) and thirteen interstate assessed languages were available at Stage 2.

DELIVERING QUALITY OUTCOMES

Delivering a Relevant and Effective SACE

Relevant and Effective Curriculum

Research Project

The Research Project is a significant new element of Stage 2 of the SACE and was introduced in 2011. It is a 10-credit (single-semester) subject designed to build on and extend students' academic knowledge and skills by providing students with the opportunity to investigate, problem-solve, and evaluate a topic of interest. It builds skills for tertiary study, the workplace, and life in the twenty-first century.

The Research Project is a compulsory subject in the SACE. Students must achieve a C– grade or better in the Research Project to be eligible to achieve the SACE. Students have the opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

In 2012, 16 024 South Australian students studied the Stage 2 Research Project and 15 541 (97%) students completed the subject by achieving a grade of C– or better.

The subject outline for the Stage 2 Research Project: Modified was also implemented in 2011. One hundred and five students enrolled in the Research Project: Modified in 2012; all students achieved a result of 'Completed'.

SACE Policy Framework

The policy 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.

All policies are revised annually. In 2012, one additional policy was finalised for web publication: the SACE Stage 2 Assessment Calculations — Technical Procedures.

Policy circulars summarise the key features of the SACE and are derived from the more detailed and extensive policy statements.

Principals and other school leaders can use the information in the policy circulars to develop and confirm their arrangements for student learning in the SACE and associated assessment and quality assurance procedures. They can also use this information to guide communications with staff, students, and parents.

The following policy circulars were revised for web publication in 2012:
- Adult, Interstate, and Overseas Students
- SACE Assessment Responsibility
- Stage 2 Assessment and Quality Assurance
- VET in the SACE, which now also includes the information previously found in the VET Recognition Register policy circular.

Subject Outlines

Subjects in the SACE are grouped into the following learning areas:
- Arts
- Business, Enterprise, and Technology
- Cross-disciplinary
- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages
- Mathematics
- Sciences.

The curriculum and assessment requirements for each subject in these learning areas are described in subject outlines. More than sixty subject outlines provide the basis for the development of teaching and learning programs in various subjects. Nine subject outlines provide substantial flexibility for the development of local programs to support students' needs, interests, and aspirations.

Stage 1 and Stage 2 subject outlines are reviewed and updated for annual publication. The reviewed subject outlines for 2013 were published online in Term 4 of 2012.

Personal Learning Plan

The Stage 1 Personal Learning Plan is a 10-credit (single-semester) subject designed to help students make informed decisions about their personal development, education,

and training. The program of learning provides students with time to work with their teachers and other experts to develop knowledge and skills in planning for their SACE and their future beyond school.

The Personal Learning Plan is a compulsory subject in the SACE. Students must achieve a C grade or better in the Personal Learning Plan to be eligible to achieve the SACE. Of the 19 929 students who enrolled in the Stage 1 Personal Learning Plan in 2012, 19 207 (96.4%) achieved a C grade or better.

The Board-accredited subject, Personal Learning Plan: Modified enables students with an identified intellectual disability to meet the requirements of the SACE. Of the 190 students who enrolled in the Personal Learning Plan: Modified in 2012, 188 students achieved a result of 'Completed' (compared with 187 out of 189 students who enrolled in 2011).

After the review and re-accreditation of the Personal Learning Plan and the Personal Learning Plan: Modified in 2010–11, and the delivery of professional development workshops and exemplar materials in 2011 to support teachers, revised subject outlines were used for teaching these subjects in 2012.

Relevant and Effective Assessment

Performance Standards

Performance standards describe five levels of achievement, from A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning.

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

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

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

Quality Assurance Model

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

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

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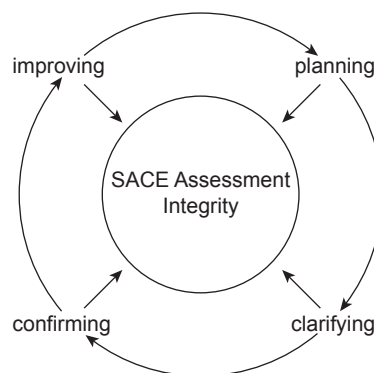
In the planning phase, teaching and learning opportunities were devised to enable students to demonstrate their learning against all aspects and levels of the performance standards.

In the clarifying phase, teachers and assessors gained an understanding of the performance standards and agreed on how to apply the standards to student work.

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

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

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

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

monitor and review each phase of their own quality assurance process.

Assessment and Reporting Model

The SACE Board's Assessment and Reporting model was maintained for Stage 1 and Stage 2 subjects in 2012. The model is based on the SACE Assessment and Quality Assurance of Board-accredited Subjects policy and the SACE Assuring Assessment Integrity Policy. The performance standards, which were provided in each subject outline, described in detail the level of achievement required to obtain each grade from A to E.

Stage 1

At Stage 1, schools are responsible for assessing student performance. In 2012, the SACE Board approved learning and assessment plans for Stage 1 subjects, and moderated the C and D grades for English and mathematics subjects and the Personal Learning Plan, including grades at the border between the C and D grades.

Moderation

In 2012, students' results in the Stage 1 compulsory subjects — Stage 1 English and mathematics subjects and the Personal Learning Plan — were confirmed through the process of moderation.

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

Schools participate in moderation for each of the Stage 1 compulsory subjects offered by the school until their results are confirmed in 2 consecutive years. Moderation then occurs every 3 years.

In 2012, moderation occurred at a central location at the end of each semester. For all the Stage 1 compulsory subjects, schools were required to prepare a sample of school-assessed student folios in the C and D grades, including folios at the border between the C and D grades.

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

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

Monitoring

The SACE Board monitors the allocation of subject grades by schools in Stage 1 subjects by an annual process of sampling subjects and schools. Monitoring seeks to determine the consistency with which the performance standards in a subject are used to assess and report student achievement. In 2012, results for Chemistry were monitored in thirty-three schools and results for History were monitored in twenty-six schools.

The information gained through monitoring is provided to schools to support improvement. It is also used by the SACE Board to identify improvement strategies. Stage 1 monitoring is a post hoc process so there is no recommendation to adjust grades.

Stage 2

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

In 2012, schools were responsible for assessing the school assessment component. The document *SACE Assessment and Reporting: Guidelines for Teachers 2012* provided detailed guidance for teachers. The SACE Board was responsible for moderating the results for the school assessment component and for assessing the external assessment component.

Results were added to the database throughout the year, as assessment tasks — or groups of assessment tasks — were completed. The Stage 2 assessment processes involved a large number of expert teachers, as moderators and markers, and SACE Board staff.

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

School Assessment Component

As part of the final school assessment process, moderation was held at a central venue for all subjects. The moderation of practical school assessments in Physical Education and Visual Arts subjects was conducted by visits to schools and other venues (on-site moderation).

Final moderation (central) required the collection of samples of student work from schools. It occurred at the end of Semester 1 for the

Research Project and Community Studies and at the end of Semester 2 for all subjects.

The largest final moderation process occurred at the end of 2012 with more than 8500 bags of student work processed. Final moderation was undertaken by more than 1200 moderators. The majority of subjects were moderated in November 2012 at the Magill Campus of the University of South Australia; a small number of subjects were moderated at the SACE Board of South Australia.

In 2012, quality assurance for Stage 2 moderation outcomes was achieved through a range of activities. Benchmarking materials and explicit procedures were used for training chief supervisors, supervisors, and moderators in the application of the performance standards before final moderation commenced. This contributed to consistent outcomes for students in all subjects.

There was also an emphasis on quality assuring all grade levels and the associated feedback provided by moderators before the feedback was forwarded to schools.

External Assessment Component

EXAMINATIONS

The Stage 2 external examinations commenced on Tuesday 16 October 2012 with language examinations, including the nationally assessed language examinations. The latter include languages that have been offered collaboratively by state curriculum and assessment authorities since 1992.

For the majority of students, end-of-year examinations commenced on the morning of Monday 29 October 2012 with English Studies and concluded on the afternoon of Wednesday 14 November 2012 with Australian and International Politics.

Students studying Mathematical Applications sat for their examinations on Thursday 7 June 2012 and Tuesday 30 October 2012. To accommodate the external examination at the end of each semester, schools selected two topics for Semester 1 and two different topics for Semester 2.

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

The borrowed examinations in 2012 were:
- Albanian (continuers)
- Arabic (continuers)
- Bosnian (continuers)
- Chinese (beginners)
- Croatian (continuers)
- Filipino (continuers)
- French (beginners)
- German (beginners)
- Hindi (continuers)
- Indonesian (beginners)
- Italian (beginners)
- Japanese (background speakers)
- Japanese (beginners)
- Korean (background speakers)
- Maltese (continuers)
- Portuguese (continuers)
- Russian (continuers)
- Serbian (continuers)
- Spanish (beginners)
- Tamil (continuers).

INVESTIGATIONS

In 2012, thirty-five Stage 2 subjects included an externally marked investigation as part of the assessment scheme. In these subjects students chose an issue, hypothesis, or area of study for investigation, conducted research and analysis, and presented the findings. Investigations were marked twice: first by the teacher, and then by an external marker appointed by the SACE Board.

Results Release

SACE Board staff worked with Australia Post to synchronise delivery of printed documentation to students in South Australia, the Northern Territory, and Asia.

Students were also able to log on to the SACE website to view their results from 19 December. On the day of the results release, 12 215 students used this online results facility.

In 2012, 13 404 South Australian students successfully completed their senior secondary certificate, and 770 students achieved an A+ with Merit in one or more subjects. In addition, twenty-five students received a Governor of South Australia Commendation acknowledging excellence in the SACE.

Providing the SACE to International Communities

The South Australian Matriculation (SAM) Program is the SACE Board's globally recognised offshore educational program delivered in seven colleges in Malaysia and one college in China:

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

The SAM Program, which has been delivered in Malaysia since the 1980s and in China since 2004, is a highly regarded pre-university program attracting students on the basis of its academic rigour and the quality and breadth of the curriculum. Graduates from the program have successfully gained places in the world's top universities, including Cambridge University and the London School of Economics in the United Kingdom, Cornell University in the United States of America, and the Australian National University.

Students undertaking the SAM do so to gain entrance to their university of choice. The SAM is an intensive 12-month program based on Stage 2 of the SACE, with SAM students receiving recognition for Stage 1 since they have usually completed the senior secondary equivalent qualification in their home country. Students who successfully complete the SAM receive the SACE and are eligible for an Australian Tertiary Admission Rank, which enables them to apply to Australian and international universities.

Fourteen subjects are offered in the SAM program: Accounting, Biology, Chemistry, Economics, English as Second Language Studies, English Studies, Information Technology, Legal Studies, Malay, Mathematical Studies, Physics, Psychology, Research Project, and Specialist Mathematics. Students study five subjects based on what they plan to study at university.

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

The SACE Board works closely and collaboratively with the staff of the SAM colleges and values its partnership with the eight providers of the SAM Program.

Maintaining Integrity

Renewal of the Board

Six Board positions (including the Presiding Member of the Board) and four Deputy Board positions became vacant on 30 June 2012. The Minister called for nominations for the positions through the *Advertiser* on 31 March 2012 and letters sent to the designated entities defined in Schedule 1 of the *SACE Board of South Australia Act 1983* and to the Board and Deputy Board members whose terms were ending on 30 June 2012. Nominations closed on 27 April 2012.

An independent expert panel had been evaluating the first full year of the new SACE since February, and was expected to provide a report of that evaluation to the SACE Board in early July. To enable the current Board to consider the report, the Minister for Education and Child Development extended the terms of Board and Deputy Board members whose terms were ending on 30 June 2012 to 30 September 2012.

As per the instructions in the SACE Board of South Australia Act, the extension of Board appointments was made by the Governor on the nomination of the Minister. All extended appointments were for a 3-month period (1 July 2012 to 30 September 2012) and were announced in the *South Australian Government Gazette*, number 47 (dated 28 June 2012).

Mr Allan Dooley and Associate Professor Sivakumar Alagumalai were unable to accept the 3-month extension to their Board terms. While neither were replaced on the Board for these 3 months, Deputy Presiding Member, Ms Jane Danvers, acted as the Presiding Member of the Board from 1 July 2012 to 30 September 2012.

In September the Minister considered the applications received in April and, as per the instructions in the SACE Board of South Australia Act, Board appointments were made

by the Governor on the nomination of the Minister. All appointments were for a 3-year period and were announced in the *South Australian Government Gazette*, number 64 (dated 20 September 2012). This included the appointment of Ms Jane Danvers as Presiding Member of the Board to the end of her current term, 30 June 2013.

The first meeting of the renewed Board was held on 25 October 2012.

Renewal of Board Standing Committees

The Chairs of the Board's three standing committees are Board members and their term on a committee is subject to their term on the Board. Following the October Board renewal, the Board appointed Mr Kim Hebenstreit as the Chair of the Planning, Finance, and Performance Committee until 31 July 2014. Mr Hebenstreit was a current member of the committee.

Several positions on the Accreditation, Recognition, and Certification Committee and the Planning, Finance, and Performance Committee came up for renewal at 31 December 2012. Invitations to nominate a person(s) for the committees were sent out to the designated entities defined in Schedule 1 of the *SACE Board of South Australia Act 1983* and to the

committee members whose terms were ending on 31 December 2012.

Appointments were determined by the Board Presiding Member, the Board Deputy Presiding Member, the Chairs of the three standing committees, and the Chief Executive of the SACE Board of South Australia. These appointments were for 2 years (beginning on 1 January 2013). Maintaining continuity and gaining new expertise and experience on the committees were considered when appointments were determined.

No positions on the Communication and Engagement Committee were up for renewal in 2012, although a new Deputy Board member was appointed to the committee in May.

ISO Renewal

From 30 April 2012 to 3 May 2012, the SACE Board was audited against the Australian and New Zealand standard ISO 9001:2008 'Quality Management Systems'. The audit did not find any non-conformance issues. The SACE Board has maintained ISO 9001 accreditation since November 2002.

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

BUILDING PROFESSIONAL CAPACITY

Assessment Capacity

The development of professional capacity in SACE curriculum, assessment of learning, and the use of the performance standards was the focus of a range of professional learning programs as part of the development of the SACE Board quality assurance cycle.

In 2012, professional learning programs focused on using the performance standards in planning and clarifying forums. Numerous workshops were also held to support the work of school SACE coordinators and other school curriculum leaders.

A range of exemplars and support materials for use in professional learning programs were developed through collaboration between officers of the SACE Board and teachers from all school sectors.

Teacher participation in the July and November moderation and marking processes also contributed significantly to building professional capacity in assessment. Moderation of school assessments and marking of external assessments was conducted for each Stage 2 subject and involved panels of trained teachers and other subject experts managing final assessment processes.

Standards Leadership Teams

The SACE Board appoints, for each Stage 2 subject, a Standards Leadership Team comprising the:
• Chief Assessor
• Chief Supervisor — External Assessment
• Chief Supervisor — Materials Development
• Chief Supervisor — School Assessment.

The Chief Assessor undertakes one or more of the other roles in the Standards Leadership Team.

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

In 2012, the SACE Board appointed 166 community and/or teaching experts to eighty Standards Leadership Teams.

The Standards Leadership Teams provide expert advice on subjects and their assessment. In collaboration with SACE Board Officers, the Chief Assessors and Chief Supervisors provide leadership to activities that support each of the four phases of the quality assurance cycle: planning, clarifying, confirming, and improving.

Planning and Clarifying

In the planning phase, Stage 2 teachers in all subjects developed learning and assessment plans. Plans were submitted by principals to the SACE Board for approval in February 2012 and July 2012. The SACE Board approved and provided feedback on 3354 Stage 2 learning and assessment plans.

Stage 2 clarifying support provided opportunities for teachers to share their understanding and interpretation of the performance standards for a subject and the design of assessment tasks.

A total of 138 Stage 2 clarifying forums were held in 2012; 98 forums were held across the metropolitan area and 40 forums were held in regional areas across the state from Mount Gambier to Port Lincoln.

The forums were attended by 1958 teachers: 1689 at metropolitan forums and 269 at regional forums.

According to the size of the cohort and the identified needs of the subject teachers, between one and twenty-six forums were held for each learning area. The most forums held for one subject was fifteen for the Research Project. Fifty forums were held for individual Stage 2 subjects and another seven forums were held for fifty-five Stage 2 language subjects.

Additional clarifying forums were held in Malaysia and the Northern Territory.

Nearly 50% of the teachers who attended a forum provided evaluative feedback about the timing, content, and effectiveness of the forums. The feedback confirmed that the objectives of the forums — to increase understanding of the performance standards and increase the use of performance standards when assessing student work — were achieved.

Exemplars and Support Materials

To support student success in the SACE and to assist teachers in the development of teaching programs and resources, support materials were produced for all SACE subjects, including:

- annotated assessment tasks
- assessment tasks with student responses
- subject advice and strategies.

Through the SACE curriculum officers, many teachers contributed to the essential and ongoing development of SACE support materials that provide guidance on assessment practices and applying performance standards.

During 2012, an additional 354 individual exemplar documents were made available on the SACE website. These included 171 annotated examples of student work, 96 assessment tasks, 66 examples with subject advice and strategies, and 21 learning and assessment plans.

Existing support materials for both Stage 1 and Stage 2 subjects were revised to incorporate changes to subject outlines for 2013.

SACE Curriculum Leaders Groups

During 2012, Curriculum Leaders Groups met to:

- prepare exemplar materials for Stage 2 clarifying forums and online publication
- source student materials for annotated student work samples.

Curriculum Leaders Groups in the English, history, mathematics, and science areas met to give feedback and advice on consultation drafts of content and achievement standards for the Senior Secondary Australian Curriculum prepared by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This advice informed the SACE Board's formal response to ACARA on the consultation drafts.

Members of the 2012 Curriculum Leaders Groups (at 31 December 2012) are listed in Appendix B.

Schools and School Sectors

Leaders Forums

The SACE Board held forums for principals and other school leaders, which were designed to facilitate information sharing, discussion, and networking and to provide school leaders with up-to-date information on SACE policies and procedures.

In 2012, forums were held in February and August. On each occasion, three face-to-face forums were held in metropolitan and rural locations, and another forum was held via videoconference to ensure leaders from remote schools had an opportunity to participate.

At the first series of forums, in February 2012, a total of 340 principals and leaders from the three school sectors participated at one of three venues or via videoconference.

At the second series of forums, in August 2012, a total of 304 principals and leaders from the three school sectors participated at one of three venues or via videoconference.

The issues covered by the forums included:

- SACE Board and schools working together; key directions and priorities for 2012
- SACE First Year Evaluation
- SACE Board and schools' shared responsibilities for assessment
- freedom of information
- SACE Information and Data Policy and using data for continuous improvement.

Senior Officers Liaison Group

A high priority in the ongoing development and improvement of the SACE is to build and strengthen professional collaboration and partnerships with key stakeholders, including teachers, school leaders, and school sectors.

The School Sector and SACE Board Senior Officers Liaison Group is a key group which supports systemic and collaborative development.

The Group is chaired by the Chief Executive of the SACE Board and includes senior officers from:

- the Department for Education and Child Development
- Catholic Education South Australia
- the Association of Independent Schools of South Australia
- the Northern Territory Department of Education and Training.

In 2012, the group met regularly and provided critical liaison and support between the school sectors and the SACE Board, and maintained a particular focus on developing professional capacity and professional learning programs.

SACE Principals Partnership Strategy Group

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

The SACE Principals Partnership Strategy Group was formed to provide a means for school leaders to guide the development of strategic and operational policy and processes by providing advice and feedback to the SACE Board.

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

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

In 2012, the group met four times, once each in February, May, September, and October. The group contributed to the work of the SACE Board by providing feedback on significant policy areas and by identifying areas for improvement of the SACE following the first full year of implementation in 2011.

Specifically, the group contributed by providing:

- feedback on the SACE First Year Evaluation Report, on key issues identified by schools and school leaders
- advice on the recommendations arising from an evaluation of the Personal Learning Plan subject, prior to the subject being re-accredited
- advice and feedback on the proposed changes to the SACE Board's blanket exemption under the *Freedom of Information Act 1991*, including the implications for schools and school personnel and strategies for managing school-based SACE data and information once the changes take effect

- advice and feedback on proposals to improve moderation of Stage 1 subjects.

Other areas to which the group contributed feedback included student subject reports and the senior secondary Australian curriculum.

At the final meeting for 2012, members unanimously endorsed the value of the group and confirmed its continuation in 2013.

FOI Working Group

Under the *Freedom of Information Act 1991* (FOI Act), the SACE Board of South Australia is an exempt agency, so declared in the *Freedom of Information (Exempt Agency) Regulations 2008*. In line with government policies of openness and accountability, the SACE Board undertook to revise this full exemption, and established the cross-sector Freedom of Information (FOI) Working Group in March 2011 to provide oversight of, and advice in relation to, this review.

The group was comprised of:

- the Chief Executive of the SACE Board of SA
- nominees of Catholic, government, and independent school sectors in South Australia
- nominees of the secondary principals associations from the Catholic, government, and independent school sectors in South Australia
- a nominee of the Northern Territory Department of Education and Training
- a nominee of the South Australian Tertiary Admissions Centre
- SACE Board officers.

The group consulted with key stakeholders, including the Australian Education Union and the Independent Education Union.

The FOI Working Group met throughout 2011 to assist in developing the SACE Board's policies and associated procedures for managing the public release of SACE Board data and information following the changes to the full exemption provided by the FOI Act.

In 2012, the group met on one final occasion to confirm the advice it had provided, which led to the development of the SACE Data and Information Policy and associated procedures.

The group agreed to meet when necessary until the new arrangements governing the SACE Board's obligations under the FOI Act come into effect in 2013.

Key Stakeholders

Training and Skills Commission–SACE Board Working Group

A memorandum of agreement established between the SACE Board of South Australia and the Training and Skills Commission sets out the respective roles and responsibilities of each in regard to vocational education and training undertaken by students as part of their SACE.

Since 2009, a Training and Skills Commission–SACE Board Working Group has met to provide a forum for collaborative advice, discussion, and strategic planning to meet the respective legislative and other responsibilities of the SACE Board and the Training and Skills Commission for VET.

The SACE Board, as the accrediting and certifying authority for the senior secondary certificate, recognises any VET that students undertake by granting credit towards the SACE for successfully completed VET units.

Prior to 2012, the Training and Skills Commission, as the training regulator, was responsible for establishing and monitoring compliance requirements for the VET sector. In 2012, the role of the Commission changed when this regulatory function was devolved to the Commonwealth government. The Training and Skills Commission maintains a watching brief on VET that is delivered to school students with specific reference to the quality assurance of these VET programs. The Training and Skills Commission also registers employers who enter into training contracts with apprentices/trainees, including school-based apprentices and trainees, and ensures that these employers meet the conditions of the registration.

In 2012, the working group comprised nominees of:
• the Training and Skills Commission
• the SACE Board of South Australia
• the Quality and Tertiary Education Policy directorate of the Department of Further Education, Employment, Science and Technology
• the Department for Education and Child Development
• the Association of Independent Schools of South Australia
• Catholic Education South Australia
• SA Unions
• Business SA.

The focus of the group was on the consolidation of the policy and procedures for the recognition of vocational education and training undertaken by school students as part of their SACE. The group also considered other operational matters, including the Training and Skills Commission's approval process for registered training organisations (RTOs) to deliver VET to school students, and the progressive implementation of the Training Guarantee for SACE Students, which commenced in 2011 and continued throughout 2012.

Other areas considered by the group included:
• a review of industry advisory arrangements with the proposal for a one-board model, supported by sector committees
• development of a Leaders Tool by the Department for Education and Child Development, designed as a resource for schools involved in VET programs or school students.

The working group continued to act as a reference group for the development of the Training and Skills Commission's publication, *VET Programs for School Students: A good practice guide for South Australian secondary schools*. The guide aims to keep schools and RTOs informed of any changes to VET in schools, including recognition of VET in the SACE, and to complement the implementation of the 'Skills for All' policy reforms.

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

A Joint Chairs Group was formed at the same time as the Training and Skills Commission–SACE Board Working Group to provide high-level supervision of the working group.

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

The Joint Chairs Group met throughout 2012 with a focus on:
• reviewing the memorandum of agreement between the Training and Skills Commission and the SACE Board of South Australia following changes to the regulatory responsibilities of the Commission in 2012

- providing strategic oversight and advice about the work of the Training and Skills Commission–SACE Board Working Group on the Training Guarantee for SACE Students, the SACE Board VET Recognition Register and associated policies, and the approval processes for RTOs to deliver VET to school students.

Three meetings of the Joint Chairs Group were scheduled for 2012. Due to a range of circumstances, only one formal meeting was held.

Training Guarantee for SACE Students Reference Group

In 2011, the SACE Board was invited to nominate a member to the Training Guarantee for SACE Students Reference Group.

This group was formed to provide policy advice on the 'Skills for All' strategy, which aims to increase the number of South Australians with VET qualifications at Certificate III level or higher, and to develop direct pathways between school and VET.

A critical feature of the strategy is the proposed 'Training Guarantee for SACE Students', which was implemented progressively during 2011 and 2012. The Training Guarantee for SACE Students:

- subsidises eligible SACE students to undertake, as part of their SACE, a substantial amount of a prescribed VET qualification that is delivered by an approved RTO
- guarantees a place with the RTO for students to complete a Certificate III qualification in the year after they complete the SACE (or an equivalent senior secondary certificate) and leave school.

The specifications for the scheme were developed with the advice of members of the reference group, which includes nominees of the three school sectors and TAFE SA.

Either Ms Adele Broster, Recognition Officer, or Ms Louise Johnson, Recognition Officer, attended each Reference Group meeting as the nominee of the SACE Board.

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

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

Membership of the group included:
- the Chief Executive of the SACE Board of South Australia (Chair)
- the Vice President of the AEU (SA Branch)
- other senior AEU members
- other senior SACE Board staff.

In 2012, the group met on four occasions (once in each school term) and, in addition, held a special meeting to discuss the outcomes of a survey of union members undertaken jointly by the Australian Education Union and the Independent Education Union (IEU).

Key areas of discussion included:
- specific issues with the first year of implementation of the SACE over and above the formal representations made by the AEU to the SACE First Year Evaluation Panel
- the review of the Personal Learning Plan subject
- the proposed changes to the SACE Board's exempt status under the *Freedom of Information Act 1991*, including regular updates provided by the SACE Board and the likely impact on schools and school personnel
- changes and amendments to the document, 'SACE Assessment Responsibilities: SACE Board and Schools Code of Practice'
- updates provided by the SACE Board on the development of the senior secondary Australian curriculum, including projected timelines for implementation.

The group also considered other issues that arose in the course of meetings, including accommodating the needs of students with learning difficulties, trends in student enrolments, and communication and engagement between schools, school personnel, and the SACE Board.

At the special additional meeting of the group held in April, a representative of the IEU was invited to participate in a discussion of the findings of the joint AEU–IEU online survey of members regarding the new SACE.

At the end of 2012, members of the working group agreed that the group provided a valuable forum for cooperation and collaboration on the SACE and communication between the SACE Board and union representatives of school personnel. As such, the group will continue in 2013.

Parents Associations–SACE Board Consultative Group

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

The SACE Board values the advice and feedback it received from the parents associations throughout 2012, especially in relation to:

- the Board's revision of its exempt status under the *Freedom of Information Act 1991*
- parents' perceptions of the implementation of the SACE and the Board's response to the SACE First Year Evaluation
- the purpose of, and access to, special provisions in assessment
- the perception and presentation of the SACE by the media.

Members confirmed the value of the group as a means of keeping parents informed of issues and developments in relation to the SACE and providing a forum within which parents' views can be expressed. Members decided that the group should continue in 2013.

South Australian Tertiary Admissions Centre

Extensive collaboration between the SACE Board and the South Australian Tertiary Admissions Centre (SATAC) continued throughout 2012, during which time rigorous procedures for the quality assurance of SACE Board and SATAC processes were developed and implemented. During the results-processing period, members of both the SACE Board and SATAC worked together to ensure the accuracy of the results students were to receive.

As in 2011, SACE certification was printed on SACE Board stationery and sent to students separately from the Tertiary Entrance Statement, which was printed on SATAC stationery.

Communication

Students and Parents

During 2012, two editions of the student magazine *Achieve* were produced. At the beginning of Term 1, an edition tailored to students commencing their SACE was distributed to every Year 10 student. This edition featured clear explanations of the structure and key elements of the SACE, and detailed information about Stage 1.

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

An article for school newsletters was provided to schools, encouraging parents to discuss the SACE with students, based on the content of *Achieve*.

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

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

The content on the SACE website, including the 'Students and Families' section, was updated for the 2012 school year.

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

For the day of results release, to optimise access for students checking their results online, a special version of the SACE website was created. The site provided improved access speeds, and included answers to frequently asked questions and a range of information.

More than 20 000 SACE students accessed their results online in 2012.

A brochure entitled 'Results Information' was mailed to students with a result in a Stage 2 subject, together with their SACE results. The brochure provided answers to frequently asked questions about SACE results.

Schools

Use of the SACE website, the SACE Board's primary tool for communicating with teachers and schools, increased slightly from 2011 to 2012. Website traffic throughout the year increased 2%, from approximately 795 000 visits in 2011 to approximately 811 000 visits in 2012.

The website was upgraded during 2012 to improve usability, and teachers and school leaders were consulted on further improvements for the 2013 school year.

A new 'School Leaders' section catering to principals and SACE coordinators was launched on the website at the start of 2012. The section was visited approximately 33 000 times during the year.

'SACE News', an electronic news bulletin, was sent each term to subscribers to keep teachers and schools up to date with the SACE. During 2012, the number of subscribers increased from approximately 8000 to approximately 9000.

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

During 2012, two editions of the student magazine *Achieve* were produced. At the beginning of Term 1, an edition tailored to students commencing their SACE was distributed to every Year 10 student and every Stage 1 teacher and school leader. At the beginning of Term 3, an edition designed to support course counselling for Year 12 was distributed to all Year 11 students and every Stage 2 teacher and school leader.

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

Each term, a letter from the Chief Executive outlining key strategic information was distributed to school principals and SACE coordinators.

A one-page 'Teacher Focus' flyer about Stage 2 moderation feedback was distributed to teachers involved in Stage 2 moderation.

The *SACE Operations Manual 2012* and the accompanying loose-leaf forms were printed and distributed to schools to support the administration of the SACE.

Schools in Malaysia and China were sent an updated version of the SAM marketing booklet to support their delivery of the South Australian Matriculation program.

Assessment reports for the 2011 assessment cycle were posted on the SACE website early in 2012.

The SACE Board's 2011 Annual Report was published online, and a limited number of printed copies were provided to key agencies.

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

Industry, Employer Groups, and the Community

A total of 1380 copies of the two editions of *Achieve* magazine were sent to more than 135 institutions in the community, including a range of VET providers, business groups, and libraries.

The following Data Information Release was updated on the SACE website in 2012 using final participation data: 'South Australian Certificate of Education (SACE) Stage 2 Subject Participation Data, 2008–2011 (March 2012)'.

Every year, the SACE Board also responds to requests for data. In 2012, a range of data was provided to schools and other institutions, both state and federal.

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.

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

Employees, by Gender and Status

	Total Number of Employees
Persons	102
FTEs	95.2

Gender	% Persons	% FTEs
Male	37.2	37.4
Female	62.7	62.7

	Number of Persons
Separated from the agency	20
Recruited to the agency	16
On leave without pay at 31 December	2

Status of Employees in Current Position

FTEs	Ongoing	Short-term Contract	Long-term Contract	Casual (excludes agency staff)	Total
Male	13	6.4	18.0	0	37.4
Female	28.8	8.5	20.5	0	57.8
Total	41.8	14.9	38.5	0	95.2

Persons	Ongoing	Short-term Contract	Long-term Contract	Casual (excludes agency staff)	Total
Male	13	7	18	0	38
Female	33	10	21	0	64
Total	46	17	39	0	102

Number of Employees by Salary Bracket

Salary Bracket	Male	Female	Total
$0–$51 599	2	17	19
$51 600–$65 699	4	12	16
$65 700–$84 099	10	14	24
$84 100–$106 199	19	20	39
$106 200 +	3	1	4
Total	38	64	102

Number of Executives by Gender, Classification

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	2	1	3
EX D	0	0	0	0	1	0	0	0	1	0	1
Total	0	0	0	0	3	1	0	0	3	1	4

Employment Opportunity Programs

Equal employment opportunity programs are an important part of the SACE Board's recruitment and selection process. Although, during 2012, the SACE Board of South Australia did not employ any staff through the Trainee Employment Register, it continued to access the various employment registers when filling vacancies.

Leave Management

Average Days Leave Taken per Full-time Equivalent Employee

Leave Type	2009	2010	2011	2012
Sick leave	2.5	6.5	7.4	7.1
Family carer's leave	1.7	1.1	1.5	1.6
Miscellaneous special leave	0.4	0.4	0.2	0.5

Workforce Diversity

The SACE Board of South Australia has a diverse workforce, with 2.9% employees with a disability, and 20.3% employees born overseas.

In 2012, no new workplace adaptations were required for employees with disabilities.

Aboriginal and/or Torres Strait Islander Employees

Salary Bracket	Aboriginal staff	Total staff*	% Aboriginal	Target[†]
$0 – 51 599	0	19	0.0	2%
$51 600 – $65 699	0	16	0.0	2%
$65 700 – $84 099	0	24	0.0	2%
$84 100 – $106 199	0	39	0.0	2%
$106 200 +	0	4	0.0	2%
Total	**0**	**102**	**0.0**	**2%**

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

Number of Employees by Age Bracket by Gender

Age Bracket (years)	Male	Female	Total	% of Agency	South Australian Workforce Benchmark*
15–19	0	0	0	0.0	5.6%
20–24	1	0	1	1.0	9.9%
25–29	0	3	3	2.9	10.6%
30–34	6	8	14	13.7	10.4%
35–39	6	9	15	14.7	10.7%
40–44	8	12	20	19.6	11.7%
45–49	3	11	14	13.7	11.4%
50–54	4	7	11	10.8	11.0%
55–59	3	8	11	10.8	9.2%
60–64	5	5	10	9.8	5.6%
65+	2	1	3	2.9	4.0%
Total	**38**	**64**	**102**	**99.9**	**100.1**

* *Source:* Australian Bureau of Statistics *Australian Demographic Statistics, 6291.0.55.001 Labour Force Status (ST LM8) by Sex, Age, State, Marital Status — Employed* — Total from Feb78 Supertable, South Australia at May 2011.

Cultural and Linguistic Diversity

	Male	Female	Total	% of Agency*	SA Community[†]
Number of employees born overseas	9	11	20	19.6	20.3%
Number of employees who speak language(s) other than English at home	1	6	7	6.9	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
Sensory	1	1	2	2.0
Psychological/psychiatric	1	0	1	1.0
Total	**2**	**1**	**3**	**3.0**

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

Leadership and Management Development

Leadership and Management Training Expenditure

Training and Development	Total Cost	% of Total Salary Expenditure
Total training and development expenditure	$96 670.00	1.3
Total leadership and management development	$17 097.00	0.2

Accredited Training Packages by Classification

Classification	Number of Accredited Training Packages
ASO4	1
ASO5	1

Performance Management

Individual performance management plans have significantly improved since 2011 as a result of implementing the SACE Board Performance Management and Development Strategy.

Documented Review of Individual Performance Management

Employees with . . .	% of Total Workforce	
	2011	2012
a review within the past 12 months	50	70
a review older than 12 months	32	17
no review	18	13

Voluntary Flexible Working Arrangements

Voluntary Flexible Working Arrangements available in the public sector are outlined in the Commissioner's Standard 3.1. These arrangements are designed to assist employees to better manage their work and other responsibilities and interests.

Voluntary Flexible Working Arrangements by Gender

Working Arrangement	Male	Female	Total
Purchased leave	0	0	0
Flexitime	33	58	91
Compressed weeks	0	0	0
Part-time	1	18	19
Job share	1	3	4
Work from home	14	18	32

Occupational Health, Safety, and Injury Management

The SACE Board of South Australia had an active Occupational Health, Safety, and Welfare (OHS&W) Committee consisting of eight staff members and management representatives, who met nine times throughout 2012.

In 2012, the SACE Board achieved the following:

- a new OHS & Injury Management Service Level Agreement
- updated hazardous substances registers and material safety data sheets
- training for OHS&W committee members, emergency wardens, and first aid officers.

The work of the committee in 2012 focused on staff activities identified through the well-being strategy.

OHS Notices and Corrective Action Taken

OHS Legislative Requirements	2008	2009	2010	2011	2012
Number of notifiable occurrences pursuant to OHS&W Regulations Part 7 Division 6	0	0	0	0	0
Number of notifiable injuries pursuant to OHS&W Regulations Part 7 Division 6	0	0	0	0	0
Number of notices served pursuant to OHS&W Act s35, s39, and s40 (default, improvement, and prohibition notices)	0	0	0	0	0

OPERATIONS MANAGEMENT REPORTING

Asbestos Management

The building owner undertakes an annual asbestos inspection and provided the SACE Board with a current asbestos register in October 2012.

Greening of Government Framework

Energy Efficiency

The SACE Board continued its commitment to being an energy-conscious organisation and contributing to South Australia's Strategic Plan

target 61: to improve energy efficiency of government buildings by 30% (baseline 2000–01) by 2020.

Air conditioners were monitored for effective and efficient use through a regular maintenance schedule. Staff members were encouraged to switch off supplementary air conditioners, lights, photocopiers, and other non-essential machines when not required. Materials printed for external use in teacher workshops were printed double-sided in black, except when colour printing was necessary. These approaches have assisted to further reduce the SACE Board's energy use in 2012.

Electricity Usage

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

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
2010	1294.41	8 050.26
2011	919.05	8 099.00
2012	1685.90	15 000.60

Performance Against Annual Energy Use Targets

	Energy Use (GJ)*	Greenhouse Gas 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%	
2010	1860.81	0.30	98.3	18 929.91	22%	
2011	1393.30	0.27	89.1	15 637.47	36%	
2012	1263.01	0.23	96.8	13 047.66	46%	
2014					25%	18 228.3

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

Carbon Emissions

In 2012, the SACE Board contributed towards South Australia's Strategic Plan target 59: to reduce greenhouse gas emissions to 40% of 1990 levels by 2050.

The SACE Board continued to use initiatives such as online publishing to deliver major documents to stakeholders. The paper that the SACE Board used was certified eco-friendly by the Forest Stewardship Council Australia; some documents were printed on carbon-neutral paper to reduce carbon emissions.

Travel and Fleet

In 2012, the SACE Board continued its efforts to reduce its carbon footprint.

A review of fleet vehicle use was conducted and the SACE Board reduced the number of leased vehicles from thirteen to nine. The continued use of videoconferencing has allowed the SACE Board to further reduce its carbon footprint by reducing the need for staff and stakeholders to travel (by car or plane) to and from meetings, conferences, and workshops. In addition, SACE Board officers scheduled school visits to maximise time and fuel efficiency.

Motor Vehicle Fuel Usage

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

Waste

The SACE Board continued to recycle paper, toner cartridges, cardboard, cans, cartons, glass, and plastics as part of its standard operating practice. A bin system is in place so that staff can separate waste.

Water Efficiency and Wastewater

The SACE Board continued to improve its water efficiency process and, in collaboration with the building owners, worked towards a high level of compliance with the required standards. The SACE Board regularly maintained and monitored water outlets to achieve greater efficiency and hence reduce water consumption.

Disability Action Plans

In 2012, the SACE Board of South Australia continued its strong commitment to providing facilities and support to customers and staff with disabilities through a number of initiatives, to meet the requirements of the *Disability Discrimination Act 1992* (Cwlth) and the *Equal Opportunity Act 1984* (SA).

Modified subjects provided opportunities for students with identified intellectual disabilities to demonstrate their learning towards the South Australian Certificate of Education.

The SACE Board also provided workshops, key materials, and support materials for teachers and schools to assist them to implement modified subjects and to assure the quality of assessments.

The Excellence in Modified Subjects Award publicly acknowledges student(s) who demonstrate outstanding achievement exclusively through the study of SACE modified subjects.

Freedom of Information

Since 1992, the SACE Board of South Australia has been an exempt agency under the *Freedom of Information (Exempt Agency) Regulations 2008*.

In line with government policies of accountability and openness, the SACE Board's exemption under freedom of information (FOI) regulations has been reviewed. From 1 April 2013, the SACE Board's full exemption will be replaced with a partial exemption covering a small number of specific items and classes of information produced, managed, and maintained by the SACE Board, where it is likely that the public release of such information would be contrary to the public interest and/or could lead to damaging effects for the SACE Board and individuals.

In the context of the changes to its exemption under FOI regulations, the SACE Board has developed a SACE Data and Information Policy that provides the basis for the public release and dissemination of its data and information. The SACE Board will publish an extensive amount of data and information on its website, and make other information and data available to the public in accordance with the provisions and requirements of the *Freedom of Information Act 1991*.

Whistleblowers Protection Act

The SACE Board of South Australia has appointed responsible officers for the purposes of the *Whistleblowers Protection Act 1993* (WPA) pursuant to the *Public Sector Act 2009* s.7. There have been no disclosures of public interest information to a responsible officer of the SACE Board of South Australia under the WPA during the period 1 January 2012 to 31 December 2012.

Financial Management Reporting

Financial Management

The main focus for 2012 was consolidating the work undertaken in 2011 in reviewing and implementing a large number of financial policies and procedures and the Financial Management Compliance Program.

Account Payment Performance

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

In 2012, the SACE Board exceeded the requirement in Treasurer's Instruction 11 that a public authority pay 90% of its accounts (by number of accounts) within 30 days of the date of the invoice or claim.

Fraud

There have been no instances of fraud detected at the SACE Board during 2012. Policies and procedures that mitigate the risk of fraud occurring are in place.

Consultants

The number and dollar amount of consultancies paid in 2012 are shown in the table below.

	Number	$'000
Below $10 000	1	4
$10 000 to $50 000	4	107
Total paid	**5**	**111**

All the consultants used in 2012 were engaged by the Board as part of the SACE First Year Evaluation panel.

Contractual Arrangements

The SACE Board had no contractual arrangements during 2012 where the total value of the contract exceeded $4 million and the contract extended beyond a single year.

Account Payment Performance

Particulars	Number of Accounts Paid	Percentage of Accounts Paid (by number)	Value in $A of Accounts Paid	Percentage of Accounts Paid (by value)
Paid by the due date	4 460	91.5	7 270 727	88.8
Paid late but within 30 days of the due date	387	7.9	833 335	10.2
Paid more than 30 days after the due date	29	0.6	84 718	1.0

Overseas Travel

Number of Employees	Destination(s)	Purpose	Accommodation and Travel ($)	Salary and On-costs ($)	Total Cost ($)
1	Singapore/Malaysia	Singapore Third Languages Project/ SAM professional development	5 205	6 296	11 501
1	United Kingdom	Study leave/ professional development	17 693	34 631	52 324
6	Malaysia	SAM professional development	23 103	14 586	37 689
1	China/ Singapore/ Malaysia	SAM professional development/ Singapore Third Languages Project	2 644	6 708	9 352
9			**48 645**	**62 221**	**110 866**

Financial Statements for the Year Ended 31 December 2012

Statement of Comprehensive Income
For the Year Ended 31 December 2012

	Note No.	2012 $'000	2011 $'000
Expenses			
Employee benefits expenses	4	13 313	12 697
Supplies and services	5	6 518	10 205
Replacement teachers' expense	6	1 385	1 474
Depreciation and amortisation expense	7	607	544
Total expenses		**21 823**	**24 920**
Income			
Revenue from fees and charges	9	2 745	2 587
Interest revenues	10	305	336
Net gain from the disposal of assets	11	4	2
Replacement teachers' write-back	12	867	474
Other income	13	792	2 061
Total income		**4 713**	**5 460**
Net cost of providing services		**17 110**	**19 460**
Revenues from/Payments to SA Government			
Revenues from SA Government	14	17 958	17 354
Net result		**848**	**(2 106)**
Other comprehensive income		–	–
Total comprehensive result		**848**	**(2 106)**

The net result and comprehensive result are attributable to the SA Government as owner.

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

Statement of Financial Position
As at 31 December 2012

	Note No.	2012 $'000	2011 $'000
Current Assets			
Cash and cash equivalents	15	846	513
Receivables	16	1 920	347
Other financial assets	17	4 649	5 576
Total current assets		**7 415**	**6 436**
Non-current Assets			
Receivables	16	30	49
Plant and equipment	18	1 310	1 628
Intangible assets	19	434	369
Total non-current assets		**1 774**	**2 046**
Total assets		**9 189**	**8 482**
Current Liabilities			
Payables	20	1 305	1 326
Replacement teachers' liability	21	809	1 087
Employee benefits	22	898	1 064
Total current liabilities		**3 012**	**3 477**
Non-current Liabilities			
Payables	20	214	173
Employee benefits	22	2 490	2 207
Total non-current liabilities		**2 704**	**2 380**
Total liabilities		**5 716**	**5 857**
Net assets		**3 473**	**2 625**
Equity			
Staff entitlements reserve	24	2 625	2 625
Retained earnings	24	848	–
Total equity		**3 473**	**2 625**
The total equity is attributable to the SA Government as owner.			
Auditor's renumeration	8		
Unrecognised contractual commitments	23		
Renumeration of Board and committee members	26		
Financial instruments/financial risk management	27		

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

Statement of Changes in Equity
For the Year Ended 31 December 2012

	Note No.	Staff Entitlements Reserve $'000	Retained Earnings $'000	Total $'000
Balance at 31 December 2010		**2 665**	**2 066**	**4 731**
Net result for 2011		–	(2 106)	(2 106)
Transfer to (from) reserve		(40)	40	–
Total comprehensive result for 2011		**(40)**	**(2 066)**	**(2 106)**
Balance at 31 December 2011	24	**2 625**	**–**	**2 625**
Net result for 2012		–	848	848
Transfer to (from) reserve		–	–	–
Total comprehensive result 2012		**–**	**848**	**848**
Balance at 31 December 2012	24	**2 625**	**848**	**3 473**
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 2012

	Note No.	2012 $'000	2011 $'000
Cash Flows from Operating Activities			
Cash Outflows			
Employee benefit payments		(13 159)	(12 194)
Payments for supplies and services		(6 511)	(9 719)
Replacement teachers		(796)	(1 068)
GST paid to the ATO		(28)	(24)
Payments for paid parental leave scheme		(10)	–
Cash used in operations		**(20 504)**	**(23 005)**
Cash Inflows			
Fees and charges		973	2 382
Interest received		310	339
GST recovered from the ATO		554	897
Other receipts		454	1 791
Receipts for paid parental leave scheme		11	–
Cash generated from operations		**2 302**	**5 409**
Cash flows from SA Government			
Receipts from SA Government		17 958	17 354
Cash generated from SA Government		**17 958**	**17 354**
Net cash provided by/(used in) operating activities	25	**(244)**	**(242)**
Cash Flows from Investing Activities			
Cash Outflows			
Purchases of plant and equipment		(203)	(1 049)
Purchases of intangible assests		(151)	(337)
Cash used in investing activities		**(354)**	**(1 386)**
Cash Inflows			
Proceeds from sale of plant and equipment		4	2
Cash generated from investing activities		**4**	**2**
Net cash provided by/(used in) investing activities		**(350)**	**(1 384)**
Net increase/(decrease) in cash and cash equivalents		**(594)**	**(1 626)**
Cash and cash equivalents at the beginning of the financial year		6 089	7 715
Cash and cash equivalents at the end of the financial year	25	**5 495**	**6 089**

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

Notes to the Financial Statements
for the Year Ended 31 December 2012

Note 1 Objectives of the SACE Board of South Australia

The main functions of the SACE Board of South Australia are to:

• establish a qualification to be called the South Australian Certificate of Education (SACE)

• determine the requirements for the achievement of the SACE

• accredit subjects and courses that will be recognised by the Board as being suitable for the purposes of the SACE

• assess achievements in or satisfactory completion of subjects or courses

• assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE, and

• prepare and publish information and guidelines in relation to the requirements of the SACE.

The SACE Board is predominantly funded from grants provided by the State Government of $17.96 million (2011: $17.35 million).

Note 2 Summary of Significant Accounting Policies

a) Basis of Accounting

Statement of Compliance

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

The SACE Board has applied Australian Accounting Standards that are applicable to not-for-profit entities, as the SACE Board is a not-for-profit entity. Australian Accounting Standards and interpretations that have recently been issued or amended but are not yet effective have not been adopted by the SACE Board for the reporting period ending 31 December 2012. These are outlined in Note 3.

Basis of Preparation

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 SACE Board's accounting policies. The areas involving a higher degree of judgment or where assumptions and estimates are significant to the financial statements are outlined in the applicable notes. Management has made an assessment of the potenial impact that estimates and assumptions may have on the financial statements and considers it to be low

• accounting policies are selected and applied in a manner that ensures that the resulting financial information satisfies the concept of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events are reported

• compliance with the accounting policy statements issued pursuant to section 41 of the PFA Act, by authority of Treasurer's Instruction 19 *Financial Reporting*. In the interest of public accountability and transparency, the accounting policy statements 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) Expenses incurred as a result of engaging consultants (as reported in the Statement of Comprehensive Income)

   c) Employees whose normal remuneration is equal to or greater than the base executive remuneration level (within $10 000 bandwidths) and the aggregate of the remuneration paid or payable or otherwise made available, directly or indirectly, by the entity to those employees.

   d) Board/committee member and remuneration information, where a Board/ committee member is entitled to receive income from membership other than a direct out-of-pocket reimbursement.

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

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

The financial statements have been based on a 12-month operating cycle and are presented in Australian currency. The accounting policies

set out below have been applied in preparing the financial statements for the year ended 31 December 2012 and the comparative information presented.

b) Reporting Entity

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

c) Comparative Information

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

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

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

d) Rounding

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

e) Taxation

The SACE Board is not subject to income tax. The SACE Board is liable for payroll tax, fringe benefits tax, goods and services tax (GST), emergency services levy, land tax equivalents, and local government rate equivalents. Income, expenses, and assets are recognised net of the amount of GST except:

• when the GST incurred on the 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.

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

f) Events after the Reporting Period

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

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

g) Income and Expenses

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

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

Income

The following are specific recognition criteria.

Revenues from SA Government

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

Fees and Charges

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

- secondary school students from overseas who are studying the SACE program in South Australia
- the South Australian Matriculation Program — a pre-matriculation program administered by the SACE Board for colleges in Malaysia and China
- setting and marking examinations for the Singapore Examinations and Assessment Board
- providing educational support to the Northern Territory Government, such as access to the SACE curriculum, stage curriculum development, standard support, results processing, research, data exchange, and curriculum implementation.

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

Interest Revenues

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

Disposal of Non-current Assets

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

Replacement Teachers' Write-back

Income from the Replacement Teachers' Write-back comprises the reduction in the replacement teachers liability due to unclaimed salary reimbursements. Note 12 contains further details.

The SACE Board's internal policy in the treatment of claims for temporary replacement teachers (TRTs) is not to accept any liability for charges if the claim is made more than one semester after the semester of issue. TRT write-backs occur after a minimum of 12 months from the date of TRT issue.

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. Other income types are recognised on an accrual basis.

Expenses

Employee Benefits Expenses

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

Superannuation

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

Replacement Teachers' Expense

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

h) Current and Non-current Classification

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

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

The SACE 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.

i) Cash and Cash Equivalents

Cash and cash equivalents recorded in the Statement of Financial Position 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.

j) 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 of issuing an invoice or when the goods/services have been provided under a contractual arrangement.

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

k) Other Financial Assets

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

l) 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. Non-current assets are subsequently measured at fair value less accumulated depreciation. Where assets are acquired at no value or minimal value, they are recorded at their fair value in the Statement of Financial Position.

m) Depreciation and Amortisation of Non-current Assets

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

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

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

The value of leasehold improvements is amortised over the estimated useful life of each improvement, or the unexpired period of the relevant lease, whichever is shorter.

The SACE Board expenses items of plant and equipment with an initial purchase price of less than $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 each class of asset as follows:

Class of Assets	Useful Life
Furniture and fittings	3–10 years
Equipment	5–10 years
Computer equipment	1–8 years
DATEX software	5 years
Leasehold improvements	3–10 years

n) Intangible Assets

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

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

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

o) Payables

Payables include creditors, accrued expenses, employment on-costs, and paid parental leave scheme payable.

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

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

The paid parental leave scheme payable represents amounts that the SACE Board has received from the Commonwealth Government to forward to eligible employees via the SACE Board's standard payroll processes. That is, the SACE Board is acting as a conduit for payment to eligible employees from the Department of Human Services.

All payables are measured at their nominal amount and are normally settled within 30 days of the date of the invoice or the date the invoice is first received, in accordance with Treasurer's Instruction 11 *Payment of Creditors' Accounts*.

Employee benefit on-costs include payroll tax and superannuation contributions in respect to outstanding liabilities for salaries and wages, long service leave, and annual leave. The SACE Board makes contributions to several State Government and externally managed superannuation schemes. These contributions are treated as an expense when they occur. There is no liability for payments to beneficiaries

as they have been assumed by the respective superannuation schemes.

The only liability outstanding at the time of reporting relates to any contributions due but not yet paid to the South Australian Superannuation Board.

Employment on-costs include superannuation contributions and payroll tax in respect to outstanding liabilities for salaries and wages, long service leave, and annual leave. In addition, employment on-costs include $133 000 in unpaid payroll tax relating to December 2012.

p) 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

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

The annual leave liability 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

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 shorthand method was not materially different from the liability measured using the present value of expected future payments. Based on this actuarial assessment, the shorthand method was used to measure the long service leave liability for 2012 (see Note 22).

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

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[*]AASB is the Australian Accounting Standards Board.

q) Leases

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

r) Insurance

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

s) Unrecognised Contractual Commitments

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

Note 3 New and Revised Accounting Standards and Policies

The SACE Board did not voluntarily change any of its accounting policies during 2012.

Australian Accounting Standards and Interpretations that have been recently issued or amended but are not yet effective, have not been adopted by the SACE Board for the period ending 31 December 2012. The SACE Board has assessed the impact of the new and amended standards and interpretations and considers there will be no impact on the accounting policies or the financial statements of the SACE Board.

Note 4 Employee Benefit Expenses

	2012 $'000	2011 $'000
Salaries and wages	7 399	7 280
Casual salaries external assessment	1 896	1 787
Casual salaries moderation	529	596
Casual salaries other	89	59
Long service leave	673	408
Annual leave	644	632
Employment on-costs — superannuation	1 315	1 176
Employment on-costs — other	637	580
Fringe benefits tax	15	59
Board and committee fees	116	120
Total employee benefit expenses	**13 313**	**12 697**

	Number 2012	Number 2011
Remuneration of Employees		
The number of staff whose remuneration received or receivable falls within the following bands:		
$138 000 to $147 999	3	1
$158 000 to $167 999	1	1
$178 000 to $187 999	–	1
$208 000 to $217 999	–	1
$218 000 to $227 999	1	–
$238 000 to $247 999	1	–
$368 000 to $377 999	–	1
$448 000 to $457 999	1	–
Total number of employees	**7**	**5**

The table includes all staff who received remuneration of $138 033 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 $1 526 532 (2011: $1 080 299).

Note 5 Supplies and Services

	2012 $'000	2011 $'000
Supplies and services provided by entities within the SA Government		
Office accommodation charged by DPTI	854	955
Computing charges	68	77
Fleet management costs	109	136
Shared Services SA charges	385	349
Other	157	148
Total supplies and services — SA Government entities	**1 573**	**1 665**
Supplies and services provided by entities external to the SA Government		
Consultants	111	–
Contractors	1 957	4 662
Printing	186	417
Travel and accommodation	249	459
Postage, courier, and freight	444	470
Motor vehicles transport	230	323
Computing and communication	624	731
Software (expensed)	159	528
Rent (other)	156	177
Hospitality	126	122
Stationery and office supplies	115	125
Equipment hire	40	69
Repairs and maintenance	63	79
Security	21	46
Staff development	67	44
Other	397	288
Total supplies and services — Non-SA Government entities	**4 945**	**8 540**
Total supplies and services	**6 518**	**10 205**

	2012 Number	$'000	2011 Number	$'000
The number and dollar amount of consultancies paid/payable (included in supplies and services expense) that fell within the following bands:				
Below $10 000	1	4	–	–
$10 000 to $50 000	4	107	–	–
Total paid/payable to consultants	5	111	–	–

Note 6 Replacement Teachers' Expense

	2012 $'000	2011 $'000
Temporary replacement teachers	1 385	1 435
Fraction release teachers	–	39
Total replacement teachers' expense	**1 385**	**1 474**

This expense relates to expenses incurred by the Department for Education and Child Development 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 2012.

Note 7 Depreciation and Amortisation Expense

	2012 $'000	2011 $'000
Depreciation		
Leasehold improvements	56	72
Equipment	137	144
Furniture and fittings	19	20
Computer equipment	309	266
Amortisation		
DATEX software	86	42
Total depreciation and amortisation	**607**	**544**

Note 8 Auditor's Remuneration

	2012 $'000	2011 $'000
Audit fees paid or payable to the Auditor-General's Department	44	36
Total auditor's renumeration	**44**	**36**

Other Services

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

Note 9 Revenues from Fees and Charges

	2012 $'000	2011 $'000
Fees and charges received/receivable from entities external to the SA Government		
Overseas students studying in South Australia	315	379
South Australian Matriculation program	730	722
Singapore Examinations and Assessment Board	174	17
Northern Territory Government	1 526	1 469
Total fees and charges — Non-SA Government entities	**2 745**	**2 587**
Total fees and charges	**2 745**	**2 587**

Candidates' fees collected during 2012 include students in Malaysia and China who entered the SACE Board's assessment program, students from the Northern Territory, fees collected for setting and marking of examinations in Singapore, and amounts collected from overseas students studying in South Australia.

Note 10 Interest Revenues

	2012 $'000	2011 $'000
Interest received/receivable from entities external to the SA Government	41	43
Interest received/receivable from entities within the SA Government	264	293
Total interest revenues	**305**	**336**

Note 11 Net Gain from the Disposal of Assets

	2012 $'000	2011 $'000
Plant and equipment		
Proceeds from disposal	4	2
Less net book value of assets disposed	–	–
Total net gain from the disposal of assets	**4**	**2**

Note 12 Replacement Teachers' Write-back

During 2012, $867 225 was written back (2011: $474 000) against the liability for replacement teachers. The write-back relates to outstanding amounts raised prior to 31 December 2011, for which the Department for Education and Child Development and private schools have not sought reimbursement.

Refer to Note 21 for additional explanation of the liability for replacement teachers.

Note 13 Other Income

	2012 $'000	2011 $'000
Contributions from SA Government entities		
Department for Education and Child Development	556	1 771
Other government agencies	21	5
Total contributions from SA Government entities	**577**	**1 776**
Contributions from entities external to the SA Government		
Assessment fees	3	9
Miscellaneous income	92	246
Replacement certificates	16	20
Sale of publications	4	10
Scaling grant	100	–
Total contributions from entities external to the SA Government	**215**	**285**
Total other income	**792**	**2 061**

Note 14 Revenues from SA Government

	2012 $'000	2011 $'000
Revenues from SA Government		
Operating grant	17 958	17 354
Total revenues from SA Government	**17 958**	**17 354**

The State Government Operating Grant for 2012 was received in twelve instalments.

Note 15 Cash and Cash Equivalents

	2012 $'000	2011 $'000
Current		
Cash on hand	1	1
NAB operating account	845	512
Total current cash and cash equivalents	**846**	**513**

Cash on hand is non-interest-bearing. Deposits with the National Australia Bank earn a floating interest rate, based on daily bank deposit rates with interest paid semi-annually. The carrying amount of cash and cash equivalents represents fair value.

Note 16 Receivables

	2012 $'000	2011 $'000
Current		
Receivables	1725	104
Allowance for doubtful debts	(8)	(6)
Prepayments	152	119
Accrued revenue	27	32
GST receivable	24	98
Total current receivables	**1920**	**347**
Non-current		
Prepayments	30	49
Total non-current receivables	**30**	**49**
Government/non-government receivables		
Receivables from SA Government entities		
Receivables	23	83
Prepayments	10	9
Accrued revenue	17	26
Total receivables from SA Government entities	**50**	**118**
Receivables from non-SA Government entities		
Receivables	1694	15
Prepayments	172	159
Accrued revenue	10	6
Other	24	98
Total receivables from non-SA Government entities	**1900**	**278**
Total receivables	**1950**	**396**

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 SACE Board has recognised a bad debt expense of $9000 in the Statement of Comprehensive Income.

An allowance of $8000 for doubtful debts has been recognised in 'Other expenses' in the Statement of Comprehensive Income for specific debtors and debtors assessed on a collective basis for which such evidence exists. The allowance for doubtful debts (allowance for impairment loss) is recognised when there is objective evidence that a receivable is impaired.

Note 17 Other Financial Assets

	2012 $'000	2011 $'000
Current		
Investments with SAFA	4649	5576
Total current investments	**4649**	**5576**

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

Note 18 Plant and Equipment

	2012 $'000	2011 $'000
Plant and equipment		
Furniture and fittings at cost	186	186
Accumulated depreciation at the end of the financial year	154	135
Furniture and fittings at fair value	**32**	**51**
Leasehold improvements at cost	874	865
Accumulated depreciation at the end of the financial year	725	669
Leasehold improvements at fair value	**149**	**196**
Equipment at cost	1 149	1 082
Accumulated depreciation at the end of the financial year	921	784
Equipment at fair value	**228**	**298**
Computer equipment at cost	2 240	2 104
Accumulated depreciation at the end of the financial year	1 339	1 021
Computer equipment at fair value	**901**	**1 083**
Total plant and equipment	**1 310**	**1 628**

a) Reconciliation of Carrying Amount	Carrying Amount $'000	Additions $'000	Disposals $'000	Total Depreciation Expense* $'000	Carrying Amount $'000
Furniture and fittings	51	–	–	19	32
Leasehold improvements	196	9	–	56	149
Equipment	298	67	–	137	228
Computer equipment	1 083	127	55	254	901
Total furniture and fittings, leasehold improvements, equipment, and computer equipment	**1 628**	**203**	**55**	**466**	**1 310**

*Total depreciation expense includes depreciation expense written back on the disposal of assets.

Note 19 Intangible Assets

	2012 $'000	2011 $'000
DATEX software		
DATEX software at cost	1 839	1 688
Accumulated amortisation at the end of the financial year	1 405	1 319
Total intangible assets	**434**	**369**

a) Reconciliation of Carrying Amount	Carrying Amount $'000	Additions $'000	Disposals $'000	Amortisation Expense $'000	Carrying Amount $'000
DATEX software	369	151	–	86	434
Total intangible assets	**369**	**151**	**–**	**86**	**434**

Note 20 Payables

	2012 $'000	2011 $'000
Current		
Creditors	243	160
Accrued expenses	776	861
Employment on-costs	285	305
Paid parental leave scheme payable	1	–
Total current payables	**1 305**	**1 326**
Non-current		
Employment on-costs	214	173
Total non-current payables	**214**	**173**
Total payables	**1 519**	**1 499**
Government / non-government payables		
Payables to SA Government entities		
Creditors	–	79
Accrued expenses	311	256
Employment on-costs	499	478
Total payables to SA Government entities	**810**	**813**
Payables to non-SA Government entities		
Creditors	243	81
Accrued expenses	465	605
Paid parental leave scheme payable	1	–
Total payables to non-SA Government entities	**709**	**686**
Total payables	**1 519**	**1 499**

Interest Rate and Credit Risk

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

Employee on-costs

As a result of an actuarial assessment performed by the Department of Treasury and Finance, the percentage of the proportion of long service leave taken as leave has changed from the 2011 rate of 35% to 40%, and the average factor for the calculation of employer superannuation cost on-cost has remained at the 2011 rate of 10.3%. These rates are used in the employment on-cost calculation.

Note 21 Replacement Teachers' Liability

	2012 $'000	2011 $'000
Current		
Temporary replacement teachers	809	1 087
Total replacement teachers' liability	**809**	**1 087**

The liability for replacement teachers represents the unclaimed portion of funds at 31 December 2012.

Note 22 Employee Benefits

	2012 $'000	2011 $'000
Current		
Annual leave	542	586
Long service leave	217	135
Accrued salaries and wages	139	343
Total current employee benefits	**898**	**1 064**
Non-current		
Annual leave	233	252
Long service leave	2 257	1 955
Total non-current employee benefits	**2 490**	**2 207**
Total employee benefits	**3 388**	**3 271**

It is accepted practice to estimate the present values of future cash outflows associated with the long service leave liability by using a shorthand measurement technique. The shorthand measurement technique takes into account such factors as changes in discount rates and salary inflation. AASB 119 requires the use of the yield on long-term Commonwealth Government bonds as the discount rate in the measurement of the long service leave liability. The yield on long-term Commonwealth Government bonds has decreased from 5.25% (2011) to 3.0% (2012). This significant decrease in the bond yield, which is used as the rate to discount future long service leave cash flows, results in a significant increase in the reported long service leave liability.

The net financial effect of the changes in the current financial year is an increase in the LSL liability of $471 000 and an increase in the payables–employment on-costs liability of $25 000. The impact on future periods is impracticable to estimate as the benchmark is calculated using a number of assumptions — a key assumption is the long-term discount rate. With current conditions, the long-term discount rate is experiencing significant movement.

The actuarial assessment performed by the Department of Treasury and Finance left the salary inflation rate at 4%. As a result, there is no net financial effect resulting from changes in the salary inflation rate.

Note 23 Unrecognised Contractual Commitments

	2012 $'000	2011 $'000
Operating lease commitments		
Commitments in relation to operating leases contracted for at the reporting date but not recognised as liabilities are payable as follows:		
Within 1 year	1 024	866
Later than 1 year but not longer than 5 years	2 564	354
Total operating lease commitments	**3 588**	**1 220**
Other commitments		
Within 1 year	726	927
Later than 1 year but not longer than 5 years	336	21
Total other commitments	**1 062**	**948**

The SACE Board's operating lease and other commitments are for office accommodation, leased vehicles, equipment, contractors, and other contracted supplies and services. Office accommodation is leased through Building Management Accommodation and Property Services (DPTI). The operating leases are non-cancellable with terms ranging up to 5 years with some leases having the right of renewal. Rent is payable in advance. The other commitments include IT contractors and a number of contracts for services and maintenance over the next 5 years.

The operating lease expenses incurred by the SACE Board in 2012 were $951 000 (2011: $1 086 000).

	2012 $'000	2011 $'000
Remuneration commitments		
Commitments for the payment of salaries and other remuneration under fixed-term employment contracts in existence at the reporting date but not recognised as liabilities are payable as follows:		
Within 1 year	4 583	2 924
Later than 1 year but not longer than 5 years	10 636	2 555
Total remuneration commitments	**15 219**	**5 479**

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 SACE Board does not offer remuneration contracts longer than 5 years.

Note 24 Equity

	2012 $'000	2011 $'000
Accumulated surplus	848	–
Staff entitlements reserve	2 625	2 625
Total equity	**3 473**	**2 625**

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

Note 25 Cash Flow Reconciliation

	2012 $'000	2011 $'000
Reconciliation of cash — cash at year end as per:		
Statement of Cash Flows	**5 495**	**6 089**
Statement of Financial Position		
Cash on hand and at bank	846	513
Deposits with SAFA	4 649	5 576
Statement of Financial Position	**5 495**	**6 089**

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.

	2012 $'000	2011 $'000
Reconciliation of net cash provided by operating activities to net cost of providing services:		
Net cash provided by/(used in) operating activities	(244)	(242)
Less revenues from SA Government	(17 958)	(17 354)
Add/less non-cash items		
Depreciation and amortisation expense	(607)	(544)
Gain on sale of non-current assets	4	2
Changes in assets/liabilities		
Increase/(decrease) in receivables	1 554	(428)
Increase in payables	(20)	(507)
Increase in employee benefits	(117)	(455)
Decrease in replacement teachers' liability	278	68
Net cost of providing services	**(17 110)**	**(19 460)**

Note 26 Remuneration of Board and Committee Members

The members and deputy members that were entitled to receive remuneration for services during the 2012 calendar year were:

SACE Board of South Australia

Presiding Member

Mr A. Dooley (retired 30 June 2012)

Ms J.E. Danvers (appointed 1 July 2012)

Deputy Presiding Member

Ms J.E. Danvers (until 30 June 2012)

Mr R.J. Debelle (appointed 1 July 2012)

Members

Ms M.M. Bentley

Mr S.J. Dowdy (appointed 1 October 2012)

Mr D. Frith (retired 30 September 2012)

Ms J. Miller (retired 30 September 2012)

Ms H.F. O'Brien

Ms P.M. Ronan

Mr P. Vaughan (appointed 1 October 2012)

Prof. M. Westwell (appointed 1 October 2012)

Deputy Members

Mr S.V. Bousfield (appointed 1 October 2012)

Mr P. Daw

Mr R. Eley (retired 30 September 2012)

Mrs K.E. Nussio

The committee members that were entitled to receive remuneration for services during the 2012 calendar year were:

Accreditation, Recognition, and Certification Committee

Prof. R. Conway

Dr L. MacLeod (appointed 1 January 2012)

Ms K. McGuigan

Assoc. Prof. S. Pyke

Prof. A. Vicary

Communications and Engagement Committee

Ms M.M. Bentley

Mrs K.E. Nussio (appointed 1 May 2012)

Planning, Finance, and Performance Committee

Mr P. Daw	Ms M. Silva
Ms T. Georgiadis	

	2012 $'000	2011 $'000
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 $9 999	18	11
$10 000 to $19 999	4	8
Total number of Board and committee members	**22**	**19**

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 $130 000, including $14 000 paid or payable to a superannuation plan for Board/committee members.

In accordance with the Department of Premier and Cabinet Circular No. 016, Board members who were 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

27.1 Categorisation of Financial Instruments

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

Cash and Cash Equivalents

The interest rates applying at 31 December 2012 were 2.90% for the National Australia Bank operating account (2011: 3.15%) and 3.47% for the South Australian Government Financing Authority (SAFA) cash management facility (2011: 4.80%).

Credit Risk

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

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

Categorisation of Financial Instruments

Statement of Financial Position Line Item	Category of Financial Asset and Financial Liability	2012 Carrying Amount $'000	2011 Carrying Amount $'000	Note
Financial assets				
Cash and cash equivalents	Cash and cash equivalent	846	513	15
Receivables[1] [2]	Loans and receivables (at cost)	1 744	130	16
Other financial assets	Held to maturity investments (at cost)	4 649	5 576	17
Financial liabilities				
Payables[1]	Financial liabilities (at cost)	975	985	20
Replacement teachers	Financial liabilities (at cost)	809	1 087	21

[1] Receivable and payable amounts disclosed here exclude amounts relating to statutory receivables and payables. In government, certain rights to receive or pay cash may not be contractual and therefore in these situations, the requirements will not apply. Where rights or obligations have their source in legislation such as levy receivables/payables, tax equivalents, commonwealth tax etc. they would be excluded from the disclosure. The standard defines contract as enforceable by law. All amounts recorded are carried at cost.

[2] Receivables amount disclosed here excludes prepayments. Prepayments are presented in Note 16 as 'Trade and other receivables' in accordance with paragraph 78(b) of AASB 101. However, prepayments are not financial assets as defined in AASB 132, as the future economic benefit of these assets is the receipt of goods and services rather than the right to receive cash or another financial asset.

27.2 Ageing Analysis of Financial Assets

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

	Overdue for < 30 days $'000	Overdue for 30–60 days $'000	Overdue for > 60 days $'000	Total $'000
2012				
Not impaired receivables	1 698	–	19	1 717
Impaired receivables	–	–	8	8
2011				
Not impaired receivables	83	–	15	98
Impaired receivables	–	–	6	6

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

27.3 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 SACE Board does not hold any collateral as security to any of its financial assets. Other than receivables, there is no evidence to indicate that financial assets are impaired. Refer to Note 16 for information on the allowance for impairment in relation to receivables. The table on page 60 discloses the maturity analysis of financial assets and financial liabilities.

Liquidity Risk

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

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

Market Risk

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

Sensitivity Disclosure Analysis

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

	Note	Carrying Amount $'000	< 1 year $'000	1–5 years $'000	> 5 years $'000
2012					
Financial assets item					
Cash and cash equivalents	15	846	846	–	–
Receivables	16	1 744	1 744	–	–
Other financial assets	17	4 649	4 649	–	–
Financial liability item					
Payables	20	975	975	–	–
Replacement teachers' liability	21	809	809	–	–
2011					
Financial assets item					
Cash and cash equivalents	15	513	513		
Receivables	16	130	130	–	–
Other financial assets	17	5 576	5 576	–	–
Financial liability item					
Payables	21	985	985	–	–
Replacement teachers' liability	22	1 087	1 087	–	–

Certification of Financial Statements

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

- comply with relevant Treasurer's Instructions issued under section 41 of the *Public Finance and Audit Act 1987* and relevant Australian Accounting Standards
- are in accordance with the accounts and records of the Board; and
- present a true and fair view of the financial position of the SACE Board of South Australia as at 31 December 2012 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.

Jane Danvers
Presiding Member

Date: 22.3.13

Paul Kilvert
Chief Executive

Date: 22.3.13

Glenn Best
Chief Finance Officer

Date: 22.3.13

To the Members
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 report of the SACE Board of South Australia for the calendar year ended 31 December 2012. The financial report comprises:

- a Statement of Comprehensive Income for the year ended 31 December 2012
- a Statement of Financial Position as at 31 December 2012
- a Statement of Changes in Equity for the year ended 31 December 2012
- a Statement of Cash Flows for the year ended 31 December 2012
- Notes, comprising a summary of significant accounting policies and other explanatory information
- a Certificate from the Presiding Member, the Chief Executive and the Chief Finance Officer.

The Members of the SACE Board's Responsibility for the Financial Report

The Members of the SACE Board are responsible for the preparation of the financial report that gives a true and fair view in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987* and Australian Accounting Standards, and for such internal control as the Members of the Board determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances.

An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the Members of the Board, as well as the overall presentation of the financial report.

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

Opinion

In my opinion, the financial report gives a true and fair view of the financial position of the SACE Board of South Australia as at 31 December 2012, its financial performance and its cash flows for the year then ended in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987* and Australian Accounting Standards.

S O'Neill
AUDITOR-GENERAL
25 March 2013

Appendix A: Board Profiles

Jane DANVERS

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

Jane is a member of the Australian College of Educators and the Australian Council for Educational Leaders, the Association of Heads of Independent Schools of Australia (AHISA), the Association of Independent Schools of SA, and the International Association for the Study of Cooperation in Education. She is the current Chair of the South Australian/Northern Territory branch of AHISA and serves on the national AHISA Board.

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

Robert DEBELLE

Robert was appointed the Deputy Presiding Member in October 2012. He is a general economist and has wide experience in challenging and creative management roles in the private sector, government, and non-profit organisations. His experience includes Chief Executive of Studio Archetype in Sydney, one of the world's foremost brand consultancies at the time, and manager of an Asia–Pacific e-commerce consulting firm based in Tokyo.

Robert is a Senior Associate of SKC, an economic analysis consultancy with a focus on network industries.

Michelle BENTLEY

Michelle's involvement in education-aligned careers spans 30 years. As General Manager, Donington SA, Michelle specialises in career management, transition, developmental programs, and coaching services, including programs that position individuals to maximise their career opportunities.

Michelle has an MBA, BEd, DipT, and Certificate IV in Training and Assessment and is accredited in the Myers-Brigg Type Indicator, Genos Emotional Intelligence, and Genesys Psychometric Assessment.

She is an active member of the Governor's Leadership Foundation network, the UniSA Executive Partner Program Mentoring Scheme, and an HRM Curriculum Review group.

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

Michelle previously served as a Deputy Board Member.

Stephen DOWDY

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

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

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

Suzan HEALY

Suzan commenced her current position as Principal of Palmerston Senior College in January 2013. Prior to this, Suzan was General Manager of the Curriculum, Teaching and Phases of Learning Division within the Northern Territory Department of Education and Training.

Suzan moved to the Northern Territory in 2007 to take up her appointment as principal of Casuarina Senior College. Before relocating to the Territory, Suzan had worked for Education Queensland for 26 years in both corporate and school-based positions, including two positions as principal of a comprehensive secondary school.

Suzan's interests include executive leadership and organisational culture, and she is currently completing further study in these areas. She is passionate about effective teaching and ensuring that education is a common experience for all students, regardless of their location.

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 20 years. He has also worked in advisory positions for the [then] Department of Education and Children's Services in curriculum, equity, and vocational education roles.

Kim has worked extensively in developing programs that equip students for the transition from school to work. He has a keen interest in strategic leadership and governance. He is a Board member of the South Australian Secondary Principals' Association, and a member of the Australian College of Educators and the Australian Institute of Company Directors.

Paul KILVERT

Paul is the Chief Executive of the SACE Board of South Australia. He was appointed to the position in mid-2007 and since that time has led the SACE Board in the implementation of innovations and reforms to the SACE.

Paul is committed to ensuring that education enhances the quality of life for young people, expands their future pathways and contributes to creating a just and prosperous society. His areas of professional interest include organisational development and change management, curriculum and assessment policy and strategy, leadership improvement, and the use of systems-thinking and systems-theory to build organisational capacity and effectiveness.

Before his appointment as Chief Executive, Paul worked in a number of senior executive roles in the [then] Department of Education and Children's Services. He began his professional life as an English teacher and was Principal of Unley High School from 1990 to 1999. He continues to see himself as a learner and teacher.

Paul is a Fellow of the Australian Institute of Company Directors.

Helen O'BRIEN

Helen is Deputy Director of Catholic Education South Australia. She works with other senior leaders to articulate the vision for the system of Catholic schools in South Australia and to put in place strategies that will bring the vision to a reality. She also leads a team of educators and learning consultants who provide professional learning opportunities and student services to Catholic school communities in South Australia.

Previously Helen 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 the Principal of St Francis de Sales College, Mount Barker. She is also Chair of the Intersector Secondary Principals' Education Coordinating Committee in South Australia, and Deputy Chair of the Association of Principals of Catholic Secondary Schools in South Australia

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

Viv RUSK

Viv is a Regional Director of the Department for Education and Child Development, based in Eastern Adelaide. Before her appointment to this position, Viv held a number of school-based leadership positions, the most recent as Principal of Heathfield High School from 2002 to 2010.

Excited by the rapidly changing role of schools and education services, Viv believes it is critical that education leaders focus on improving pedagogy to achieve the best possible outcomes for students. In Viv's view, the voices of young people are pivotal in developing and sustaining quality education services that meet students' needs. As is the quality of teaching and learning that students experience.

In 2010, Viv was awarded a South Australian Educational Leadership Medal by the Australian Council for Educational Leaders. Committed to educational reform throughout her career, Viv has played a key leadership role in curriculum transformation, and broadening and strengthening pathways for young people throughout their secondary schooling and into the world beyond school.

Peter VAUGHAN

Peter joined the Board in October 2012. He began his working life as a secondary school teacher in Victoria, and has since undertaken diverse roles in a variety of industries, including industrial arbitrator, marketing manager, industry spokesperson, and various senior management roles in both the private and public sectors. For the past 13 years, Peter was the Chief Executive Officer of Business SA.

Peter retired from Business SA in June 2012, but he continues to serve on a number of Boards including those of the Jam Factory (Chair), WorkCoverSA, and TAFE SA (Chair). Peter has sat on various other Boards and Councils including the Training and Skills Commission and the Cancer Council of South Australia.

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

Martin WESTWELL

Martin is the Director of the Flinders Centre for Science Education in the 21st Century. The centre applies an evidence-based approach to teaching and learning, with a focus on mathematics and science education.

After completing his degree and doctorate at Cambridge University, Martin moved to Oxford University. He left academia to pursue other interests and then returned to Oxford in 2005 as Deputy Director of the Institute for the Future of the Mind. Here he ran a research program on the influence of modern lifestyles and technology on the minds of the young and the old. Throughout his time at the Institute, Martin worked to ensure that scientific evidence informed the decisions made about the learning and education of young people.

He has won a number of awards for communicating science to non-scientists including, in 1999, being named by the *Times* newspaper as Scientist of the New Century.

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

Deputy Board Members

Stephen **BOUSFIELD**

Steve Bousfield was appointed Principal of Westminster School in early 2009.

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

Steve's expertise is in curriculum development and he recently completed his tenure as Chair of the Association of Independent Schools of South Australia (AISSA) Curriculum Reference Group.

In 2006, Steve was appointed a member of the secretariat charged with reviewing senior schooling in South Australia and preparing the new South Australian Certificate of Education. He was also recognised in that year by AISSA with an award for his outstanding commitment to curriculum.

Peter **DAW**

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

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

Kerrie **NUSSIO**

Kerrie has been a member of the Board since July 2011 and a member of the Communication and Engagement Committee since April 2012. She is a graduate of the Australian Institute of Company Directors course and is a certified Professional Manager. Kerrie is a member of the Department of Further Education, Employment, Science and Technology (DFEEST) Skills for All Executive Committee and related sub-committees, the Innovative Community Action Networks Evaluation Committee, the Australian Human Resources Institute, and the Australian Institute of Project Management.

Kerrie has a background in senior management in the defence and mining industries and the South Australian Government. Kerrie is Manager, Industry Programs, for the Industry Skills Development Directorate of DFEEST, overseeing the management of programs such as Skills in the Workplace and Productivity Places Program.

Kerrie is a registered secondary school teacher and has educated senior secondary students in both the government and non-government schools in metropolitan, remote, and regional locations.

Graeme **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, Recognition, and Certification Committee of the SACE Board, the Convenor of the South Australian Secondary Principals' Association's Curriculum and Pedagogy Strategic Directions Group, and a Board Member of the South Australian Secondary Principals' Association.

Graeme has a passion for ensuring that education is engaging and compelling for students, and relevant to students' needs and interests as citizens of the future. To this end he strongly supports making capabilities central to student learning.

Janette SCOTT

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

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

Recently, Janette has been involved in the Australian Institute of Teaching and School Leadership's 'Leading Australia's Schools Program', the Australian Curriculum, Assessment and Reporting Authority's consultations about the national English and history curriculum and standards, and the development of an award from the Department for Education and Child Development's Literacy Secretariat to schools that have significant improvements in student achievement.

Appendix B: Curriculum Leaders Groups

Arts

Creative Arts

Chika Anyanwu
Marie Baker
Tiffany Beasley
Corinne Berry
Robyn Callan
Malcolm Cheffirs
Frances Dennis
Marilyn Feneley
Martin Gray
James Green
Stephen Kelly
Max Mastrosavas
Ashleigh Noll
Denise Piggott
Harry Postema
Gunilla Stattin
Ruth Stephenson
Trent Wickers

Dance

Anita Baltutis
Corinne Berry
Robyn Callan
Amanda Kimber
Carolyn Obst
Judy Swan
Penelope Thomas
Christine Underdown
Anne Young

Drama

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

Music

Corinne Berry
Kevin Cameron
Anne Cawrse
Fran Charlton
Janelle Colville
Elizabeth Cox
Lesley Duncan
Bronwyn Elsegood
Kaye Fitton

David Garwood
Peter Gillard
Jason Hammond
Elizabeth Harlock-Lea
Leanda Herring
Antony Hubmayer
Jeffrey Kong
Virginia Lakeman
Janet Leadbeater
Anna Lester
Eviniki Levendis
Vicki McGregor
Stephen Millar
Daniel Pereira
Darryl Pope
Trent Wickers

Visual Arts

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

Business, Enterprise, and Technology

Accounting

Diane Campbell
Scott Copeland
Robyn Davidson
Trudi Duggin
Glen Malkin
John Medlin
Matthew Noble
Russell Phillipson
Julie Stewart
Helen Willmer

Business and Enterprise

Laura Brady
Scott Copeland
Michelle Cordera
Evan Franco

Sharyn Habel
Vincenza Iammarrone
Russell Phillipson
Jane Ratsch-Jenke
James Reichstein
Simon Tanti
Heather Thomas
Tricia Yandell

Design and Technology

Greg Bassani
Peter Coulter
Anthony Izzo
Barry James
Ian McEgan
Kerrie Mackey-Smith
Leoni Mayes
Donald Murray
Ashleigh Noll
Dean Osborn
Russell Phillipson
Stephen Read
Chris Short
Michele Truscott
Wayne Turville

Information Processing and Publishing

Jacqueline Amor
Paul Condous
Sharyn Habel
Giovanna Iannicelli
Deanna Isles
David Roberts
Denise Spiroulias

Information Technology

Julie Clune
Katrina Falkner
Barbara Hender
Harris Iacovou
Leon Marsden
Peter Mitchell
Kylie Murphy
Russell Phillipson
Julie Ruiz
Kevan Varley
Joanne Zucco

Workplace Practices

Adele Broster
Claire Goble
Lisa Hughes
Kerrie Mackey-Smith
Anna Mirasgentis
Luke Northcote
Mandy Rego
Jan Sutherland
Heather Thomas
Barbara Workman

Cross-disciplinary

Community Studies

Karen Box
Kathryn Champion
Giannina Hoffman
Katrina Hudson
Kaye Lee
Adela Lock
Amanda Parsons
Rebecca Siney

Cross-disciplinary Studies/Integrated Learning

Cherie Baker-Hutton
Adele Broster
Sharon Davey
Tracey Dorian
James Green
Anne Harvey
Karen Horvath
Tim Kloeden
Julienne Lenain
Sarah McCarthy
Susan Melhuish
Hassan Mekaway
Bronte Nicholls
Judi Schmidt
Jacinta Stirrat
Cliff Sweetman
Rhonda Williams

Personal Learning Plan

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

Research Project

Robin Aukett
Liz Bawden
Alison Bullock
Sharon Cibich
Jennifer Cook
Heather De Blasio
Tracey Dorian
Virginia Grantham
Sharlene Hewett
Meridie Howley
Stephen Inglis

Paul Jessen
Stephen Kelly
Julienne Lenain
Alison McLean
Luke Nash
Amanda Parsons
Mandy Rego
Debra Turley
Shannon Warren

English

English as a Second Language

Lyn Bellwood
Mei French
Sarah Goldfain
Andrew Hartigan
Meridie Howley
Katrina Hudson
Diana Lange
Sarah McCarthy
Max Marshall
Sunita Narayan
Joan Richards
Gavin Scrimgeour
Dalal Zahr

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

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

English Studies

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

Health and Physical Education

Child Studies/Food and Hospitality

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

Health

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

Outdoor Education

Greg Allen
Gordon Begg
David Edwards
Adrian Maywald
Mike Meredith
Russell Phillipson
Scott Polley
Andrew Pope

Physical Education

Sharon Cibich
Christian Davidson
David Hicks
Chris Hodgson
Deanna Isles
Craig Johncock
Adrian Maywald
David Price
Robyn Roennfeldt
Jacinta Stirrat
Glen Urbani

Humanities and Social Sciences

Aboriginal Studies

Neil Blenkinsop
Leigh Hughes
Helena Monaghan
Luke Nash

Elisa Resce
Lorraine Securo
Kate Smith
Cheryl Uren

Ancient and Classical Studies

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

Australian and International Politics

Morris Allen
Lloyd Cook
Jim Freeman
Ascenzo Lancione
Harry Savelsberg
Malcolm Vaughan

Economics

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

Geography

Krystyna Farnan
Kingsley Head
Michael Holmes
Meridie Howley
Malcolm McInerney
Mark Manuel
Andrew Penny
Alexandra Piggott
Lisa Pope
Rita Shepherd
Robyn Sleeman

History

Daryl Best
Beverley Bury
Andrew Buxton
Lloyd Cook
Jamie Dunnill
Patricia Fabian
Mary Fisher
Carol Fort
Meridie Howley
Filomena Isles
Lynda MacLeod

Rachel McCall
Malcolm McInerney
Wendy Martin

Legal Studies

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

Media Studies

Chika Anyanwu
Daniel Bradley
Grant Brindal
Russell Phillipson
Harry Postema
Gareth Saunders
Karen Vered
Cheryl Webber
Denise Wood

Philosophy

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

Religion Studies

Josephine Armour
Robert Crotty
Jim Freeman
Anne Harvey
Rosemary Hennig
Laura Law

Society and Culture

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

Tourism

Peter Allen
Chris Anargyros
Shane Barnes

Anne Channing
Chris Fanning
Michael Holmes
Susan Melhuish
Catherine Pearce
Robyn Pillans
Gabriele Trobbiani

Women's Studies

Anne Bourke
Pam Cramond
Keri Fisher
Jan Gregory
Wendy Muir
Robyn Pillans
Colleen Tomlian
Karen Zilm

Languages

Rob Amery
Anna Axarlis
Galina Brunoli
Sokho Chau
Teresa Cimmino
F. Javier Diaz-Martinez
Christina Emblem
Marnie Foster
Yuhiko Fujiwara
Lucia Gentilcore
Amy Geue
Shiqin Hu
Gosia Iszbic
Marlene Jarema
Li-Hau Jin
Loiza Karamanis
Maisy Latif
Ly Le
Naoko Learmonth
Bob Lemar
Fang Liu
Hassan Mekawy
Kirsten Ohlhaber
Shahla Pakrou
Lee Pereira
Danielle Popovic
Marietta Rossetto
Andrew Scrimgeour
Joseph Sun
Agnes Szabo
Judy Taylor
Catrina Tridente
Guy Tunstill
Joe van Dalen
Minh Van Pham
Gabriele Walldorf-Davis
Xuewei Wang
Mani White
Philip Wilson

Mathematics

Mathematical Applications

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

Mathematical Methods, Mathematical Studies, and Specialist Mathematics

Natasha Amith
David Andrew
Leonie Brown
Valerie Frost
Gary Glonek
James Grant
Anthony Harradine
Isabel Heath
Anne Ind
Deanna Isles
Derek Jeffrey
Jo Kellaway
Lynette Kupke
Lisa Lanchester
Alastair Lupton
Michael Mickan
Heather Parrington
Jon Roberts
Bill Schenk
Robert Scherer
Alison Wolff
Deb Woodard-Knight

Mathematics

David Andrew
David Kinna
Kate Manuel
Jan Menzies
Heather Parrington
Merilyn Salisbury
John Shanahan
Christine Slattery

Sciences

Agriculture and Horticulture

Paul Fanning
Mark Innes
Mal Jurgs
Robyn Pillans
Clifford Rothenberg
Samantha Shores
Ross Templeman
Don Walter
Meredith Weckert

Biology

Jan Brooks
Alison Bullock
Penny Collins
Kathy Daniels
Peter Donnelly
Lois Ey
John Glistak
Sally Hodgson
Brian LeCornu
James Rothgrew
Judy Sara
Peter Walwyn

Chemistry

Glen Arthur
Brent Atherton
Sharon Davey
John Drew
Sandra Eustace
Chris Evans
Michael McCann
Ian McMahon
Ann Murray
Sally Nobbs
Michael Perkins
Robyn Pillans
Simon Pyke

Geology

Len Altman
Lyn Bird
Joanne Maratos
Bronte Nicholls
Robyn Pillans
Cynthia Pyle

Nutrition

Sarah Craig
Joylene Cresp
Chris Evans
Karen Magee
Anna Palombaro
Robyn Pillans
Bernadette Young

Physics

Tatiana Anesbury
Penny Collins
Lois Ey
Christopher Gambell
Derek Jeffrey
Gerald Little
Paula Mills
Brian Parsons
Richard Sellers
Michael Wilcock

Psychology

Irena Atherton
Andis Berzins
Sarah Craig
Kate Cutts
Katrina Elliott
Lois Ey
Kirsty Gebert
Margaret Hartstone
Paul Hudson
Jennifer Hunter
Paul Jessen
Julie Robinson
Deborah Skelly
Penny Spencer
Zena Tan

Scientific Studies

Jan Brooks
Wesley Chambers
Katrina Elliott
John Glistak
Sally Hodgson
Bronte Nicholls
Robyn Pillans
Neil Rankin
Sharon Robertson
Kimberley Shean
Brian Stratfold
Martin Westwell

Appendix C: Accredited Subjects

Stage 2

Full-year (20-credit) subjects

Arts

Creative Arts
Dance
Drama
Visual Arts – Art
Visual Arts – Design

Business, Enterprise, and Technology

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

Cross-disciplinary

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

English

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

Health and Personal Development

Child Studies
Food and Hospitality
Health
Outdoor Education
Physical Education

Humanities and Social Sciences

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

Languages

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

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

Mathematics

Mathematical Applications
Mathematical Methods
Mathematical Studies
Mathematics Pathways
Specialist Mathematics

Modified Subjects

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

Science

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

Half-year (10-credit) subjects

Arts

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

Business, Enterprise, and Technology

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

Cross-disciplinary

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

English

English Communications
English Pathways

Health and Personal Development

Child Studies
Food and Hospitality
Health
Outdoor Education

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

Humanities and Social Sciences

Religion Studies
Society and Culture

Languages

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

Mathematics

Mathematical Applications
Mathematics Pathways

Modified Subjects

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

Science

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

Stage 1

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

Arts

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

Business, Enterprise, and Technology

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

Cross-disciplinary

Community Studies
Cross-disciplinary Studies
Integrated Learning
Personal Learning Plan*

English

English
English as a Second Language
English Pathways
Literacy for Work and Community Life

Health and Physical Education

Child Studies
Food and Hospitality
Health
Outdoor Education
Physical Education

Humanities and Social Sciences

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

*10-credit subject only.

Philosophy
Religion Studies
Society and Culture
Tourism
Women's Studies

Languages†

Arabic (beginners)
Arabic (continuers)
Armenian (continuers)
Auslan (continuers)
Australian Languages
Bosnian (continuers)
Chinese (background speakers)
Chinese (beginners)
Chinese (continuers)
Croatian (continuers)
Dutch (continuers)
Filipino (continuers)
French (beginners)
French (continuers)
German (beginners)
German (continuers)
Hebrew (continuers)
Hindi (continuers)
Hungarian (continuers)
Indonesian (beginners)
Indonesian (continuers)
Italian (beginners)
Italian (continuers)
Japanese (background speakers)
Japanese (beginners)
Japanese (continuers)
Khmer (continuers)
Korean (background speakers)
Language and Culture
Latin (continuers)
Macedonian (continuers)
Maltese (continuers)
Modern Greek (beginners)
Modern Greek (continuers)
Persian (background speakers)
Polish (continuers)
Portuguese (continuers)
Punjabi (continuers)
Romanian (continuers)
Russian (background speakers)
Russian (continuers)
Serbian (continuers)
Sinhala (continuers)
Spanish (beginners)
Spanish (continuers)
Swedish (continuers)
Tamil (continuers)
Turkish (continuers)
Ukrainian (continuers)
Vietnamese (background speakers)
Vietnamese (continuers)
Yiddish (continuers)

Mathematics

Mathematical Applications
Mathematics
Mathematics Pathways
Numeracy for Work and Community Life

Modified Subjects

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

Sciences

Agriculture and Horticulture
Biology
Chemistry
Geology
Nutrition
Physics
Psychology
Scientific Studies

*10-credit subject only.

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

Appendix D: Prizes and Awards

Prizewinners

Alliance Française de l'Australie du Sud Prize for French
Alexandra Hancock

Annie Montgomerie Martin Prize for French
Alexandra Hancock

Annie Montgomerie Martin Prize for Modern History
Joshua Mark Boughey

Australian Hellenic Educational Progressive Association Prize for Modern Greek
Anna Tsompanoudi

Australian Institute of Physics Prize — Bronze Bragg Medal
Hoang-Cuc Thi Nguyen

Azhar Abbas Memorial Trust Prize for Indonesian
Samantha Widjaja

Classical Association of South Australia Prize for Classical Studies
Michael Alexander Bettison

Co-ordinating Italian Committee Prize for Italian
Chloe Castle

Don Maynard Music Prize
Samuel Robert Hicks

Economics Teachers Society of South Australia Prize for Excellence in Economics
Adam Peter Clayton

Goethe Prize for German
Silas Daniel Nann

Hardwicke College Prize for Biology
Erica Wee-Teng Ang

John Lewis Medal and Prize for Geography
Louisa Madeleine Rebellato

Recognising Excellence in Modified Subjects Award
Matthew Kilworth
Nicholas Wilson Jones

Tennyson Medal for English Studies
Joanna Louise Brookman
Rachael Alana McCullough

Way College Prize and Medal for Chemistry
Joshua Jung Ro Ahn
Vinay Athreya

Special Awards

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

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

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

Australian Guidance and Counselling Association: South Australia (AGCA SA) Psychology Merit Award

Australian Hellenic Educational Progressive Association Award for Modern Greek

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

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

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

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

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

Legal Education Teachers Association of South Australia — Institute of Justice Studies Award for Legal Studies

Leila Rankine Aboriginal Studies Award for Excellence

Royal Australian Chemical Institute Award for Chemistry

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

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

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

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

Appendix E: Governor's Awards and Merit List

Governor's Awards

Governor of South Australia SACE Award

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

Rohan Aird
Elizabeth Alexander
Vinay Athreya
Amelia Bensley
Michael Alexander Bettison
Ashley Louise Bogle
Joel William Byrth
Connor Deegan
Bronte Elizabeth Collins Eccleston
Fiona Fraser
Lucy Catherine Gale
Eleanor Dawn Garrard
Karinna Claire Hall

Jordan Hamann
Lian Qing Huynh
Christine Li
Jamila Elizabeth Main
Georgina Frances Morphett
Shashank Murali
Elise Naumann
Kathryn Angela Palasis
Amy Park
Anna Louise Richter
Lakkari Shevaughn Rigney
Michael David Wood

Governor of South Australia Commendation — Aboriginal Student SACE Award 2012

Jade Pass

Merit List

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

Subjects are arranged alphabetically under learning areas.

Arts

Creative Arts

Michael David Bills
Elspeth Clare McKellar
Matthew Prime

Dance

Jaime Claudia Foord
Bridget Anne Hancock

Drama

Tilda Cobham-Hervey
Madeleine Diamond Coutts
Harry Myers Covill
Isabella Carmel Drioli-Phillips
Tessa Goodall
Patrick Hugh Livesey
Alexander Lloyd
Candice Louise Macallister
Kate Amelia Rose

Zachary Aidan Sheridan
Saskia Sutton
Michaela Alexandra Udina
Micaela Williams

Music

Composing and Arranging

Brian Andrew Hamilton
Matthew O'Brien

Ensemble Performance

Olivia Emma Dahlitz
Hayley Jade Gobell
Samuel Robert Hicks
Claudia Keough
Lusa Li
Matthew O'Brien
Paul Russo
Victoria Joy Tasker

Music in Context

Freya Davies-Ardill

Music Individual Study

Lewis Victor Brideson
Larissa Collins
Thomas Karl Erkelenz
Madeleine Maureen Hunt

Musicianship

Joshua Adam Belperio
Emily Alexandra Hatwell
Samuel Robert Hicks
Benjamin John Maltby

Music Technology

Matthew Jordan Schirripa

Performance Special Study

Jack Haines Degenhart
Kyle Fraser
Samuel Robert Hicks
Simela Natasha Petridis
Jacqueline Grace Raymond
Harriet Walker
Sophie Wilkinson

Solo Performance

Bernard Colin Alexander
Simeon Oliver Baker
Stephanie Callisto
Jack Haines Degenhart
Nathan Phillip Ellul
Amaya Flores-Williams
Hayley Jade Gobell
Dione Lorraine Jones
Lusa Li
Jordan Daniel Noble
Simela Natasha Petridis
Milek Micha Alain Piochaud
Aiden Ryan

Visual Arts

Visual Arts — Art

Aaron Batic
Alexandra Beckinsale
Kimberley Chuong
Nicole Clift
Tilda Cobham-Hervey
Jasmine Lee Crisp
Julia Frances Kaethner
Persia Kotsaris
Jenna Courtney La Dru
Elspeth Clare McKellar
Rose Boord Perkins
Kacy Ratta
Courtney Sandford
Suet Wing (Sally) Wong

Visual Arts — Design

Tahlia Collopy
Julia Therese Conway
Angus James Crawford
Sherrin Marie Koch
Mei Siu Lim
Laura Kate McLean
Alexis Danae Quinn
Idalia Vorrasi

Business, Enterprise, and Technology

Accounting

Ross Joseph Andrews
Peter Carosi
Adam Peter Clayton
Daniel Foo
Kevin Yee Shuer
Charles Jordan
Stephanie Kallis
Raveenajit Kaur Kalvant Singh
Yun Xin Lew
Wing Yee Li
Alex Pak Fung Lo
Tzi Lu Lock
Alexander Ermenegildo Marateo
Patrick Wei Hau Ng
Bang Dai-Hai Nguyen
Dylan Noack
Angus Parkinson
Dimitri Toumazos
Nha Thanh Tran

Business and Enterprise

Deeni Betar-Young
Frederick Beytell
Nicholas Allan Falcinella
Emma Kate Ferguson
Eleanor Dawn Garrard
Justin Andrew Gassner
Tashi Emma Nicola Higgins
Georgia Hill Smith
Jessica Kate Lugg
Melanie Rose Stephens

Design and Technology

Communication Products I

Jasmine Lee Crisp
Rachael Kate Hewlett
Natasha Vella
Brianna Marie Witty

Communication Products II

Jonathan Andrew Hicks
Mitchell Larkin
Logan Cameron Walmsley

Material Products I

Abbey Shelley-Anne Adcock
Catrin Elizabeth Thomas

Material Products II

Nicholas Roger Clift
Thomas George Wood

Systems and Control Products I

Marshall Eden Tearle

Systems and Control Products II

Jared Dean Heenan

Information Processing and Publishing

Brittany Carmody
Nicole Jade Drodge
Amber Renee Elliott
Natalie Gina Fazzini
Katelyn Rose McCallum
Courtney Marie Meyers
Kaylene Olivia Mills
Angela Nguyen
Elyse Chenae Page
James Robinson
Katelyn Emily Sumsion
Saverio Tripodi
Aurianne Warley

Information Technology

Andrew Pham

Workplace Practices

Samantha Burrell
Kate Dawson
Rose Isabella Falkai
Sarah Anne Hnarakis
Rebecca Lucy Hyde
Alireza Jafari
Robert Jefferies
Chloe Alice Karamoshos
Adam Philip Le Cornu
Lauren Kate Marsh
Michelle Martin
Liam Paul McHugh
Matthew McKenna
Stephanie Paige McLachlan
Darcy Noll
Chol Pager
Tyler Roennfeldt-Philp
Oscar Bernard Wardleworth
Lily Warrick

Cross-disciplinary

Community Studies

Arts and the Community

Stella Badenoch
Kahla Lee Parsons

Communication and the Community

Rebecca Louise Fleet

Design, Construction, and the Community

Angelina Rossi

Work and the Community

Naomi Leigh Fuhlbohm

Integrated Learning

Keely Emma Davy
Breanna Ashleigh Kerle
Kyra O'Loughlin
Amy Park
Marie Rocca
Sarah Tronnolone

English

English as a Second Language

Chol Pager

English as Second Language Studies

Joe-Yi Chris Chia
Anucia Yong Devendran
Pui Wun Fiona Fong
Jason Boon Hoe Gan
Yuh-Lin Gan
Lu Ee Hew
Mohamad Izat Ibrahim
Raveenajit Kaur Kalvant Singh
Pravena Kumaran
Nai Liang Joel Lai
Levin Weii Yong Lam
Sheng Juen Lee
Joshua Hsern Zhuen Leow
Yun Xin Lew
Meredith Shuang-Cheng Li
Kenny Sim Hoong Liew
Chien Jie Lim
Yi-Wen Rachel Lim
Ashley Shao Yi Ng
Patrick Wei Hau Ng
Tuc Van Nguyen
Taima Rahman
Yi Yan Tan
Wei Li Tee
Emily Kaiyi Tran

Kapil Haresh Vigneswaren
Olivia Kai Li Vun
Natalie Williams
Kah Who Wong
Huan Sheng Yap
Chris Zi-Fan Zhao

English Communications

Anne Rose Ainscough
Mitchell Altmann
Ben Amberg
Ross Anderson
Samuel Morgan Andrewartha
Vinay Athreya
Tara Baird
Gabriella Eloisa Basso
Matthew David Bell
Claudia Rose Bellardino
Amelia Bensley
Grace Elizabeth Bevan
Heidi Lauren Bitzer
Rylee Jae Bos
Michael Braiotta
Nicholas Wilton Cooper Braund
Holly Byrne
Amanda Anh Tho Ngo Cao
Abbey Louise Clarence
Eleanor Lucinda Clarke
Marianne Astrid Close
Madeleine Diamond Coutts
Carla Nicole de Angelis
Montgomery Clayton Do-wyeld
Isabella Carmel Drioli-Phillips
Jackson Duncan-Reid
Kayla Louise Foord
Veronika Gadzhanova
Scarlett Mia Gawkowski
Shae Elise Grundy
Kathryn Helen Gurner
Samuel David Harms
Brigette Olivia Emmaly Hayes Gordon
Carlton Hollsten
Sarrah Idris
Sophie Nea Kennett-Smith
Molly Grace King
Giorgia Kinloch
Manda Knezevic
Hannah Kovilpillai
Jake Thomas Kriticos
Cameron Michael Yao Ren Lau
Timothy Joseph Lawson
Tayla Kate Ling
Lucinda Holly Lokan
Anna Manka
Isobel March
San Kojima Matthews
Ella McDonald
Samuel Moffatt
Jack Alister Murdock
Kate Neroni
Marcel Neuhoff

Andrew Nguyen
Danica Wendy Nilsen
Thomas Noone
Thomas Charles O'Brien
Anna Oklobdzija
Sarah Padget
Angus Parkinson
Andi-Claire Killeen Pegler
Samantha Pinnington
Anjani Prasad
Olivia Charlotte Purvis
Rebecca Jane Putna
Eloise Caitlin Quinn
Lachlan Donald Raffen
Eleanor Grace Reidy
Georgina Kate Ricci
Thomas Ricci
Nicholas Chris Rivett
Lauren Semba
Callan Shillabeer
Callum James Strong
Elizabeth May Tait
Isobelle Rose Thorneycroft
Darcy Thornton
Nicholas Chau Tran
Bonnie Trinh
Thomas Vaughan
Emily Jane Walker
Olivia Grace White
Phillipa Clare Woodard
Abbey Kate Woonton
Kimberly Marie Zerner

English Studies

Elizabeth Alexander
Michaela Bache
Katie Monica Barnes
Joanna Louise Brookman
Rebekah May Clark
Mikaela Coleman
Annabel Comerford
Connor Deegan
Jethro Paul Dickens
Sarah Elizabeth Eather
Bronte Elizabeth Collins Eccleston
Nicholas Allan Falcinella
Ambica Golyala
Madison Grant
Karinna Claire Hall
Christopher Matthew Hill
Stephanie Holmes
Max Jamieson
Isabelle Mary Kimber
Andrew Hawkins Arthur King
Michael Charles Lamey
Meg Hannah Lawson
Christine Li
Rachael Alana McCullough
Claire Mooney
Shashank Murali
Sean Allen Nunan

Benedicte Naimh O'Leary-Rutherford
Sanjana Patil
Sophie Claire Philip
Kacy Ratta
Claire Helen Robertson
Sebastian David Roy
Antony Scholefield
Samantha Jayne Smith
Marina Spajic
Madeleine Surman
Lara Soley Sveinsson
Ellen Evelyn Robison Williams
Isaac John Zahra
Claire Xiaochi Zhang

Health and Physical Education

Child Studies

Elle Ahrens
Sarah Crook
Loren Rose Harrison-Garton
Felicity Jane Houben
Stacey Jane Irrgang
Katie Li-An Lampard
Eloise Victoria Maple
Margaret (Megg) Mayger
Ellie Meich
Lauren Maree Owen
Kartia Stephens
Emily Victoria Stone
Madeline Williams

Food and Hospitality

Jessica Bammann
Celeste Benstead
Mikaela Jayne Borgas
Hannah Boylan
Nicole Kirsti Goddard
Katrina Hromin
Ryan Kitto
Ashleigh Jade Koch
Tasha Koerner-Bungey
Kristina Koutsouridis
Eloise Victoria Maple
Elysse Marino
Jaedyn Anthony Meissner
Raelee Minuzzo
Valentina Cenza Pepe
Jasmine Petersen
Leana Ruiz
Kirra Hope Smith
Sophie Stiller

Health

Michaela Jade Blake
Natasha Karen Hertel
Ruth Neeves
Taz Maxwell Rigo
Daylen Van De Veerdonk

Outdoor Education

Courtney Jayne Allen
Fraser Lewis Darcy
Rebecca Ashley Fong
Ruth Christine Mackinnon
Emily Rebecca Shephard

Physical Education

Luke Allen
Samuel Morgan Andrewartha
Emily Curtis
Claudia Cristina Farese
Eleanor Dawn Garrard
Cameron David Graetz
Kate Hofmeyer
Eva Jakob
Charles Jordan
Brittany McInerney
Jack James Waite Morgan
Ashleigh Rohde
Jake Edward Snowdon

Humanities and Social Sciences

Aboriginal Studies

Angus MacGregor

Australian and International Politics

Alec Hannaford Gunn

Australian History

Ryan Lewis Graetz

Classical Studies

Isabella Angelo-Falkner
Michael Alexander Bettison
Chantalle Narayan

Economics

Conor Graeme Barkway
Chloe Castle
Adam Peter Clayton
Emma Kate Genockey
Kate Hammond
Kunaal Chaudhri Kacker
Michael Kvopka
Nazirah Mohd Najib
Tam Nguyen

Geography

Lauren Ashleigh Copland
Madeleine Elizabeth Durrant
Rhys Alexander Hann
Fiona McQueen
Sarah Ruth Minns
Louisa Madeleine Rebellato
David Grant Swincer

Legal Studies

Nachiket Athalye
Amelia Bensley
Joshua Mark Boughey
Joanna Louise Brookman
Angelica Teresa Caruso
Mikaela Coleman
Bronte Elizabeth Collins Eccleston
Thomas Anthony Kerin
Jake Thomas Kriticos
Alexander Ermenegildo Marateo
Lachlann Bradley McArthur
Isabelle Grace Mickan
Jody Nguyen
Dylan Noack
Benjamin Owen-Thomas
Sophie Claire Philip
Samuel William Planta Phillips
Damien Donald Quick
Ailie Shaw
Lara Soley Sveinsson
Hebe Alexandra Treloar

Media Studies

Yolanda Huyen Thu Nguyen

Modern History

Anna Charlotte Beer
Kate Victoria Beresford
Joshua Mark Boughey
Chelsea Irene Brady
Joanna Louise Brookman
Chloe Castle
Annelies Hanna Doecke
Bronte Elizabeth Collins Eccleston
Madison Grant
Alec Hannaford Gunn
Stefan Harris
Christian Hoskin
Alice Victoria Leary
Aleesha Jane O'Hanlon
Sophie Claire Philip
Eleanor Sabina Stolz
Timothy Wormald

Philosophy

Navar Amici
Alexander Lachlan Phillips-Hughes

Religion Studies

Thai-Chau Banh
Ha Jung Lauren Cho
Claudia Cristina Farese
Carolina Nebbiai
Katherine Nowakowski
Chol Pager

Society and Culture

Simone Kay Askew
Danae Avraam
Laura Bernadette Bacuriski
Jessica Bammann
Amelia Bensley
Tegan Boyle
Zelda Chambers
Isabella Carmel Drioli-Phillips
Alissa Hermann
Cara Nina Kolopelnyk
Annie Rose Merritt
Olivia Charlotte Purvis
Sandra Putek
Lakkari Shevaughn Rigney
Madeleine Surman
Elise Taylor

Tourism

Isabella Rose Liminton
Holly McArdell
Angela Nguyen
Abigail Kate Watts

Women's Studies

Natalie Kate Lewis
Jana Valle

Languages

Chinese (background speakers)

Biliang (Annie) Wang

Chinese (continuers)

Wendy Wendi Hong
Michellee Ong

Croatian (continuers)

Josipa Petric

French (continuers)

Zoe Laura Brown
Alexandra Hancock

German (continuers)

Silas Daniel Nann

Indonesian (continuers)

Samantha Widjaja

Italian (continuers)

Chloe Castle
Giorgia Pellegrini

Japanese (continuers)

Maria Lagana

Malay (background speakers)

Nazirah Mohd Najib

Modern Greek (continuers)

Anna Tsompanoudi

Persian (background speakers)

Mohsen Jamali

Russian (continuers)

Paul Christopher Fedorov

Spanish (beginners)

Alice Kathleen O'Connell

Spanish (continuers)

Daria Budarina

Tamil (continuers)

Suphaneela Sivakumaran

Vietnamese (background speakers)

Thi Viet Anh Tran

Vietnamese (continuers)

Tram Ngoc La

Mathematics

Mathematical Applications

Kate Victoria Beresford
Christopher Lawrence Bond
Rylee Jae Bos
Wendy May Broadbent
Benjamin Robert Canala
Tanner James Claessen-Smith
Zoee Lee Cornolo
Caoimhe Finola Creswell
James Anthony D'Alessandro
Ryan James Engelhardt
Isabel Tory Evans
Loretta Foran
Kayla Anne Georgonicas
Kayla Jade Green
Matthew John Gumbys
Charlotte Nicole Hancock
Eliza May Inglis
Ricardo Jones
Skye Antonia Klitscher
Nicole Stella Koulizos
Wing Yee Li
Hamish Ludbrook
Emily Marchegiano

James Martin
Fraser Grey Monfries
Francis Murphy
Maddison Papantoniou
Andi-Claire Killeen Pegler
Emma Bridget Pegler
Angus Plunkett
Anita Rahbar
Caitlin Rhue
Anthony Tripodo
Thomas Edward van Reesema

Mathematical Methods

Emma Browne
Carla Nicole de Angelis
Alana Donnelly
Montgomery Clayton Do-wyeld
Phi-Yen Hoang
Christine Li
Meredith Shuang-Cheng Li
Samuel George Manolas
Jack James Waite Morgan
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Isabella Ludbrook
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Patrick Dewhirst Macklin
Loganathan David Mahadeva
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Anjani Prasad
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Lakkari Shevaughn Rigney
Samuel Romano
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Melanie Rose Stephens
Ellen Lillian Swan
Caitlin Laetitia Sweet
Christopher David Symons
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Nancy Tolhurst
Maree Tolis
Felicity Kate Townsend
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Theodor Visan
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Melina Danae d'Agostini
Van Thanh Dang
Roland Deek
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Emma Jane Christabel Duell
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Riley Farrand-Harbutt
Kayla Louise Foord
Kate Maree Galbraith
Stephanie Gall
Caitlin Gleeson-Pongrac
Ambica Golyala
Kathryn Helen Gurner
Luke Tobias Haig-Moir
Edward Richard James
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Nai Liang Joel Lai
Ming Jun Lee
Madeleine Eve Leung
Emma Louise Lowe
Hamish Ludbrook
Kirstin Emma Vera Marchand
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Fiona McCalden
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Mallory Rose McGuinness
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Chloe Mitchell
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Silas Daniel Nann
Joshua Nitschke

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Jenny Pham
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Sebastian Dominik Stachurski
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Ashley Louise Twigger
Olivia Grace White
Samantha Widjaja
James Allen Williams
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Bree Zaccardo
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Maddison Rose Cooling
Eugene Michael Cullity
Adrian Luigi Daniele
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Oliver Joakim Grenfell
Samuel David Harms
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Mrunal Hiwase
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Andrew Nguyen
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Huyen Thi Thanh Nguyen
Matthew Nguyen
Nathan Duc Thinh Nguyen
Joshua Nitschke
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Kathryn Angela Palasis
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Louis Michel Ritchie
Sumukh Rudrapatna
Shihab Siddiquee
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Rohan Aird
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Miranda Zoe Cowley
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Caitlin Miranda Gray
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Michael Dittmar
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Appendix F: Statistics

Tables that contain lists of subjects are arranged in learning areas. Subjects are listed alphabetically under each learning area in separate lists of 20-credit and 10-credit subjects.

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

Tables are based on the information contained in the SACE Board's database on 18 February 2013.

Stage 1

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Table 1: Number of students in South Australia completing at least 1 unit/10 credits, 2002–12

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Students with Stage 1 results only	32881	32933	33872	34745	35956	36524	37435	35603	37279	37036	35930
Students with Stage 1 and Stage 2 results	4140	3479	3799	4140	4540	4527	4597	4967	3873	4874	6077
Total with Stage 1 Results	**37021**	**36412**	**37671**	**38885**	**40496**	**41051**	**42032**	**40570**	**41152**	**41910**	**42007**

Note: 2009 was the first year that students gained credits towards their SACE rather than units; 10 credits is the equivalent of 1 unit.

Table 2: Number of students in the Northern Territory completing at least 1 unit/10 credits, 2002–12

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Students with Stage 1 results only	2754	2667	2645	3231	3391	3181	3299	3846	3868	4055	3977
Students with Stage 1 and Stage 2 results	440	478	591	566	631	619	569	586	505	493	551
Total with Stage 1 Results	**3194**	**3145**	**3236**	**3797**	**4022**	**3800**	**3868**	**4432**	**4373**	**4548**	**4528**

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

Table 3: Stage 1 subjects (20 credits)
Number of results for students in South Australia, by learning area, 2012

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Creative Arts	0	0	0	5	8	1	8	57	6	43	14
Creative Arts: Local Program	0	0	2	3	0	0	2	40	3	60	5
Creative Arts: Modified	3	3	32	23	0	0	35	57	26	43	61
Dance	0	0	0	0	28	3	28	90	3	10	31
Drama	0	0	6	5	0	0	6	55	5	45	11
Music Advanced	4	3	17	20	0	2	21	46	25	54	46
Music Experience	0	0	14	33	0	0	14	30	33	70	47
Visual Arts – Art	0	2	4	2	0	0	4	50	4	50	8
Visual Arts – Design	6	10	0	0	0	0	6	38	10	63	16
Total Results	**13**	**18**	**75**	**91**	**36**	**6**	**124**	**52**	**115**	**48**	**239**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Business and Enterprise: Modified	6	9	14	45	0	0	20	27	54	73	74
Design and Technology											
Communication Products	6	0	10	8	4	7	20	57	15	43	35
Material Products	0	0	9	85	0	6	9	9	91	91	100
Systems and Control Products	0	0	0	12	0	8	0	0	20	100	20
Information Processing and Publishing	0	0	7	2	0	0	7	78	2	22	9
Information Technology	0	0	0	10	0	12	0	0	22	100	22
Workplace Practices	1	18	14	49	39	53	54	31	120	69	174
Total Results	**13**	**27**	**54**	**211**	**43**	**86**	**110**	**25**	**324**	**75**	**434**
CROSS-DISCIPLINARY											
Community Studies	9	0	182	143	0	2	191	57	145	43	336
Cross-disciplinary Studies	7	69	58	88	0	0	65	29	157	71	222
Cross-disciplinary Studies: Modified	1	0	8	10	0	0	9	47	10	53	19
Integrated Learning	0	0	61	72	0	0	61	46	72	54	133
Total Results	**17**	**69**	**309**	**313**	**0**	**2**	**326**	**46**	**384**	**54**	**710**
ENGLISH											
English	0	0	167	157	103	117	270	50	274	50	544
English as a Second Language	0	0	41	34	0	8	41	49	42	51	83
English Pathways	0	0	32	46	0	0	32	41	46	59	78
English Pathways: Modified	6	6	48	58	0	0	54	46	64	54	118
Literacy for Work and Community Life	10	13	27	23	2	0	39	52	36	48	75
Total Results	**16**	**19**	**315**	**318**	**105**	**125**	**436**	**49**	**462**	**51**	**898**
HEALTH AND PHYSICAL EDUCATION											
Child Studies	0	0	1	0	12	2	13	87	2	13	15
Food and Hospitality	7	0	0	0	7	0	14	100	0	0	14
Health	0	0	0	1	0	0	0	0	1	100	1
Health: Local Program	0	0	2	10	0	0	2	17	10	83	12
Health: Modified	3	4	57	72	0	0	60	44	76	56	136
Outdoor Education	0	0	0	3	0	0	0	0	3	100	3
Physical Education	0	0	19	27	0	0	19	41	27	59	46
Total Results	**10**	**4**	**79**	**113**	**19**	**2**	**108**	**48**	**119**	**52**	**227**

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
HUMANITIES AND SOCIAL SCIENCES											
Aboriginal Studies	0	0	6	4	0	0	6	60	4	40	10
Geography	0	0	0	1	0	0	0	0	1	100	1
History	0	0	0	1	0	0	0	0	1	100	1
Religion Studies	220	221	0	0	0	0	220	50	221	50	441
Society and Culture: Modified	3	4	19	25	0	0	22	43	29	57	51
Total Results	**223**	**225**	**25**	**31**	**0**	**0**	**248**	**49**	**256**	**51**	**504**
LANGUAGES											
Arabic (continuers)	0	0	0	0	0	2	0	0	2	100	2
Chinese (continuers)	0	0	0	0	3	2	3	60	2	40	5
French (continuers)	0	0	2	4	23	3	25	78	7	22	32
German (continuers)	0	0	0	4	9	9	9	41	13	59	22
Japanese (continuers)	0	0	9	10	0	2	9	43	12	57	21
Language and Culture: Modified	0	0	1	0	0	0	1	100	0	0	1
Modern Greek (continuers)	0	0	0	0	1	1	1	50	1	50	2
Polish (continuers)	0	0	0	0	3	0	3	100	0	0	3
Russian (continuers)	0	0	0	0	1	0	1	100	0	0	1
Ukrainian (continuers)	0	0	0	0	0	1	0	0	1	100	1
Vietnamese (background speakers)	0	1	0	0	2	5	2	25	6	75	8
Vietnamese (continuers)	0	0	0	0	14	5	14	74	5	26	19
Total Results	**0**	**1**	**12**	**18**	**56**	**30**	**68**	**58**	**49**	**42**	**117**
MATHEMATICS											
Mathematics	5	14	45	56	0	0	50	42	70	58	120
Mathematics Pathways	1	4	0	0	0	0	1	20	4	80	5
Mathematics Pathways: Modified	3	3	53	52	0	0	56	50	55	50	111
Total Results	**9**	**21**	**98**	**108**	**0**	**0**	**107**	**45**	**129**	**55**	**236**
SCIENCES											
Agriculture and Horticulture	0	0	0	15	0	0	0	0	15	100	15
Chemistry	0	0	4	2	0	0	4	67	2	33	6
Scientific Studies: Modified	0	0	9	11	0	0	9	45	11	55	20
Total Results	**0**	**0**	**13**	**28**	**0**	**0**	**13**	**32**	**28**	**68**	**41**
Grand Total	**301**	**384**	**980**	**1231**	**259**	**251**	**1540**	**45**	**1866**	**55**	**3406**
Total Students	**284**	**362**	**774**	**1001**	**250**	**244**	**1308**	**45**	**1607**	**55**	**2915**

Table 4: Stage 1 subjects (20 credits)
Number of results for students in the Northern Territory, by learning area, 2012

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	%	M	%	Grand Total
ARTS											
Drama	0	0	0	0	3	2	3	60	2	40	5
Music Advanced	4	2	0	0	0	0	4	67	2	33	6
Visual Arts – Art	0	0	0	0	9	2	9	82	2	18	11
Total Results	**4**	**2**	**0**	**0**	**12**	**4**	**16**	**73**	**6**	**27**	**22**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Business and Enterprise	1	1	0	0	0	0	1	50	1	50	2
Workplace Practices	0	0	1	6	0	0	1	14	6	86	7
Total Results	**1**	**1**	**1**	**6**	**0**	**0**	**2**	**22**	**7**	**78**	**9**
CROSS-DISCIPLINARY											
Community Studies	0	0	17	26	4	1	21	44	27	56	48
Total Results	**0**	**0**	**17**	**26**	**4**	**1**	**21**	**44**	**27**	**56**	**48**
LANGUAGES											
Australian Languages	0	0	1	0	0	0	1	100	0	0	1
Total Results	**0**	**0**	**1**	**0**	**0**	**0**	**1**	**100**	**0**	**0**	**1**
Grand Total	**5**	**3**	**19**	**32**	**16**	**5**	**40**	**50**	**40**	**50**	**80**
Total Students	**5**	**3**	**19**	**30**	**13**	**5**	**37**	**49**	**38**	**51**	**75**

Table 5: Stage 1 subjects (10 credits)
Number of results for students in South Australia, by learning area, 2012

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Creative Arts	100	32	656	470	154	68	910	61	570	39	1480
Creative Arts: Local Program	0	0	11	3	0	0	11	79	3	21	14
Creative Arts: Modified	15	16	41	45	0	0	56	48	61	52	117
Dance	12	4	315	30	98	7	425	91	41	9	466
Drama	414	190	810	475	422	258	1646	64	923	36	2569
Music Advanced	152	127	368	350	184	209	704	51	686	49	1390
Music Experience	80	88	359	507	68	101	507	42	696	58	1203
Visual Arts – Art	671	210	2473	1231	848	332	3992	69	1773	31	5765
Visual Arts – Design	486	356	993	756	315	336	1794	55	1448	45	3242
Total Results	**1930**	**1023**	**6026**	**3867**	**2089**	**1311**	**10045**	**62**	**6201**	**38**	**16246**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Accounting	184	274	171	188	127	315	482	38	777	62	1259
Business and Enterprise	440	617	697	609	474	393	1611	50	1619	50	3230
Business and Enterprise: Local Program	0	0	25	21	25	28	50	51	49	49	99
Business and Enterprise: Modified	7	7	31	38	0	0	38	46	45	54	83
Design and Technology											
Communication Products	289	392	1082	1248	137	156	1508	46	1796	54	3304
Material Products	81	1073	608	3633	152	726	841	13	5432	87	6273
Systems and Control Products	2	221	70	874	19	241	91	6	1336	94	1427
Information Processing and Publishing	353	149	741	539	211	205	1305	59	893	41	2198
Information Technology	80	335	144	635	114	402	338	20	1372	80	1710
Workplace Practices	239	279	498	732	295	328	1032	44	1339	56	2371
Total Results	**1675**	**3347**	**4067**	**8517**	**1554**	**2794**	**7296**	**33**	**14658**	**67**	**21954**
CROSS-DISCIPLINARY											
Community Studies	160	163	841	681	142	132	1143	54	976	46	2119
Cross-disciplinary Studies	0	0	132	127	2	60	134	42	187	58	321
Cross-disciplinary Studies: Local Program	0	0	33	13	0	0	33	72	13	28	46
Cross-disciplinary Studies: Modified	0	1	18	27	0	0	18	39	28	61	46
Integrated Learning	1013	831	3751	4122	276	183	5040	50	5136	50	10176
Personal Learning Plan	2132	1857	5685	6153	2200	2023	10017	50	10033	50	20050
Personal Learning Plan: Modified	8	12	68	100	0	2	76	40	114	60	190
Total Results	**3313**	**2864**	**10528**	**11223**	**2620**	**2400**	**16461**	**50**	**16487**	**50**	**32948**
ENGLISH											
English	3428	2985	6910	5556	3191	2796	13529	54	11337	46	24866
English as a Second Language	223	231	632	802	143	234	998	44	1267	56	2265
English Pathways	304	535	1715	2466	267	426	2286	40	3427	60	5713
English Pathways: Local Program	0	0	27	28	0	0	27	49	28	51	55
English Pathways: Modified	4	4	22	59	2	4	28	29	67	71	95
Literacy for Work and Community Life	178	419	1397	2135	56	64	1631	38	2618	62	4249
Total Results	**4137**	**4174**	**10703**	**11046**	**3659**	**3524**	**18499**	**50**	**18744**	**50**	**37243**

Table 5: Stage 1 subjects (10 credits) — Number of results in SA *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	%	Total M	%	Grand Total
HEALTH AND PHYSICAL EDUCATION											
Child Studies	448	10	1536	68	371	18	2355	96	96	4	2451
Food and Hospitality	649	212	2669	1307	789	280	4107	70	1799	30	5906
Health	7	7	799	388	148	69	954	67	464	33	1418
Health: Local Program	0	0	4	12	0	0	4	25	12	75	16
Health: Modified	13	6	47	111	0	0	60	34	117	66	177
Outdoor Education	102	170	438	698	183	228	723	40	1096	60	1819
Physical Education	701	1248	1816	4100	702	1208	3219	33	6556	67	9775
Total Results	**1920**	**1653**	**7309**	**6684**	**2193**	**1803**	**11422**	**53**	**10140**	**47**	**21562**
HUMANITIES AND SOCIAL SCIENCES											
Aboriginal Studies	0	0	12	13	0	0	12	48	13	52	25
Ancient Studies	195	79	282	184	116	97	593	62	360	38	953
Australian and International Politics	0	0	0	0	50	32	50	61	32	39	82
Economics	120	222	26	57	116	318	262	31	597	69	859
Geography	117	158	232	232	260	273	609	48	663	52	1272
History	548	482	827	669	691	569	2066	55	1720	45	3786
Legal Studies	405	332	730	494	397	279	1532	58	1105	42	2637
Media Studies	76	63	235	284	44	118	355	43	465	57	820
Philosophy	31	77	111	96	99	25	241	55	198	45	439
Religion Studies	2102	2614	0	0	508	630	2610	45	3244	55	5854
Society and Culture	100	65	462	313	68	25	630	61	403	39	1033
Society and Culture: Local Program	0	0	10	14	0	0	10	42	14	58	24
Society and Culture: Modified	3	2	16	26	0	0	19	40	28	60	47
Tourism	254	78	641	255	127	49	1022	73	382	27	1404
Women's Studies	0	0	89	3	0	0	89	97	3	3	92
Total Results	**3951**	**4172**	**3673**	**2640**	**2476**	**2415**	**10100**	**52**	**9227**	**48**	**19327**
LANGUAGES											
Arabic (continuers)	0	0	13	1	9	6	22	76	7	24	29
Auslan (continuers)	0	0	21	0	0	0	21	100	0	0	21
Australian Languages	0	0	1	0	0	0	1	100	0	0	1
Bosnian (continuers)	0	0	4	3	0	0	4	57	3	43	7
Chinese (background speakers)	14	0	142	158	19	54	175	45	212	55	387
Chinese (beginners)	0	0	2	2	0	0	2	50	2	50	4
Chinese (continuers)	25	2	77	54	36	24	138	63	80	37	218
Croatian (continuers)	0	0	3	10	0	0	3	23	10	77	13
French (beginners)	0	0	37	5	5	7	42	78	12	22	54
French (continuers)	92	29	107	30	76	6	275	81	65	19	340
German (beginners)	0	0	6	0	0	0	6	100	0	0	6
German (continuers)	0	0	87	48	143	64	230	67	112	33	342
Hindi (continuers)	0	0	11	13	0	0	11	46	13	54	24
Indonesian (beginners)	36	0	6	1	0	0	42	98	1	2	43
Indonesian (continuers)	26	9	30	8	10	10	66	71	27	29	93
Italian (beginners)	0	0	15	18	24	23	39	49	41	51	80
Italian (continuers)	233	77	64	31	0	0	297	73	108	27	405

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Japanese (background speakers)	0	0	9	5	0	0	9	64	5	36	14
Japanese (beginners)	0	0	31	31	0	0	31	50	31	50	62
Japanese (continuers)	76	47	108	91	75	33	259	60	171	40	430
Khmer (continuers)	0	0	9	1	0	0	9	90	1	10	10
Korean (background speakers)	0	0	5	3	0	0	5	63	3	38	8
Language and Culture	0	0	7	0	0	0	7	100	0	0	7
Latin (continuers)	2	0	0	0	0	0	2	100	0	0	2
Modern Greek (continuers)	0	0	60	16	18	8	78	76	24	24	102
Persian (background speakers)	0	0	34	40	0	0	34	46	40	54	74
Polish (continuers)	0	0	11	2	0	0	11	85	2	15	13
Portuguese (continuers)	0	0	3	0	0	0	3	100	0	0	3
Russian (background speakers)	0	0	0	0	9	8	9	53	8	47	17
Serbian (continuers)	0	0	4	0	0	0	4	100	0	0	4
Spanish (beginners)	0	0	54	22	0	0	54	71	22	29	76
Spanish (continuers)	0	0	79	28	6	2	85	74	30	26	115
Vietnamese (background speakers)	10	0	12	20	3	0	25	56	20	44	45
Vietnamese (continuers)	16	2	23	8	18	2	57	83	12	17	69
Total Results	**530**	**166**	**1075**	**649**	**451**	**247**	**2056**	**66**	**1062**	**34**	**3118**
MATHEMATICS											
Mathematical Applications	1719	1247	4385	3999	1667	1369	7771	54	6615	46	14386
Mathematics	1776	2471	3111	4260	2281	2997	7168	42	9728	58	16896
Mathematics Pathways	237	463	813	1433	153	135	1203	37	2031	63	3234
Mathematics Pathways: Local Program	6	0	0	0	0	0	6	100	0	0	6
Mathematics Pathways: Modified	5	11	30	78	0	2	35	28	91	72	126
Numeracy for Work and Community Life	352	458	1568	1721	161	141	2081	47	2320	53	4401
Total Results	**4095**	**4650**	**9907**	**11491**	**4262**	**4644**	**18264**	**47**	**20785**	**53**	**39049**
SCIENCES											
Agriculture and Horticulture	30	85	387	377	97	115	514	47	577	53	1091
Biology	1543	783	3150	1650	1729	926	6422	66	3359	34	9781
Chemistry	946	830	1826	1888	1069	1181	3841	50	3899	50	7740
Geology	0	17	23	15	0	0	23	42	32	58	55
Nutrition	193	77	239	120	23	0	455	70	197	30	652
Physics	417	1182	992	2810	588	1424	1997	27	5416	73	7413
Psychology	838	361	1746	651	872	332	3456	72	1344	28	4800
Scientific Studies	332	348	522	762	24	32	878	43	1142	57	2020
Scientific Studies: Local Program	0	0	3	35	0	0	3	8	35	92	38
Scientific Studies: Modified	0	1	18	44	0	0	18	29	45	71	63
Total Results	**4299**	**3684**	**8906**	**8352**	**4402**	**4010**	**17607**	**52**	**16046**	**48**	**33653**
Grand Total	**25850**	**25733**	**62194**	**64469**	**23706**	**23148**	**111750**	**50**	**113350**	**50**	**225100**
Total Students	**4495**	**4375**	**12644**	**13041**	**4212**	**3837**	**21351**	**50**	**21253**	**50**	**42604**

Table 6: Stage 1 subjects (10 credits)
Number of results for students in the Northern Territory, by learning area, 2012

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	%	Total M	%	Grand Total
ARTS											
Creative Arts	7	16	183	123	41	24	231	59	163	41	394
Dance	15	0	117	33	36	7	168	81	40	19	208
Drama	21	7	71	49	36	16	128	64	72	36	200
Music Advanced	4	8	12	6	16	6	32	62	20	38	52
Music Experience	2	7	102	120	12	12	116	45	139	55	255
Visual Arts – Art	59	36	370	179	84	24	513	68	239	32	752
Visual Arts – Design	0	0	154	67	28	9	182	71	76	29	258
Total Results	**108**	**74**	**1009**	**577**	**253**	**98**	**1370**	**65**	**749**	**35**	**2119**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Accounting	2	3	55	64	21	16	78	48	83	52	161
Business and Enterprise	36	30	123	168	27	42	186	44	240	56	426
Business and Enterprise: Local Program	0	0	13	6	0	0	13	68	6	32	19
Design and Technology											
Communication Products	24	43	85	202	35	34	144	34	279	66	423
Material Products	20	34	23	174	0	21	43	16	229	84	272
Systems and Control Products	0	0	5	49	0	0	5	9	49	91	54
Information Processing and Publishing	0	3	110	179	6	22	116	36	204	64	320
Information Technology	0	0	6	56	10	58	16	12	114	88	130
Workplace Practices	1	16	50	93	9	23	60	31	132	69	192
Total Results	**83**	**129**	**470**	**991**	**108**	**216**	**661**	**33**	**1336**	**67**	**1997**
CROSS-DISCIPLINARY											
Community Studies	5	3	62	74	6	9	73	46	86	54	159
Cross-disciplinary Studies	0	0	16	18	0	0	16	47	18	53	34
Integrated Learning	2	5	184	259	75	87	261	43	351	57	612
Personal Learning Plan	105	129	813	895	291	266	1209	48	1290	52	2499
Personal Learning Plan: Modified	0	0	1	0	0	0	1	100	0	0	1
Total Results	**112**	**137**	**1076**	**1246**	**372**	**362**	**1560**	**47**	**1745**	**53**	**3305**
ENGLISH											
English	132	131	799	704	301	286	1232	52	1121	48	2353
English as a Second Language	16	25	118	119	0	0	134	48	144	52	278
English Pathways	15	41	215	340	26	57	256	37	438	63	694
English Pathways: Modified	0	0	0	1	0	0	0	0	1	100	1
Literacy for Work and Community Life	4	16	147	206	33	46	184	41	268	59	452
Total Results	**167**	**213**	**1279**	**1370**	**360**	**389**	**1806**	**48**	**1972**	**52**	**3778**
HEALTH AND PHYSICAL EDUCATION											
Child Studies	0	0	239	46	0	0	239	84	46	16	285
Food and Hospitality	36	15	220	178	38	24	294	58	217	42	511
Health	10	9	136	103	6	3	152	57	115	43	267
Outdoor Education	7	23	55	122	47	73	109	33	218	67	327
Physical Education	22	65	274	809	70	137	366	27	1011	73	1377
Total Results	**75**	**112**	**924**	**1258**	**161**	**237**	**1160**	**42**	**1607**	**58**	**2767**

Table 6: Stage 1 subjects (10 credits) — Number of results in NT *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
HUMANITIES AND SOCIAL SCIENCES											
Aboriginal Studies	0	0	15	26	14	11	29	44	37	56	66
Ancient Studies	0	0	22	23	0	0	22	49	23	51	45
Economics	7	7	21	34	20	8	48	49	49	51	97
Geography	0	0	32	41	57	60	89	47	101	53	190
History	28	34	89	77	78	49	195	55	160	45	355
Legal Studies	40	37	76	48	45	18	161	61	103	39	264
Media Studies	8	18	50	55	24	18	82	47	91	53	173
Philosophy	0	0	6	12	14	8	20	50	20	50	40
Religion Studies	125	151	0	0	0	0	125	45	151	55	276
Society and Culture	1	0	29	6	9	4	39	80	10	20	49
Society and Culture: Local Program	0	0	8	9	0	0	8	47	9	53	17
Tourism	13	4	17	12	0	0	30	65	16	35	46
Women's Studies	0	0	17	0	0	0	17	100	0	0	17
Total Results	**222**	**251**	**382**	**343**	**261**	**176**	**865**	**53**	**770**	**47**	**1635**
LANGUAGES											
Australian Languages	0	0	1	0	0	0	1	100	0	0	1
Chinese (background speakers)	0	0	6	8	0	0	6	43	8	57	14
Chinese (beginners)	0	0	10	12	0	0	10	45	12	55	22
Chinese (continuers)	0	0	25	13	0	0	25	66	13	34	38
French (beginners)	0	0	7	1	0	0	7	88	1	13	8
French (continuers)	0	0	0	0	13	2	13	87	2	13	15
German (continuers)	0	0	0	0	2	2	2	50	2	50	4
Indonesian (beginners)	0	0	11	20	0	0	11	35	20	65	31
Indonesian (continuers)	12	14	60	24	2	0	74	66	38	34	112
Italian (beginners)	0	0	11	5	0	0	11	69	5	31	16
Italian (continuers)	0	0	14	13	0	0	14	52	13	48	27
Japanese (beginners)	4	6	26	8	0	0	30	68	14	32	44
Japanese (continuers)	2	0	45	28	0	4	47	59	32	41	79
Modern Greek (continuers)	0	0	9	19	0	0	9	32	19	68	28
Spanish (beginners)	0	0	23	11	4	4	27	64	15	36	42
Total Results	**18**	**20**	**248**	**162**	**21**	**12**	**287**	**60**	**194**	**40**	**481**
MATHEMATICS											
Mathematical Applications	81	93	412	414	135	105	628	51	612	49	1240
Mathematics	62	90	383	388	138	184	583	47	662	53	1245
Mathematics Pathways	0	0	164	193	39	49	203	46	242	54	445
Numeracy for Work and Community Life	26	39	218	311	38	40	282	42	390	58	672
Total Results	**169**	**222**	**1177**	**1306**	**350**	**378**	**1696**	**47**	**1906**	**53**	**3602**

Table 6: Stage 1 subjects (10 credits) — Number of results in NT *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
SCIENCES											
Agriculture and Horticulture	0	0	23	13	0	0	23	64	13	36	36
Biology	44	40	337	174	128	69	509	64	283	36	792
Chemistry	27	31	222	212	69	89	318	49	332	51	650
Nutrition	0	0	76	40	35	10	111	69	50	31	161
Physics	16	55	102	243	40	126	158	27	424	73	582
Psychology	22	13	254	113	107	59	383	67	185	33	568
Scientific Studies	0	0	114	130	14	10	128	48	140	52	268
Total Results	**109**	**139**	**1128**	**925**	**393**	**363**	**1630**	**53**	**1427**	**47**	**3057**
Grand Total	**1063**	**1297**	**7693**	**8178**	**2279**	**2231**	**11035**	**49**	**11706**	**51**	**22741**
Total Students	**196**	**245**	**1579**	**1700**	**429**	**415**	**2204**	**48**	**2360**	**52**	**4564**

Table 7: Number of students in South Australia and the Northern Territory gaining a result at Stage 1 for community learning, by name of program, 2012

Name of Program	Number of Students	Name of Program	Number of Students
SOUTH AUSTRALIA		**NORTHERN TERRITORY**	
Australian Air Force Cadets	11	Australian Air Force Cadets	6
Australian and New Zealand Cultural Arts Limited	1	Australian Army Cadets	5
Australian Army Cadets	22	Australian Music Examinations Board	2
Australian Business Week	675	Duke of Edinburgh's Award	58
Australian Guild of Music and Speech	2	Royal Life Saving Society Australia	10
Australian Music Examinations Board	48	SA State Emergency Service	1
Cecchetti Ballet Australia Inc.	3	SA Tall Ships Inc.	1
CISCO Networking Academy	2	St John Ambulance Australia Cadets	5
Commonwealth Society of Teachers of Dancing	16	**Total Students**	**76**
Duke of Edinburgh's Award	405		
Guides Australia	9		
Operation Flinders	140		
Royal Academy of Dance	15		
Royal Life Saving Society Australia	76		
SA Country Fire Service	47		
SA State Emergency Service	7		
SA Tall Ships Inc.	7		
Scouts Australia	5		
St John Ambulance Australia Cadets	21		
Trinity College London	2		
Total Students	**1422**		

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

Table 8a: Stage 1 subjects (20 credits)
Graded results distribution for students in South Australia, by learning area, 2012

Subject	A	B	C	D	E	N	Total
ARTS							
Creative Arts	7	0	3	3	0	1	14
Creative Arts: Local Program	2	3	0	0	0	0	5
Dance	14	12	5	0	0	0	31
Drama	1	6	4	0	0	0	11
Music Advanced	14	14	11	3	2	2	46
Music Experience	14	13	7	13	0	0	47
Visual Arts – Art	4	0	2	1	1	0	8
Visual Arts – Design	4	6	5	1	0	0	16
Total Results	**60**	**54**	**37**	**21**	**3**	**3**	**178**
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Design and Technology							
Communication Products	6	7	10	7	1	4	35
Material Products	15	31	41	7	6	0	100
Systems and Control Products	2	7	6	4	1	0	20
Information Processing and Publishing	6	2	1	0	0	0	9
Information Technology	3	4	10	2	3	0	22
Workplace Practices	44	73	40	11	6	0	174
Total Results	**76**	**124**	**108**	**31**	**17**	**4**	**360**
CROSS-DISCIPLINARY							
Community Studies	56	80	150	25	16	9	336
Cross-disciplinary Studies	34	114	53	15	6	0	222
Integrated Learning	32	42	41	12	3	3	133
Total Results	**122**	**236**	**244**	**52**	**25**	**12**	**691**
ENGLISH							
English	150	252	136	3	3	0	544
English as a Second Language	22	29	28	2	2	0	83
English Pathways	5	23	46	1	3	0	78
Literacy for Work and Community Life	2	15	51	3	4	0	75
Total Results	**179**	**319**	**261**	**9**	**12**	**0**	**780**
HEALTH AND PHYSICAL EDUCATION							
Child Studies	1	8	3	0	1	2	15
Food and Hospitality	1	2	10	1	0	0	14
Health	0	1	0	0	0	0	1
Health: Local Program	0	0	10	2	0	0	12
Outdoor Education	0	2	1	0	0	0	3
Physical Education	22	22	1	1	0	0	46
Total Results	**24**	**35**	**25**	**4**	**1**	**2**	**91**
HUMANITIES AND SOCIAL SCIENCES							
Aboriginal Studies	0	1	2	2	2	3	10
Geography	0	0	1	0	0	0	1
History	0	0	1	0	0	0	1
Religion Studies	116	178	123	17	7	0	441
Total Results	**116**	**179**	**127**	**19**	**9**	**3**	**453**

Table 8a: Stage 1 subjects (20 credits) — Graded results distribution in SA *continued*

Subject	A	B	C	D	E	N	Total
LANGUAGES							
Arabic (continuers)	0	1	1	0	0	0	2
Chinese (continuers)	2	1	1	1	0	0	5
French (continuers)	20	9	2	0	0	1	32
German (continuers)	6	9	4	3	0	0	22
Japanese (continuers)	6	12	2	1	0	0	21
Modern Greek (continuers)	1	0	1	0	0	0	2
Polish (continuers)	1	2	0	0	0	0	3
Russian (continuers)	1	0	0	0	0	0	1
Ukrainian (continuers)	0	0	1	0	0	0	1
Vietnamese (background speakers)	4	3	1	0	0	0	8
Vietnamese (continuers)	4	8	4	3	0	0	19
Total Results	**45**	**45**	**17**	**8**	**0**	**1**	**116**
MATHEMATICS							
Mathematics	30	34	56	0	0	0	120
Mathematics Pathways	0	0	3	2	0	0	5
Total Results	**30**	**34**	**59**	**2**	**0**	**0**	**125**
SCIENCES							
Agriculture and Horticulture	2	9	4	0	0	0	15
Chemistry	1	3	2	0	0	0	6
Total Results	**3**	**12**	**6**	**0**	**0**	**0**	**21**
Grand Total	**655**	**1038**	**884**	**146**	**67**	**25**	**2815**

Table 8b: Stage 1 subjects (20 credits)
Non-graded results distribution for students in South Australia, by subject, 2012

Subject	Completed	Not Completed	Total
Business and Enterprise: Modified	74	0	74
Creative Arts: Modified	60	1	61
Cross-disciplinary Studies: Modified	17	2	19
English Pathways: Modified	115	3	118
Health: Modified	131	5	136
Language and Culture: Modified	1	0	1
Mathematics Pathways: Modified	110	1	111
Scientific Studies: Modified	19	1	20
Society and Culture: Modified	51	0	51
Total Results	**578**	**13**	**591**

Table 9: Stage 1 subjects (20 credits)
Graded results distribution for students in the Northern Territory, by learning area, 2012

Subject	A	B	C	D	E	N	Total
ARTS							
Drama	2	1	2	0	0	0	5
Music Advanced	2	3	1	0	0	0	6
Visual Arts – Art	3	3	5	0	0	0	11
Total Results	**7**	**7**	**8**	**0**	**0**	**0**	**22**
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Business and Enterprise	0	0	2	0	0	0	2
Workplace Practices	1	3	1	1	0	1	7
Total Results	**1**	**3**	**3**	**1**	**0**	**1**	**9**
CROSS-DISCIPLINARY							
Community Studies	2	11	34	1	0	0	48
Total Results	**2**	**11**	**34**	**1**	**0**	**0**	**48**
LANGUAGES							
Australian Languages	0	1	0	0	0	0	1
Total Results	**0**	**1**	**0**	**0**	**0**	**0**	**1**
Grand Total	**10**	**22**	**45**	**2**	**0**	**1**	**80**

Table 10a: Stage 1 subjects (10 credits)
Graded results distribution for students in South Australia, by learning area, 2012

Subject	A	B	C	D	E	N	Total
ARTS							
Creative Arts	310	415	435	168	86	66	1480
Creative Arts: Local Program	2	9	3	0	0	0	14
Dance	131	144	125	48	9	9	466
Drama	758	914	566	205	86	40	2569
Music Advanced	525	540	244	51	20	10	1390
Music Experience	209	436	349	126	48	35	1203
Visual Arts – Art	1273	1715	1590	663	383	141	5765
Visual Arts – Design	674	1010	905	397	194	62	3242
Total Results	**3882**	**5183**	**4217**	**1658**	**826**	**363**	**16129**
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Accounting	364	410	335	94	51	5	1259
Business and Enterprise	691	1201	858	260	163	57	3230
Business and Enterprise: Local Program	24	30	32	3	7	3	99
Design and Technology							
Communication Products	703	961	888	362	279	111	3304
Material Products	737	1901	2284	779	445	127	6273
Systems and Control Products	241	460	491	135	73	27	1427
Information Processing and Publishing	497	731	621	209	104	36	2198
Information Technology	372	542	522	163	89	22	1710
Workplace Practices	399	751	745	247	158	71	2371
Total Results	**4028**	**6987**	**6776**	**2252**	**1369**	**459**	**21871**
CROSS-DISCIPLINARY							
Community Studies	387	604	746	194	132	56	2119
Cross-disciplinary Studies	73	99	96	32	19	2	321
Cross-disciplinary Studies: Local Progam	8	8	12	8	9	1	46
Integrated Learning	2031	3044	3238	998	569	296	10176
Personal Learning Plan	4224	7336	7713	295	305	177	20050
Total Results	**6723**	**11091**	**11805**	**1527**	**1034**	**532**	**32712**
ENGLISH							
English	5528	11200	7036	523	350	229	24866
English as a Second Language	412	871	832	95	39	16	2265
English Pathways	412	1830	2705	315	279	172	5713
English Pathways: Local Program	1	11	30	1	10	2	55
Literacy for Work and Community Life	350	1238	1985	287	242	147	4249
Total Results	**6703**	**15150**	**12588**	**1221**	**920**	**566**	**37148**
HEALTH AND PHYSICAL EDUCATION							
Child Studies	479	842	659	278	145	48	2451
Food and Hospitality	1003	1926	1689	792	375	121	5906
Health	313	443	348	149	90	75	1418
Health: Local Program	0	1	7	8	0	0	16
Outdoor Education	488	681	411	137	66	36	1819
Physical Education	1416	4074	2906	898	347	134	9775
Total Results	**3699**	**7967**	**6020**	**2262**	**1023**	**414**	**21385**

Table 10a: Stage 1 subjects (10 credits) — Graded results distribution in SA *continued*

Subject	A	B	C	D	E	N	Total
HUMANITIES AND SOCIAL SCIENCES							
Aboriginal Studies	6	4	13	2	0	0	25
Ancient Studies	208	339	259	84	41	22	953
Australian and International Politics	30	23	22	5	2	0	82
Economics	226	354	209	45	23	2	859
Geography	350	438	337	81	43	23	1272
History	857	1366	1063	298	151	51	3786
Legal Studies	747	879	673	201	102	35	2637
Media Studies	159	284	221	75	62	19	820
Philosophy	144	166	83	32	11	3	439
Religion Studies	1477	2411	1548	289	114	15	5854
Society and Culture	183	304	285	124	83	54	1033
Society and Culture: Local Program	4	11	5	2	1	1	24
Tourism	257	465	410	152	75	45	1404
Women's Studies	23	40	19	7	2	1	92
Total Results	**4671**	**7084**	**5147**	**1397**	**710**	**271**	**19280**

Subject	A	B	C	D	E	N	Total
LANGUAGES							
Arabic (continuers)	12	13	3	1	0	0	29
Auslan (continuers)	3	6	5	3	4	0	21
Australian Languages	1	0	0	0	0	0	1
Bosnian (continuers)	1	6	0	0	0	0	7
Chinese (background speakers)	115	145	95	24	6	2	387
Chinese (beginners)	1	1	2	0	0	0	4
Chinese (continuers)	139	44	27	5	2	1	218
Croatian (continuers)	4	4	5	0	0	0	13
French (beginners)	15	24	14	1	0	0	54
French (continuers)	146	129	51	10	2	2	340
German (beginners)	1	4	1	0	0	0	6
German (continuers)	132	145	54	11	0	0	342
Hindi (continuers)	8	10	5	1	0	0	24
Indonesian (beginners)	18	22	3	0	0	0	43
Indonesian (continuers)	22	45	19	2	3	2	93
Italian (beginners)	22	29	23	4	1	1	80
Italian (continuers)	147	183	61	12	1	1	405
Japanese (background speakers)	3	7	2	2	0	0	14
Japanese (beginners)	18	20	15	5	2	2	62
Japanese (continuers)	117	188	102	16	6	1	430
Khmer (continuers)	10	0	0	0	0	0	10
Korean (background speakers)	5	2	0	0	1	0	8
Language and Culture	3	1	0	0	0	3	7
Latin (continuers)	0	2	0	0	0	0	2
Modern Greek (continuers)	48	37	12	3	0	2	102
Persian (background speakers)	20	31	16	3	1	3	74
Polish (continuers)	4	7	1	1	0	0	13
Portuguese (continuers)	0	0	2	1	0	0	3
Russian (background speakers)	10	7	0	0	0	0	17
Serbian (continuers)	3	1	0	0	0	0	4

Subject	A	B	C	D	E	N	Total
Spanish (beginners)	30	24	14	7	1	0	76
Spanish (continuers)	51	42	17	4	1	0	115
Vietnamese (background speakers)	25	13	6	0	0	1	45
Vietnamese (continuers)	21	26	18	3	0	1	69
Total Results	**1155**	**1218**	**573**	**119**	**31**	**22**	**3118**
MATHEMATICS							
Mathematical Applications	1959	4451	5503	1335	923	215	14386
Mathematics	4262	5947	5078	1106	439	64	16896
Mathematics Pathways	273	818	1421	359	273	90	3234
Mathematics Pathways: Local Program	1	2	3	0	0	0	6
Numeracy for Work and Community Life	335	1056	2080	427	331	172	4401
Total Results	**6830**	**12274**	**14085**	**3227**	**1966**	**541**	**38923**
SCIENCES							
Agriculture and Horticulture	210	348	357	105	60	11	1091
Biology	1994	3392	2914	936	436	109	9781
Chemistry	1960	2820	1998	647	273	42	7740
Geology	9	15	17	5	9	0	55
Nutrition	141	203	174	71	52	11	652
Physics	1709	2710	2097	606	254	37	7413
Psychology	1187	1653	1264	454	192	50	4800
Scientific Studies	220	603	750	265	124	58	2020
Scientific Studies: Local Program	8	8	11	7	4	0	38
Total Results	**7438**	**11752**	**9582**	**3096**	**1404**	**318**	**33590**
Grand Total	**45129**	**78706**	**70793**	**16759**	**9283**	**3486**	**224156**

Table 10b: Stage 1 subjects (10 credits)
Non-graded results distribution for students in South Australia, by subject, 2012

Subject	Completed	Not Completed	Total
Business and Enterprise: Modified	83	0	83
Creative Arts: Modified	116	1	117
Cross-disciplinary Studies: Modified	44	2	46
English Pathways: Modified	94	1	95
Health: Modified	175	2	177
Mathematics Pathways: Modified	124	2	126
Personal Learning Plan: Modified	188	2	190
Scientific Studies: Modified	63	0	63
Society and Culture: Modified	47	0	47
Total Results	**934**	**10**	**944**

Table 11a: Stage 1 subjects (10 credits)
Graded results distribution for students in the Northern Territory, by learning area, 2012

Subject	A	B	C	D	E	N	Total
ARTS							
Creative Arts	81	110	127	40	25	11	394
Dance	59	66	56	17	7	3	208
Drama	34	72	63	13	10	8	200
Music Advanced	19	21	8	3	1	0	52
Music Experience	46	76	73	25	23	12	255
Visual Arts – Art	129	217	191	113	76	26	752
Visual Arts – Design	64	78	68	28	15	5	258
Total Results	**432**	**640**	**586**	**239**	**157**	**65**	**2119**
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Accounting	48	40	40	20	10	3	161
Business and Enterprise	69	141	123	47	38	8	426
Business and Enterprise: Local Program	2	7	10	0	0	0	19
Design and Technology							
Communication Products	91	127	143	24	25	13	423
Material Products	21	65	123	33	16	14	272
Systems and Control Products	8	17	20	4	5	0	54
Information Processing and Publishing	35	87	119	35	26	18	320
Information Technology	28	35	35	13	14	5	130
Workplace Practices	6	56	70	26	19	15	192
Total Results	**308**	**575**	**683**	**202**	**153**	**76**	**1997**
CROSS-DISCIPLINARY							
Community Studies	18	25	77	15	8	16	159
Cross-disciplinary Studies	8	16	10	0	0	0	34
Integrated Learning	137	208	175	46	26	20	612
Personal Learning Plan	258	703	1297	79	77	85	2499
Total Results	**421**	**952**	**1559**	**140**	**111**	**121**	**3304**
ENGLISH							
English	375	1006	793	77	58	44	2353
English as a Second Language	13	117	121	20	3	4	278
English Pathways	78	213	274	35	59	35	694
Literacy for Work and Community Life	28	82	224	40	52	26	452
Total Results	**494**	**1418**	**1412**	**172**	**172**	**109**	**3777**
HEALTH AND PHYSICAL EDUCATION							
Child Studies	58	94	96	21	14	2	285
Food and Hospitality	74	123	220	52	25	17	511
Health	41	86	78	27	24	11	267
Outdoor Education	56	118	100	28	16	9	327
Physical Education	100	490	527	147	74	39	1377
Total Results	**329**	**911**	**1021**	**275**	**153**	**78**	**2767**
HUMANITIES AND SOCIAL SCIENCES							
Aboriginal Studies	0	12	27	10	12	5	66
Ancient Studies	8	11	13	2	6	5	45
Economics	22	37	29	6	2	1	97

Subject	A	B	C	D	E	N	Total
Geography	25	56	68	17	15	9	190
History	55	129	114	22	28	7	355
Legal Studies	60	100	71	15	10	8	264
Media Studies	18	64	51	20	16	4	173
Philosophy	5	8	14	4	8	1	40
Religion Studies	40	109	95	24	3	5	276
Society and Culture	7	18	12	7	5	0	49
Society and Culture: Local Program	4	3	4	5	1	0	17
Tourism	6	15	10	6	7	2	46
Women's Studies	8	2	7	0	0	0	17
Total Results	**258**	**564**	**515**	**138**	**113**	**47**	**1635**
LANGUAGES							
Australian Languages	0	1	0	0	0	0	1
Chinese (background speakers)	7	6	1	0	0	0	14
Chinese (beginners)	11	8	2	1	0	0	22
Chinese (continuers)	18	9	6	3	2	0	38
French (beginners)	5	1	0	0	2	0	8
French (continuers)	7	6	0	2	0	0	15
German (continuers)	2	2	0	0	0	0	4
Indonesian (beginners)	1	10	15	2	1	2	31
Indonesian (continuers)	45	32	26	5	4	0	112
Italian (beginners)	7	3	4	0	1	1	16
Italian (continuers)	1	7	16	1	2	0	27
Japanese (beginners)	18	13	7	4	2	0	44
Japanese (continuers)	16	25	33	4	0	1	79
Modern Greek (continuers)	6	14	7	0	1	0	28
Spanish (beginners)	10	15	13	2	2	0	42
Total Results	**154**	**152**	**130**	**24**	**17**	**4**	**481**
MATHEMATICS							
Mathematical Applications	99	342	496	158	115	30	1240
Mathematics	196	378	480	132	48	11	1245
Mathematics Pathways	28	123	159	65	53	17	445
Numeracy for Work and Community Life	46	166	271	70	59	60	672
Total Results	**369**	**1009**	**1406**	**425**	**275**	**118**	**3602**
SCIENCES							
Agriculture and Horticulture	16	14	4	1	0	1	36
Biology	121	292	283	61	28	7	792
Chemistry	131	232	191	63	28	5	650
Nutrition	24	65	46	21	5	0	161
Physics	121	186	205	44	24	2	582
Psychology	98	199	156	68	34	13	568
Scientific Studies	77	74	73	21	10	13	268
Total Results	**588**	**1062**	**958**	**279**	**129**	**41**	**3057**
Grand Total	**3353**	**7283**	**8270**	**1894**	**1280**	**659**	**22739**

Table 11b: Stage 1 subjects (10 credits)
Non-graded results distribution for students in the Northern Territory, by subject, 2012

Subject	Completed	Not Completed	Total
English Pathways: Modified	1	0	1
Personal Learning Plan: Modified	1	0	1
Total Results	**2**	**0**	**2**

Stage 2

Table 1: Number of students receiving a result in at least one Stage 2 subject, 2012

	F	%	M	%	Total
South Australia	10537	52	9755	48	20292
Northern Territory	871	52	793	48	1664
Asia	682	51	665	49	1347
Total Students	**12090**	**52**	**11213**	**48**	**23303**

Table 2: Number of students receiving a result in at least one Stage 2 subject, 2000–12

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
South Australia	15950	16439	16806	16703	16642	16658	16886	17101	17086	17692	17437	18228	20292
Northern Territory	1269	1431	1410	1485	1576	1520	1582	1660	1611	1652	1623	1605	1664
Asia	988	1005	1069	1219	1298	1288	1734	1491	1847	1806	1741	1491	1347
Total Students	**18207**	**18875**	**19285**	**19407**	**19516**	**19466**	**20202**	**20252**	**20544**	**21150**	**20801**	**21324**	**23303**

Table 3: Number of South Australian schools offering 20-credit Stage 2 subjects, by learning area, 2012

Subject	Cath	Govt	Indp	Total
ARTS				
Creative Arts	7	25	9	41
Creative Arts: Local Program	1	0	0	1
Creative Arts: Modified	4	10	1	15
Dance	2	13	8	23
Drama	22	34	31	87
Visual Arts – Art	28	97	40	165
Visual Arts – Design	22	60	27	109
Total	**30**	**109**	**44**	**183**
BUSINESS, ENTERPRISE, AND TECHNOLOGY				
Accounting	17	13	11	41
Business and Enterprise	25	34	33	92
Business and Enterprise: Modified	4	12	1	17
Design and Technology				
Communication Products I	8	43	6	57
Communication Products II	6	22	7	35
Material Products I	11	78	20	109
Material Products II	8	36	10	54
Systems and Control Products I	3	18	4	25
Systems and Control Products II	2	2	3	7
Information Processing and Publishing	16	61	20	97
Information Technology	12	17	16	45
Workplace Practices	25	66	17	108
Total	**31**	**119**	**45**	**195**
CROSS-DISCIPLINARY				
Community Studies				
Arts and the Community	12	41	6	59
Business and the Community	6	10	1	17
Communication and the Community	7	33	2	42
Design, Construction, and the Community	8	29	0	37
Environment and the Community	3	12	3	18
Foods and the Community	5	34	3	42
Health, Recreation, and the Community	12	42	6	60
Science and the Community	2	5	0	7
Technology and the Community	7	21	2	30
Work and the Community	16	46	7	69
Cross-disciplinary Studies	2	8	0	10
Cross-disciplinary Studies: Modified	1	9	0	10
Integrated Learning	13	65	3	81
Total	**26**	**104**	**17**	**147**

Subject	Cath	Govt	Indp	Total
ENGLISH				
English as a Second Language	12	32	3	47
English as Second Language Studies	10	17	12	39
English Communications	29	111	45	185
English Pathways	8	33	8	49
English Pathways: Modified	0	14	0	14
English Studies	29	50	35	114
Total	**30**	**119**	**45**	**194**
HEALTH AND PHYSICAL EDUCATION				
Child Studies	18	58	16	92
Food and Hospitality	19	88	26	133
Health	1	26	2	29
Health: Modified	3	20	1	24
Outdoor Education	3	19	7	29
Physical Education	28	75	34	137
Total	**30**	**117**	**39**	**186**
HUMANITIES AND SOCIAL SCIENCES				
Aboriginal Studies	0	4	1	5
Australian and International Politics	0	1	3	4
Australian History	2	6	0	8
Classical Studies	6	9	9	24
Economics	11	5	11	27
Geography	7	11	16	34
Legal Studies	16	25	18	59
Media Studies	4	17	4	25
Modern History	20	42	30	92
Philosophy	2	4	1	7
Religion Studies	7	0	1	8
Society and Culture	17	39	8	64
Society and Culture: Modified	0	6	0	6
Tourism	8	27	7	42
Women's Studies	1	9	0	10
Total	**30**	**84**	**39**	**153**
LANGUAGES				
Albanian (continuers)	0	1	0	1
Arabic (continuers)	0	2	3	5
Bosnian (continuers)	0	1	0	1
Chinese (background speakers)	3	10	6	19
Chinese (beginners)	0	1	0	1
Chinese (continuers)	1	3	5	9
Croatian (continuers)	0	1	0	1
Filipino (continuers)	0	1	0	1

Subject	Cath	Govt	Indp	Total
French (beginners)	0	1	0	1
French (continuers)	2	7	7	16
German (beginners)	0	1	0	1
German (continuers)	0	7	9	16
Hindi (continuers)	0	2	0	2
Indonesian (beginners)	1	1	0	2
Indonesian (continuers)	1	3	2	6
Italian (beginners)	0	1	0	1
Italian (continuers)	12	5	0	17
Japanese (background speakers)	0	1	0	1
Japanese (beginners)	0	1	0	1
Japanese (continuers)	4	8	6	18
Khmer (continuers)	0	1	0	1
Korean (background speakers)	0	2	0	2
Language and Culture	0	1	0	1
Language and Culture: Modified	0	1	0	1
Maltese (continuers)	0	0	1	1
Modern Greek (continuers)	0	3	2	5
Persian (background speakers)	0	1	0	1
Polish (continuers)	0	1	1	2
Portuguese (continuers)	0	2	0	2
Russian (background speakers)	0	0	2	2
Russian (continuers)	0	0	2	2
Serbian (continuers)	0	1	0	1
Spanish (beginners)	0	2	0	2
Spanish (continuers)	0	4	0	4
Tamil (continuers)	0	0	1	1
Vietnamese (background speakers)	1	3	1	5
Vietnamese (continuers)	1	3	1	5
Total	**17**	**25**	**34**	**76**

Subject	Cath	Govt	Indp	Total
MATHEMATICS				
Mathematical Applications	29	95	42	166
Mathematical Methods	15	14	22	51
Mathematical Studies	29	73	40	142
Mathematics Pathways	2	19	3	24
Mathematics Pathways: Modified	0	14	0	14
Specialist Mathematics	19	36	23	78
Total	**29**	**108**	**45**	**182**
SCIENCES				
Agriculture and Horticulture				
Agricultural and Horticultural Applied Technologies	0	1	0	1
Agricultural and Horticultural Management	1	5	1	7
Agricultural and Horticultural Principles	0	3	2	5
Agricultural and Horticultural Science	2	1	3	6
Agricultural and Horticultural Studies	0	16	2	18
Biology	29	82	41	152
Chemistry	28	62	38	128
Geology	0	3	1	4
Nutrition	12	18	7	37
Physics	26	58	36	120
Psychology	21	39	23	83
Scientific Studies	7	8	2	17
Scientific Studies: Modified	0	5	0	5
Total	**30**	**97**	**43**	**170**
Total Number of Schools	**33**	**136**	**59**	**228**

Table 4a: Number of Northern Territory schools offering
20-credit Stage 2 subjects, by learning area, 2012

Subject	Cath	Govt	Indp	Total
ARTS				
Creative Arts	1	6	2	9
Dance	1	3	1	5
Drama	2	4	1	7
Visual Arts – Art	3	9	5	17
Visual Arts – Design	0	2	2	4
Total	**3**	**9**	**5**	**17**
BUSINESS, ENTERPRISE, AND TECHNOLOGY				
Accounting	0	3	0	3
Business and Enterprise	3	5	3	11
Design and Technology				
Communication Products I	1	4	1	6
Communication Products II	1	3	0	4
Material Products I	1	2	1	4
Material Products II	1	0	0	1
Systems and Control Products I	0	1	0	1
Information Processing and Publishing	1	3	1	5
Information Technology	0	1	1	2
Workplace Practices	1	10	3	14
Total	**3**	**10**	**5**	**18**
CROSS-DISCIPLINARY				
Community Studies				
Arts and the Community	0	3	2	5
Business and the Community	1	1	1	3
Communication and the Community	1	5	3	9
Design, Construction, and the Community	0	3	1	4
Environment and the Community	0	0	2	2
Foods and the Community	0	3	1	4
Health, Recreation, and the Community	0	4	2	6
Science and the Community	0	0	1	1
Technology and the Community	0	1	2	3
Work and the Community	0	3	1	4
Cross-disciplinary Studies	1	0	0	1
Integrated Learning	2	9	2	13
Total	**2**	**9**	**4**	**15**
ENGLISH				
English as a Second Language	1	4	0	5
English as Second Language Studies	1	4	0	5
English Communications	3	9	5	17
English Pathways	1	6	2	9
English Studies	3	6	3	12
Total	**3**	**10**	**5**	**18**

Subject	Cath	Govt	Indp	Total
HEALTH AND PHYSICAL EDUCATION				
Child Studies	0	2	0	2
Food and Hospitality	2	6	0	8
Health	1	4	0	5
Outdoor Education	2	3	1	6
Physical Education	2	7	4	13
Total	**3**	**9**	**4**	**16**
HUMANITIES AND SOCIAL SCIENCES				
Aboriginal Studies	0	3	0	3
Australian History	1	0	0	1
Classical Studies	1	1	0	2
Economics	0	2	2	4
Geography	0	3	2	5
Legal Studies	1	3	3	7
Media Studies	1	1	2	4
Modern History	1	3	3	7
Philosophy	0	1	0	1
Religion Studies	3	0	0	3
Society and Culture	1	1	0	2
Tourism	1	0	0	1
Women's Studies	0	1	0	1
Total	**3**	**6**	**4**	**13**
LANGUAGES				
Chinese (background speakers)	0	1	0	1
Chinese (beginners)	0	1	0	1
Chinese (continuers)	0	1	0	1
French (beginners)	0	1	0	1
Indonesian (beginners)	0	1	0	1
Indonesian (continuers)	1	1	0	2
Italian (continuers)	0	1	0	1
Japanese (beginners)	0	1	0	1
Japanese (continuers)	0	2	0	2
Modern Greek (continuers)	0	1	0	1
Spanish (beginners)	0	2	0	2
Total	**1**	**4**	**0**	**5**
MATHEMATICS				
Mathematical Applications	3	7	4	14
Mathematical Methods	2	5	4	11
Mathematical Studies	1	6	4	11
Mathematics Pathways	0	4	0	4
Specialist Mathematics	0	3	0	3
Total	**3**	**9**	**5**	**17**

Table 4a: Number of NT schools offering 20-credit Stage 2 subjects *continued*

Subject	Cath	Govt	Indp	Total
SCIENCES				
Biology	2	7	5	14
Chemistry	2	6	3	11
Nutrition	0	3	1	4
Physics	1	5	4	10
Psychology	1	6	4	11
Scientific Studies	2	5	0	7
Total	**3**	**8**	**5**	**16**

Total Number of Schools	**3**	**12**	**6**	**21**

Table 4b: Number of Asian schools offering 20-credit Stage 2 subjects, by learning area, 2012

Subject	Total
BUSINESS, ENTERPRISE, AND TECHNOLOGY	
Accounting	7
Information Technology	1
Total	**7**
ENGLISH	
English as Second Language Studies	8
Total	**8**
HUMANITIES AND SOCIAL SCIENCES	
Economics	6
Legal Studies	5
Total	**6**
LANGUAGES	
Malay (background speakers)	2
Total	**2**
MATHEMATICS	
Mathematical Studies	8
Specialist Mathematics	7
Total	**8**
SCIENCES	
Biology	7
Chemistry	8
Physics	8
Psychology	4
Total	**8**
Total Number of Schools	**8**

Table 5: Number of schools offering 10-credit Stage 2 subjects, by learning area, 2012

Subject	South Australia				Northern Territory				Asia	Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total		
ARTS										
Creative Arts	0	3	2	5	1	1	0	2	0	7
Creative Arts: Modified	1	5	0	6	0	0	0	0	0	6
Drama	0	0	1	1	0	0	0	0	0	1
Music										
Composing and Arranging	5	11	12	28	0	1	0	1	0	29
Ensemble Performance	24	57	29	110	2	4	1	7	0	117
Music in Context	3	3	0	6	0	1	0	1	0	7
Music Individual Study	13	34	19	66	1	4	1	6	0	72
Music Technology	7	7	8	22	0	0	0	0	0	22
Musicianship	9	13	18	40	1	1	0	2	0	42
Performance Special Study	3	16	17	36	0	1	0	1	0	37
Solo Performance	25	53	33	111	2	3	2	7	0	118
Visual Arts – Art	0	4	3	7	1	1	0	2	0	9
Visual Arts – Design	1	2	4	7	0	0	0	0	0	7
Total	**27**	**65**	**36**	**128**	**2**	**6**	**2**	**10**	**0**	**138**
BUSINESS, ENTERPRISE, AND TECHNOLOGY										
Business and Enterprise	2	1	0	3	0	0	0	0	0	3
Business and Enterprise: Modified	0	1	0	1	0	0	0	0	0	1
Design and Technology									0	
Communication Products I	1	1	0	2	0	0	0	0	0	2
Communication Products II	1	1	0	2	0	0	0	0	0	2
Material Products I	1	9	0	10	0	0	0	0	0	10
Material Products II	1	6	0	7	0	0	0	0	0	7
Systems and Control Products I	1	1	0	2	0	0	0	0	0	2
Systems and Control Products II	1	1	0	2	0	0	0	0	0	2
Information Processing and Publishing	1	5	3	9	0	0	0	0	0	9
Workplace Practices A	5	9	1	15	0	0	0	0	0	15
Workplace Practices B	3	8	2	13	0	0	0	0	0	13
Total	**8**	**26**	**5**	**39**	**0**	**0**	**0**	**0**	**0**	**39**
CROSS-DISCIPLINARY										
Community Studies										
Arts and the Community	3	3	2	8	0	0	0	0	0	8
Business and the Community	2	1	1	4	0	0	0	0	0	4
Communication and the Community	3	5	0	8	0	1	0	1	0	9
Design, Construction, and the Community	0	7	3	10	0	0	0	0	0	10
Environment and the Community	0	0	1	1	0	0	0	0	0	1
Foods and the Community	2	3	0	5	0	0	0	0	0	5
Health, Recreation, and the Community	4	8	2	14	1	0	0	1	0	15
Science and the Community	0	2	0	2	0	0	0	0	0	2
Technology and the Community	2	5	0	7	0	0	0	0	0	7
Work and the Community	4	10	0	14	1	0	0	1	0	15
Cross-disciplinary Studies	1	1	0	2	0	0	0	0	0	2
Cross-disciplinary Studies: Modified	2	5	0	7	0	0	0	0	0	7
Integrated Learning	6	4	1	11	0	1	0	1	0	12
Research Project A	12	77	14	103	0	0	0	0	0	103

Table 5: Number of schools offering 10-credit Stage 2 subjects *continued*

Subject	South Australia				Northern Territory				Asia	Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total		
Research Project B	31	121	45	197	1	1	2	4	10	206
Research Project: Modified	7	22	1	30	0	0	0	0	0	30
Total	**33**	**134**	**45**	**212**	**2**	**3**	**2**	**7**	**10**	**224**
ENGLISH										
English Communications	0	4	1	5	0	0	0	0	0	5
English Pathways	0	1	0	1	0	1	0	1	0	2
English Pathways: Modified	1	1	0	2	0	0	0	0	0	2
Total	**1**	**6**	**1**	**8**	**0**	**1**	**0**	**1**	**0**	**9**
HEALTH AND PHYSICAL EDUCATION										
Child Studies	0	3	1	4	0	0	0	0	0	4
Food and Hospitality	0	0	4	4	0	0	0	0	0	4
Health	0	2	0	2	0	0	0	0	0	2
Health: Modified	2	4	0	6	0	0	0	0	0	6
Outdoor Education	1	1	0	2	0	0	0	0	0	2
Total	**3**	**9**	**4**	**16**	**0**	**0**	**0**	**0**	**0**	**16**
HUMANITIES AND SOCIAL SCIENCES										
Religion Studies	8	0	1	9	0	0	0	0	0	9
Society and Culture	2	2	0	4	0	0	0	0	0	4
Society and Culture: Modified	0	2	0	2	0	0	0	0	0	2
Total	**9**	**4**	**1**	**14**	**0**	**0**	**0**	**0**	**0**	**14**
LANGUAGES										
Australian Languages										
Second Language Learning I	0	1	0	1	0	1	0	1	0	2
Second Language Learning II	0	1	0	1	0	1	0	1	0	2
Total	**0**	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**	**2**
MATHEMATICS										
Mathematical Applications	4	17	7	28	1	1	0	2	0	30
Mathematics Pathways	0	1	0	1	0	1	0	1	0	2
Mathematics Pathways: Modified	1	3	0	4	0	0	0	0	0	4
Total	**5**	**21**	**7**	**33**	**1**	**2**	**0**	**3**	**0**	**36**
SCIENCES										
Agriculture and Horticulture										
Agricultural and Horticultural Enterprise	0	1	0	1	0	0	0	0	0	1
Agricultural and Horticultural Management	0	1	0	1	0	0	0	0	0	1
Agricultural and Horticultural Studies	0	1	0	1	0	0	0	0	0	1
Nutrition	0	1	0	1	0	1	0	1	0	2
Psychology	0	1	0	1	0	0	0	0	0	1
Scientific Studies	0	1	0	1	0	0	0	0	0	1
Scientific Studies: Modified	1	1	0	2	0	0	0	0	0	2
Total	**1**	**5**	**0**	**6**	**0**	**1**	**0**	**1**	**0**	**7**
Total Number of Schools	**33**	**135**	**45**	**213**	**3**	**9**	**4**	**16**	**10**	**234**

Table 6: Stage 2 subjects (20 credits)
Number of results for students in South Australia, by learning area, 2012

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Creative Arts	67	34	148	99	78	22	293	65	155	35	448
Creative Arts: Local Program	0	1	0	0	0	0	0	0	1	100	1
Creative Arts: Modified	4	7	17	21	0	1	21	42	29	58	50
Dance	10	1	70	8	38	4	118	90	13	10	131
Drama	147	68	231	119	199	107	577	66	294	34	871
Visual Arts – Art	185	66	569	157	301	78	1055	78	301	22	1356
Visual Arts – Design	116	98	232	162	114	105	462	56	365	44	827
Total Results	**529**	**275**	**1267**	**566**	**730**	**317**	**2526**	**69**	**1158**	**31**	**3684**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Accounting	93	198	75	79	70	119	238	38	396	62	634
Business and Enterprise	239	263	249	246	275	283	763	49	792	51	1555
Business and Enterprise: Modified	2	7	24	40	0	1	26	35	48	65	74
Design and Technology											
Communication Products I	75	50	327	263	17	25	419	55	338	45	757
Communication Products II	36	43	94	106	43	44	173	47	193	53	366
Material Products I	5	133	67	545	40	164	112	12	842	88	954
Material Products II	16	84	39	236	11	43	66	15	363	85	429
Systems and Control Products I	0	48	5	159	0	39	5	2	246	98	251
Systems and Control Products II	0	33	2	28	0	19	2	2	80	98	82
Information Processing and Publishing	148	123	429	285	161	66	738	61	474	39	1212
Information Technology	13	109	16	123	8	111	37	10	343	90	380
Workplace Practices	211	436	503	473	125	125	839	45	1034	55	1873
Total Results	**838**	**1527**	**1830**	**2583**	**750**	**1039**	**3418**	**40**	**5149**	**60**	**8567**
CROSS-DISCIPLINARY											
Community Studies											
Arts and the Community	16	15	85	63	8	2	109	58	80	42	189
Business and the Community	3	9	6	7	0	1	9	35	17	65	26
Communication and the Community	10	9	59	44	2	0	71	57	53	43	124
Design, Construction, and the Community	6	17	23	50	0	0	29	30	67	70	96
Environment and the Community	0	5	8	9	0	3	8	32	17	68	25
Foods and the Community	7	4	51	26	6	3	64	66	33	34	97
Health, Recreation, and the Community	15	21	67	96	5	6	87	41	123	59	210
Science and the Community	0	2	5	2	0	0	5	56	4	44	9
Technology and the Community	0	11	15	32	5	1	20	31	44	69	64
Work and the Community	27	55	77	90	6	4	110	42	149	58	259
Cross-disciplinary Studies	15	6	51	55	0	0	66	52	61	48	127
Cross-disciplinary Studies: Modified	0	1	11	34	0	0	11	24	35	76	46
Integrated Learning	91	273	341	480	7	31	439	36	784	64	1223
Total Results	**190**	**428**	**799**	**988**	**39**	**51**	**1028**	**41**	**1467**	**59**	**2495**

Table 6: Stage 2 subjects (20 credits) — Number of results in SA *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ENGLISH											
English as a Second Language	47	44	197	240	10	2	254	47	286	53	540
English as Second Language Studies	53	63	109	114	86	96	248	48	273	52	521
English Communications	781	546	2000	1237	981	698	3762	60	2481	40	6243
English Pathways	60	18	229	231	31	37	320	53	286	47	606
English Pathways: Modified	0	0	41	41	0	0	41	50	41	50	82
English Studies	308	202	535	199	492	275	1335	66	676	34	2011
Total Results	**1249**	**873**	**3111**	**2062**	**1600**	**1108**	**5960**	**60**	**4043**	**40**	**10003**
HEALTH AND PHYSICAL DEVELOPMENT											
Child Studies	309	5	717	27	201	7	1227	97	39	3	1266
Food and Hospitality	270	75	847	287	278	55	1395	77	417	23	1812
Health	3	0	497	176	46	21	546	73	197	27	743
Health: Modified	2	6	41	74	0	1	43	35	81	65	124
Outdoor Education	36	27	94	143	50	86	180	41	256	59	436
Physical Education	219	392	368	652	235	408	822	36	1452	64	2274
Total Results	**839**	**505**	**2564**	**1359**	**810**	**578**	**4213**	**63**	**2442**	**37**	**6655**
HUMANITIES AND SOCIAL SCIENCES											
Aboriginal Studies	0	0	23	6	6	3	29	76	9	24	38
Australian and International Politics	0	0	8	3	28	19	36	62	22	38	58
Australian History	18	7	25	24	0	0	43	58	31	42	74
Classical Studies	65	25	71	39	61	36	197	66	100	34	297
Economics	39	101	18	31	37	104	94	28	236	72	330
Geography	43	65	58	58	83	128	184	42	251	58	435
Legal Studies	116	123	209	151	152	91	477	57	365	43	842
Media Studies	33	29	96	104	9	32	138	46	165	54	303
Modern History	135	136	270	201	249	186	654	56	523	44	1177
Philosophy	8	26	25	30	1	10	34	34	66	66	100
Religion Studies	66	16	0	0	16	17	82	71	33	29	115
Society and Culture	267	143	364	189	108	29	739	67	361	33	1100
Society and Culture: Modified	0	0	8	20	0	0	8	29	20	71	28
Tourism	93	20	268	109	52	11	413	75	140	25	553
Women's Studies	10	0	126	11	0	0	136	93	11	7	147
Total Results	**893**	**691**	**1569**	**976**	**802**	**666**	**3264**	**58**	**2333**	**42**	**5597**
LANGUAGES											
Albanian (continuers)	0	0	1	0	0	0	1	100	0	0	1
Arabic (continuers)	0	0	8	4	4	5	12	57	9	43	21
Bosnian (continuers)	0	0	7	2	0	0	7	78	2	22	9
Chinese (background speakers)	8	14	53	67	22	21	83	45	102	55	185
Chinese (beginners)	0	0	2	1	0	0	2	67	1	33	3
Chinese (continuers)	4	0	21	4	21	2	46	88	6	12	52
Croatian (continuers)	0	0	1	3	0	0	1	25	3	75	4

Table 6: Stage 2 subjects (20 credits) — Number of results in SA *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Filipino (continuers)	0	0	11	6	0	0	11	65	6	35	17
French (beginners)	0	0	9	1	0	0	9	90	1	10	10
French (continuers)	19	3	46	12	44	8	109	83	23	17	132
German (beginners)	0	0	1	0	0	0	1	100	0	0	1
German (continuers)	0	0	23	11	40	22	63	66	33	34	96
Hindi (continuers)	0	0	3	1	0	0	3	75	1	25	4
Indonesian (beginners)	11	0	4	0	0	0	15	100	0	0	15
Indonesian (continuers)	4	2	12	2	17	7	33	75	11	25	44
Italian (beginners)	0	0	7	1	0	0	7	88	1	13	8
Italian (continuers)	69	28	30	11	0	0	99	72	39	28	138
Japanese (background speakers)	0	0	3	2	0	0	3	60	2	40	5
Japanese (beginners)	0	0	4	7	0	0	4	36	7	64	11
Japanese (continuers)	14	20	43	33	38	10	95	60	63	40	158
Khmer (continuers)	0	0	2	3	0	0	2	40	3	60	5
Korean (background speakers)	0	0	2	9	0	0	2	18	9	82	11
Language and Culture	0	0	7	7	0	0	7	50	7	50	14
Language and Culture: Modified	0	0	6	3	0	0	6	67	3	33	9
Maltese (continuers)	0	0	0	0	3	0	3	100	0	0	3
Modern Greek (continuers)	0	0	13	2	12	5	25	78	7	22	32
Persian (background speakers)	0	0	24	27	0	0	24	47	27	53	51
Polish (continuers)	0	0	5	2	1	0	6	75	2	25	8
Portuguese (continuers)	0	0	0	2	0	0	0	0	2	100	2
Russian (background speakers)	0	0	0	0	2	2	2	50	2	50	4
Russian (continuers)	0	0	0	0	1	2	1	33	2	67	3
Serbian (continuers)	0	0	0	1	0	0	0	0	1	100	1
Spanish (beginners)	0	0	19	7	0	0	19	73	7	27	26
Spanish (continuers)	0	0	21	8	0	0	21	72	8	28	29
Tamil (continuers)	0	0	0	0	1	0	1	100	0	0	1
Vietnamese (background speakers)	4	0	20	12	5	3	29	66	15	34	44
Vietnamese (continuers)	5	0	10	2	7	5	22	76	7	24	29
Total Results	**138**	**67**	**418**	**253**	**218**	**92**	**774**	**65**	**412**	**35**	**1186**

MATHEMATICS											
Mathematical Applications	433	456	918	1127	448	482	1799	47	2065	53	3864
Mathematical Methods	152	154	133	93	193	197	478	52	444	48	922
Mathematical Studies	245	385	462	906	368	550	1075	37	1841	63	2916
Mathematics Pathways	6	30	48	94	15	17	69	33	141	67	210
Mathematics Pathways: Modified	0	0	34	62	0	0	34	35	62	65	96
Specialist Mathematics	36	160	101	420	88	245	225	21	825	79	1050
Total Results	**872**	**1185**	**1696**	**2702**	**1112**	**1491**	**3680**	**41**	**5378**	**59**	**9058**

Table 6: Stage 2 subjects (20 credits) — Number of results in SA *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
SCIENCES											
Agriculture and Horticulture											
Agricultural and Horticultural Applied Technologies	0	0	0	3	0	0	0	0	3	100	3
Agricultural and Horticultural Management	9	10	14	9	5	3	28	56	22	44	50
Agricultural and Horticultural Principles	0	0	4	4	11	18	15	41	22	59	37
Agricultural and Horticultural Science	1	14	6	5	5	23	12	22	42	78	54
Agricultural and Horticultural Studies	0	0	61	35	17	10	78	63	45	37	123
Biology	473	262	940	455	635	364	2048	65	1081	35	3129
Chemistry	246	234	454	546	342	377	1042	47	1157	53	2199
Geology	0	0	11	24	0	7	11	26	31	74	42
Nutrition	122	64	244	91	91	25	457	72	180	28	637
Physics	108	351	195	797	157	471	460	22	1619	78	2079
Psychology	290	143	669	269	399	102	1358	73	514	27	1872
Scientific Studies	94	78	46	51	2	6	142	51	135	49	277
Scientific Studies: Modified	0	0	5	12	0	0	5	29	12	71	17
Total Results	**1343**	**1156**	**2649**	**2301**	**1664**	**1406**	**5656**	**54**	**4863**	**46**	**10519**
Grand Total	**6891**	**6707**	**15903**	**13790**	**7725**	**6748**	**30519**	**53**	**27245**	**47**	**57764**

Table 7a: Stage 2 subjects (20 credits)
Number of results for students in the Northern Territory, by learning area, 2012

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Creative Arts	5	1	35	22	10	3	50	66	26	34	76
Dance	5	2	27	9	7	0	39	78	11	22	50
Drama	13	1	32	12	4	0	49	79	13	21	62
Visual Arts – Art	18	2	94	22	23	0	135	85	24	15	159
Visual Arts – Design	0	0	20	9	5	5	25	64	14	36	39
Total Results	**41**	**6**	**208**	**74**	**49**	**8**	**298**	**77**	**88**	**23**	**386**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Accounting	0	0	23	20	0	0	23	53	20	47	43
Business and Enterprise	15	15	49	48	9	8	73	51	71	49	144
Design and Technology											
Communication Products I	0	4	17	56	5	7	22	25	67	75	89
Communication Products II	7	0	9	9	0	0	16	64	9	36	25
Material Products I	0	1	0	13	1	5	1	5	19	95	20
Material Products II	0	2	0	0	0	0	0	0	2	100	2
Systems and Control Products I	0	0	0	8	0	0	0	0	8	100	8

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Information Processing and Publishing	0	3	38	45	4	2	42	46	50	54	92
Information Technology	0	0	1	17	0	8	1	4	25	96	26
Workplace Practices	3	6	31	56	10	8	44	39	70	61	114
Total Results	**25**	**31**	**168**	**272**	**29**	**38**	**222**	**39**	**341**	**61**	**563**
CROSS-DISCIPLINARY											
Community Studies											
Arts and the Community	0	0	12	3	3	6	15	63	9	38	24
Business and the Community	0	2	3	1	0	1	3	43	4	57	7
Communication and the Community	1	0	10	10	7	5	18	55	15	45	33
Design, Construction, and the Community	0	0	2	5	0	1	2	25	6	75	8
Environment and the Community	0	0	0	0	3	0	3	100	0	0	3
Foods and the Community	0	0	5	7	1	1	6	43	8	57	14
Health, Recreation, and the Community	0	0	8	29	3	3	11	26	32	74	43
Science and the Community	0	0	0	0	1	0	1	100	0	0	1
Technology and the Community	0	0	0	2	2	2	2	33	4	67	6
Work and the Community	0	0	7	15	9	5	16	44	20	56	36
Cross-disciplinary Studies	0	1	0	0	0	0	0	0	1	100	1
Integrated Learning	24	12	68	138	2	1	94	38	151	62	245
Total Results	**25**	**15**	**115**	**210**	**31**	**25**	**171**	**41**	**250**	**59**	**421**
ENGLISH											
English as a Second Language	4	2	26	36	0	0	30	44	38	56	68
English as Second Language Studies	1	6	47	72	0	0	48	38	78	62	126
English Communications	49	30	245	182	70	56	364	58	268	42	632
English Pathways	3	6	25	54	8	9	36	34	69	66	105
English Studies	23	12	102	50	40	29	165	64	91	36	256
Total Results	**80**	**56**	**445**	**394**	**118**	**94**	**643**	**54**	**544**	**46**	**1187**
HEALTH AND PHYSICAL EDUCATION											
Child Studies	0	0	51	1	0	0	51	98	1	2	52
Food and Hospitality	9	3	53	49	0	0	62	54	52	46	114
Health	7	2	60	45	0	0	67	59	47	41	114
Outdoor Education	10	6	12	24	3	2	25	44	32	56	57
Physical Education	9	8	28	39	12	24	49	41	71	59	120
Total Results	**35**	**19**	**204**	**158**	**15**	**26**	**254**	**56**	**203**	**44**	**457**
HUMANITIES AND SOCIAL SCIENCES											
Aboriginal Studies	0	0	16	10	0	0	16	62	10	38	26
Australian History	11	5	0	0	0	0	11	69	5	31	16
Classical Studies	1	2	10	5	0	0	11	61	7	39	18
Economics	0	0	12	16	3	7	15	39	23	61	38
Geography	0	0	11	10	2	10	13	39	20	61	33
Legal Studies	2	3	38	14	16	11	56	67	28	33	84
Media Studies	7	9	9	8	15	9	31	54	26	46	57

Table 7a: Stage 2 subjects (20 credits) — Number of results in NT *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Modern History	8	4	18	11	14	10	40	62	25	38	65
Philosophy	0	0	2	3	0	0	2	40	3	60	5
Religion Studies	39	39	0	0	0	0	39	50	39	50	78
Society and Culture	0	1	9	3	0	0	9	69	4	31	13
Tourism	3	0	0	0	0	0	3	100	0	0	3
Women's Studies	0	0	12	0	0	0	12	100	0	0	12
Total Results	**71**	**63**	**137**	**80**	**50**	**47**	**258**	**58**	**190**	**42**	**448**
LANGUAGES											
Chinese (background speakers)	0	0	5	6	0	0	5	45	6	55	11
Chinese (beginners)	0	0	2	1	0	0	2	67	1	33	3
Chinese (continuers)	0	0	13	9	0	0	13	59	9	41	22
French (beginners)	0	0	6	1	0	0	6	86	1	14	7
Indonesian (beginners)	0	0	1	1	0	0	1	50	1	50	2
Indonesian (continuers)	1	7	7	3	0	0	8	44	10	56	18
Italian (continuers)	0	0	7	3	0	0	7	70	3	30	10
Japanese (beginners)	0	0	6	2	0	0	6	75	2	25	8
Japanese (continuers)	0	0	15	7	0	0	15	68	7	32	22
Modern Greek (continuers)	0	0	3	5	0	0	3	38	5	63	8
Spanish (beginners)	0	0	26	7	0	0	26	79	7	21	33
Total Results	**1**	**7**	**91**	**45**	**0**	**0**	**92**	**64**	**52**	**36**	**144**
MATHEMATICS											
Mathematical Applications	30	20	112	86	46	29	188	58	135	42	323
Mathematical Methods	10	9	72	70	30	28	112	51	107	49	219
Mathematical Studies	1	3	60	85	19	46	80	37	134	63	214
Mathematics Pathways	0	0	32	37	0	0	32	46	37	54	69
Specialist Mathematics	0	0	10	35	0	0	10	22	35	78	45
Total Results	**41**	**32**	**286**	**313**	**95**	**103**	**422**	**49**	**448**	**51**	**870**
SCIENCES											
Biology	8	2	92	53	42	23	142	65	78	35	220
Chemistry	4	10	57	87	10	19	71	38	116	62	187
Nutrition	0	0	36	21	8	3	44	65	24	35	68
Physics	3	2	20	82	11	32	34	23	116	77	150
Psychology	5	1	73	19	35	18	113	75	38	25	151
Scientific Studies	2	2	39	16	0	0	41	69	18	31	59
Total Results	**22**	**17**	**317**	**278**	**106**	**95**	**445**	**53**	**390**	**47**	**835**
Grand Total	**341**	**246**	**1971**	**1824**	**493**	**436**	**2805**	**53**	**2506**	**47**	**5311**

Table 7b: Stage 2 subjects (20 credits)
Number of results for students in Asia, by learning area, 2012

	Total				
	F	%	M	%	Total
BUSINESS, ENTERPRISE, AND TECHNOLOGY					
Accounting	231	51	226	49	457
Information Technology	7	41	10	59	17
Total Results	**238**	**50**	**236**	**50**	**474**
ENGLISH					
English as Second Language Studies	618	52	568	48	1186
Total Results	**618**	**52**	**568**	**48**	**1186**
HUMANITIES AND SOCIAL SCIENCES					
Economics	296	54	254	46	550
Legal Studies	126	60	85	40	211
Total Results	**422**	**55**	**339**	**45**	**761**
LANGUAGES					
Malay (background speakers)	16	48	17	52	33
Total Results	**16**	**48**	**17**	**52**	**33**
MATHEMATICS					
Mathematical Studies	651	50	649	50	1300
Specialist Mathematics	125	31	274	69	399
Total Results	**776**	**46**	**923**	**54**	**1699**
SCIENCES					
Biology	316	60	207	40	523
Chemistry	392	49	412	51	804
Physics	313	44	406	56	719
Psychology	260	65	142	35	402
Total Results	**1281**	**52**	**1167**	**48**	**2448**
Grand Total	**3351**	**51**	**3250**	**49**	**6601**

Table 8: Number of students in South Australia and the Northern Territory
receiving a result in at least one 20-credit Stage 2 subject, by school sector, 2012

	South Australia			Northern Territory			Grand Total
School Sector	F	M	Total	F	M	Total	
Catholic	2046	2153	4199	113	96	209	4408
Government	4835	4395	9230	616	574	1190	10420
Independent	2252	1914	4166	135	115	250	4416
Total	**9133**	**8462**	**17595**	**864**	**785**	**1649**	**19244**

Table 9: Stage 2 subjects (20 credits) — Number of graded and non-graded results for students in South Australia and the Northern Territory, by school sector, 2012

School Sector	South Australia			Northern Territory			Grand Total
	F	M	Total	F	M	Total	
GRADED RESULTS							
Catholic	6883	6686	13569	341	246	587	14156
Government	15716	13483	29199	1971	1824	3795	32994
Independent	7725	6745	14470	493	436	929	15399
Total Results	**30324**	**26914**	**57238**	**2805**	**2506**	**5311**	**62549**
NON-GRADED RESULTS							
Catholic	8	21	29	0	0	0	29
Government	187	307	494	0	0	0	494
Independent	0	3	3	0	0	0	3
Total Results	**195**	**331**	**526**	**0**	**0**	**0**	**526**

Note: Non-graded results are reported to students as 'Completed' or 'Not Completed' without an accompanying score or grade.

Table 10: Stage 2 subjects (10 credits) Number of results for students in South Australia, by learning area, 2012

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
ARTS											
Creative Arts	0	0	6	2	3	2	9	69	4	31	13
Creative Arts: Modified	0	2	8	11	0	0	8	38	13	62	21
Drama	0	0	0	0	1	0	1	100	0	0	1
Music											
Composing and Arranging	8	18	11	19	9	18	28	34	55	66	83
Ensemble Performance	84	52	153	168	102	85	339	53	305	47	644
Music in Context	23	14	12	6	0	0	35	64	20	36	55
Music Individual Study	16	10	50	53	16	38	82	45	101	55	183
Music Technology	3	21	2	21	4	31	9	11	73	89	82
Musicianship	19	27	39	37	79	56	137	53	120	47	257
Performance Special Study	7	13	12	18	30	15	49	52	46	48	95
Solo Performance	91	43	141	134	127	101	359	56	278	44	637
Visual Arts – Art	0	0	6	1	7	1	13	87	2	13	15
Visual Arts – Design	1	0	2	0	5	1	8	89	1	11	9
Total Results	**252**	**200**	**442**	**470**	**383**	**348**	**1077**	**51**	**1018**	**49**	**2095**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Business and Enterprise	1	1	0	3	0	0	5	20	4	80	5
Business and Enterprise: Modified	0	0	0	7	0	0	0	0	7	100	7
Design and Technology											
Communication Products I	1	31	0	15	0	0	1	2	46	98	47
Communication Products II	1	24	0	8	0	0	1	3	32	97	33
Material Products I	1	16	2	40	0	0	3	5	56	95	59
Material Products II	0	3	0	18	0	0	0	0	21	100	21
Systems and Control Products I	0	1	0	3	0	0	0	0	4	100	4
Systems and Control Products II	1	8	0	2	0	0	1	9	10	91	11

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Information Processing and Publishing	0	1	14	6	1	3	15	60	10	40	25
Workplace Practices A	12	35	28	33	1	0	41	38	68	62	109
Workplace Practices B	5	25	24	31	2	0	31	36	56	64	87
Total Results	**22**	**145**	**68**	**166**	**4**	**3**	**94**	**23**	**314**	**77**	**408**
CROSS-DISCIPLINARY											
Community Studies											
Arts and the Community	2	2	3	0	2	0	7	78	2	22	9
Business and the Community	3	0	3	1	1	0	7	88	1	13	8
Communication and the Community	1	3	6	2	0	0	7	58	5	42	12
Design, Construction, and the Community	0	0	3	16	2	2	5	22	18	78	23
Environment and the Community	0	0	0	0	1	1	1	50	1	50	2
Foods and the Community	0	5	12	2	0	0	12	63	7	37	19
Health, Recreation, and the Community	1	8	12	8	0	2	13	42	18	58	31
Science and the Community	0	0	3	2	0	0	3	60	2	40	5
Technology and the Community	3	6	1	16	0	0	4	15	22	85	26
Work and the Community	9	11	9	12	0	0	18	44	23	56	41
Cross-disciplinary Studies	2	7	1	0	0	0	3	30	7	70	10
Cross-disciplinary Studies: Modified	2	4	12	6	0	0	14	58	10	42	24
Integrated Learning	243	111	11	5	1	1	255	69	117	31	372
Research Project A	58	254	236	295	15	19	309	35	568	65	877
Research Project B	1829	1843	4266	3538	1988	1760	8083	53	7141	47	15224
Research Project: Modified	6	12	33	53	0	1	39	37	66	63	105
Total Results	**2159**	**2266**	**4611**	**3956**	**2010**	**1786**	**8780**	**52**	**8008**	**48**	**16788**
ENGLISH											
English Communications	0	0	4	6	0	2	4	33	8	67	12
English Pathways	0	0	1	0	0	0	1	100	0	0	1
English Pathways: Modified	0	2	3	1	0	0	3	50	3	50	6
Total Results	**0**	**2**	**8**	**7**	**0**	**2**	**8**	**42**	**11**	**58**	**19**
HEALTH AND PHYSICAL EDUCATION											
Child Studies	0	0	9	0	1	0	10	100	0	0	10
Food and Hospitality	0	0	0	0	4	0	4	100	0	0	4
Health	0	0	9	3	0	0	9	75	3	25	12
Health: Modified	1	3	6	20	0	0	7	23	23	77	30
Outdoor Education	3	0	0	1	0	0	3	75	1	25	4
Total Results	**4**	**3**	**24**	**24**	**5**	**0**	**33**	**55**	**27**	**45**	**60**
HUMANITIES AND SOCIAL SCIENCES											
Religion Studies	367	302	0	0	52	33	419	56	335	44	754
Society and Culture	73	53	1	3	0	0	74	57	56	43	130
Society and Culture: Modified	0	0	3	5	0	0	3	38	5	63	8
Total Results	**440**	**355**	**4**	**8**	**52**	**33**	**496**	**56**	**396**	**44**	**892**

Table 10: Stage 2 subjects (10 credits) — Number of results in SA *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
LANGUAGES											
Australian Languages											
Second Language Learning I	0	0	0	1	0	0	0	0	1	100	1
Second Language Learning II	0	0	1	1	0	0	1	50	1	50	2
Total Results	**0**	**0**	**1**	**2**	**0**	**0**	**1**	**33**	**2**	**67**	**3**
MATHEMATICS											
Mathematical Applications	6	9	12	20	10	5	28	45	34	55	62
Mathematics Pathways	0	0	0	2	0	0	0	0	2	100	2
Mathematics Pathways: Modified	2	1	5	2	0	0	7	70	3	30	10
Total Results	**8**	**10**	**17**	**24**	**10**	**5**	**35**	**47**	**39**	**53**	**74**
SCIENCES											
Agriculture and Horticulture											
Agricultural and Horticultural Enterprise	0	0	1	0	0	0	1	100	0	0	1
Agricultural and Horticultural Management	0	0	1	0	0	0	1	100	0	0	1
Agricultural and Horticultural Studies	0	0	1	1	0	0	1	50	1	50	2
Nutrition	0	0	3	1	0	0	3	75	1	25	4
Psychology	0	0	3	1	0	0	3	75	1	25	4
Scientific Studies	0	0	4	1	0	0	4	80	1	20	5
Scientific Studies: Modified	1	2	2	1	0	0	3	50	3	50	6
Total Results	**1**	**2**	**15**	**5**	**0**	**0**	**16**	**70**	**7**	**30**	**23**
Grand Total	**2886**	**2983**	**5190**	**4662**	**2464**	**2177**	**10540**	**52**	**9822**	**48**	**20362**

Table 11a: Stage 2 subjects (10 credits)
Number of results for students in the Northern Territory, by learning area, 2012

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Creative Arts	1	2	1	2	0	0	2	33	4	67	6
Music											
Composing and Arranging	0	0	1	2	0	0	1	33	2	67	3
Ensemble Performance	7	3	4	9	2	8	13	39	20	61	33
Music in Context	0	0	2	1	0	0	2	67	1	33	3
Music Individual Study	1	0	5	11	1	8	7	27	19	73	26
Musicianship	1	3	4	3	0	0	5	45	6	55	11
Performance Special Study	0	0	2	2	0	0	2	50	2	50	4
Solo Performance	4	3	3	9	0	2	7	33	14	67	21
Visual Arts – Art	4	1	1	0	0	0	5	83	1	17	6
Total Results	**18**	**12**	**23**	**39**	**3**	**18**	**44**	**39**	**69**	**61**	**113**
CROSS-DISCIPLINARY											
Community Studies											
Communication and the Community	0	0	3	0	0	0	3	100	0	0	3
Health, Recreation, and the Community	1	0	0	0	0	0	1	100	0	0	1
Work and the Community	2	0	0	0	0	0	2	100	0	0	2
Integrated Learning	0	0	1	1	0	0	1	50	1	50	2
Research Project B	2	2	1	2	23	18	26	54	22	46	48
Total Results	**5**	**2**	**5**	**3**	**23**	**18**	**33**	**59**	**23**	**41**	**56**
ENGLISH											
English Pathways	0	0	10	4	0	0	10	71	4	29	14
Total Results	**0**	**0**	**10**	**4**	**0**	**0**	**10**	**71**	**4**	**29**	**14**
LANGUAGES											
Australian Languages											
Second Language Learning I	0	0	3	0	0	0	3	100	0	0	3
Second Language Learning II	0	0	4	0	0	0	4	100	0	0	4
Total Results	**0**	**0**	**7**	**0**	**0**	**0**	**7**	**100**	**0**	**0**	**7**
MATHEMATICS											
Mathematical Applications	2	1	2	0	0	0	4	80	1	20	5
Mathematics Pathways	0	0	2	3	0	0	2	40	3	60	5
Total Results	**2**	**1**	**4**	**3**	**0**	**0**	**6**	**60**	**4**	**40**	**10**
SCIENCES											
Nutrition	0	0	1	0	0	0	1	100	0	0	1
Total Results	**0**	**0**	**1**	**0**	**0**	**0**	**1**	**100**	**0**	**0**	**1**
Grand Total	**25**	**15**	**50**	**49**	**26**	**36**	**101**	**50**	**100**	**50**	**201**

Table 11b: Stage 2 subjects (10 credits)
Number of results for students in Asia, by learning area, 2012

Subject	F	%	M	%	Total
CROSS-DISCIPLINARY					
Research Project B	59	45	72	55	131
Total Results	**59**	**45**	**72**	**55**	**131**

Table 12: Number of students in South Australia and the Northern Territory
receiving a result in at least one 10-credit Stage 2 subject, by school sector, 2012

School Sector	South Australia			Northern Territory			Grand Total
	F	M	Total	F	M	Total	
Catholic	2067	2317	4384	17	8	25	4409
Government	4666	4020	8686	31	26	57	8743
Independent	2069	1819	3888	25	26	51	3939
Total Students	**8802**	**8156**	**16958**	**73**	**60**	**133**	**17091**

Table 13: Stage 2 subjects (10 credits) — Number of graded and non-graded results
for students in South Australia and the Northern Territory, by school sector, 2012

School Sector	South Australia			Northern Territory			Grand Total
	F	M	Total	F	M	Total	
GRADED RESULTS							
Catholic	2874	2957	5831	25	15	40	5871
Government	5118	4556	9674	50	49	99	9773
Independent	2464	2176	4640	26	36	62	4702
Total Results	**10456**	**9689**	**20145**	**101**	**100**	**201**	**20346**
NON-GRADED RESULTS							
Catholic	12	26	38	0	0	0	38
Government	72	106	178	0	0	0	178
Independent	0	1	1	0	0	0	1
Total Results	**84**	**133**	**217**	**0**	**0**	**0**	**217**

Note: Non-graded results are reported to students as 'Completed' or 'Not Completed' without an accompanying score or grade.

Table 14: Number of students in South Australia and the Northern Territory receiving a Stage 2 result in 10 credits of community learning, by name of program, 2012

Name of Program	Number of Students
SOUTH AUSTRALIA	
Australian and New Zealand Cultural Arts Limited	1
Australian Guild of Music and Speech	2
Australian Music Examinations Board	33
CISCO Networking Academy	5
Duke of Edinburgh's Award	26
Guides Australia	9
Royal Life Saving Society Australia	23
Scouts Australia	5
St Cecilia School of Music	1
Trinity College London	2
International Music Examinations Board	3
Total	**110**
NORTHERN TERRITORY	
Australian Music Examinations Board	6
Royal Life Saving Society Australia	4
Australian Air Force Cadets	2
Total	**12**
Grand Total	**122**

Note: Results are reported to students as 'Granted'.

Table 15a: Stage 2 subjects (20 credits) — Graded results distribution for female students, by learning area, 2012

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
ARTS																		
Creative Arts	5	24	34	50	37	38	48	49	24	15	7	2	3	1	3	3	0	343
Dance	8	13	17	20	26	20	15	15	12	6	0	3	0	2	0	0	0	157
Drama	16	48	78	79	77	87	68	68	36	24	6	10	6	16	3	4	0	626
Visual Arts – Art	35	87	112	150	144	138	122	134	102	70	31	15	15	16	7	12	0	1190
Visual Arts – Design	8	33	51	63	57	72	56	56	41	22	10	10	1	4	2	1	0	487
Total Results	**72**	**205**	**292**	**362**	**341**	**355**	**309**	**322**	**215**	**137**	**54**	**40**	**25**	**39**	**15**	**20**	**0**	**2803**
BUSINESS, ENTERPRISE, AND TECHNOLOGY																		
Accounting	7	44	60	73	80	63	60	32	28	16	9	10	3	5	0	0	2	492
Business and Enterprise	7	73	134	145	119	109	100	69	37	17	5	6	5	6	3	1	0	836
Design and Technology																		
Communication Products I	6	36	66	71	74	47	40	34	27	11	3	6	4	6	4	6	0	441
Communication Products II	0	14	32	33	22	34	17	16	4	6	1	2	3	1	2	2	0	189
Material Products I	7	12	14	15	9	16	16	5	6	4	3	0	0	3	3	0	0	113
Material Products II	1	6	17	9	9	11	2	5	2	2	0	1	1	0	0	0	0	66
Systems and Control Products I	0	0	1	2	1	0	0	1	0	0	0	0	0	0	0	0	0	5
Systems and Control Products II	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Information Technology	0	1	2	4	6	5	5	5	5	2	3	0	3	3	1	0	0	45
Information Processing and Publishing	23	58	97	106	116	129	88	62	34	28	12	6	6	8	3	4	0	780
Workplace Practices	17	58	101	124	137	162	120	71	28	16	15	7	4	8	6	9	0	883
Total Results	**68**	**302**	**524**	**582**	**573**	**576**	**450**	**300**	**171**	**102**	**51**	**38**	**29**	**40**	**22**	**22**	**2**	**3852**
CROSS-DISCIPLINARY																		
Community Studies																		
Arts and the Community	–	13	–	–	45	–	–	56	–	–	6	–	–	2	–	2	–	124
Business and the Community	–	3	–	–	4	–	–	5	–	–	0	–	–	0	–	0	–	12
Communication and the Community	–	8	–	–	28	–	–	42	–	–	8	–	–	2	–	1	–	89
Design, Construction, and the Community	–	4	–	–	8	–	–	16	–	–	2	–	–	1	–	0	–	31
Environment and the Community	–	3	–	–	1	–	–	6	–	–	1	–	–	0	–	0	–	11

Table 15a: Stage 2 subjects (20 credits) — Graded results distribution (female) *continued*

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Foods and the Community	–	2	–	–	18	–	–	44	–	–	5	–	–	1	–	0	–	70
Health, Recreation, and the Community	–	9	–	–	32	–	–	51	–	–	5	–	–	1	–	0	–	98
Science and the Community	–	0	–	–	4	–	–	2	–	–	0	–	–	0	–	0	–	6
Technology and the Community	–	1	–	–	7	–	–	12	–	–	2	–	–	0	–	0	–	22
Work and the Community	–	6	–	–	31	–	–	84	–	–	4	–	–	1	–	0	–	126
Cross-disciplinary Studies	1	1	8	7	9	12	8	6	6	3	1	1	2	1	0	0	0	66
Integrated Learning	4	10	26	58	87	91	92	72	42	17	13	7	3	4	5	2	0	533
Total Results	**5**	**60**	**34**	**65**	**274**	**103**	**100**	**396**	**48**	**20**	**47**	**8**	**5**	**13**	**5**	**5**	**0**	**1188**

ENGLISH

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
English Communications	55	325	618	753	812	642	453	246	110	38	12	15	24	10	11	2	0	4126
English as a Second Language	0	12	18	36	60	53	39	39	10	8	2	2	1	1	2	1	0	284
English as Second Language Studies	17	77	153	171	165	130	86	63	29	14	3	0	2	2	0	0	2	914
English Studies	29	142	254	299	286	246	137	65	22	11	1	2	0	3	0	0	3	1500
English Pathways	0	3	16	31	50	75	75	49	34	8	5	2	2	0	4	2	0	356
Total Results	**101**	**559**	**1059**	**1290**	**1373**	**1146**	**790**	**462**	**205**	**79**	**23**	**21**	**29**	**16**	**17**	**5**	**5**	**7180**

HEALTH AND PHYSICAL EDUCATION

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Child Studies	13	64	140	195	262	197	165	103	50	29	17	14	16	7	4	2	0	1278
Food and Hospitality	23	84	155	201	242	213	215	135	78	35	30	16	9	10	9	2	0	1457
Health	5	39	79	84	89	99	78	51	36	21	8	3	6	4	8	3	0	613
Outdoor Education	5	10	21	20	48	32	27	18	10	6	5	0	3	0	0	0	0	205
Physical Education	7	43	89	156	147	158	129	59	43	21	4	0	0	0	0	0	15	871
Total Results	**53**	**240**	**484**	**656**	**788**	**699**	**614**	**366**	**217**	**112**	**64**	**33**	**34**	**21**	**21**	**7**	**15**	**4424**

HUMANITIES AND SOCIAL SCIENCES

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Aboriginal Studies	1	4	3	6	4	7	5	5	3	1	2	2	0	1	0	1	0	45
Australian and International Politics	0	4	3	10	9	5	2	2	0	0	0	0	0	0	1	0	0	36
Australian History	0	5	10	3	11	7	3	5	5	0	1	0	1	0	0	0	3	54
Classical Studies	4	17	30	38	31	28	23	21	9	3	2	2	0	0	0	0	0	208
Economics	5	22	43	59	61	62	50	54	16	17	8	2	3	1	0	0	2	405

Table 15a: Stage 2 subjects (20 credits) — Graded results distribution (female) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Geography	5	13	31	24	36	24	26	14	9	9	2	2	0	0	0	0	2	197
Legal Studies	14	65	89	81	73	93	74	57	36	26	19	13	8	4	0	1	6	659
Media Studies	4	7	23	30	35	21	23	12	5	4	2	0	2	0	0	1	0	169
Modern History	16	64	107	112	125	74	65	59	31	19	5	5	3	1	0	0	8	694
Philosophy	1	6	7	10	2	4	4	2	0	0	0	0	0	0	0	0	0	36
Religion Studies	5	14	16	7	22	31	18	5	2	1	0	0	0	0	0	0	0	121
Society and Culture	25	83	93	109	99	103	84	75	38	16	10	5	3	3	2	0	0	748
Tourism	4	15	39	64	67	60	45	50	35	18	7	4	4	0	0	0	4	416
Women's Studies	3	14	20	19	25	20	16	14	7	5	1	2	1	1	0	0	0	148
Total Results	**87**	**333**	**514**	**572**	**600**	**539**	**438**	**375**	**196**	**119**	**59**	**37**	**25**	**11**	**3**	**3**	**25**	**3936**

LANGUAGES

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Albanian (continuers)	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Arabic (continuers)	0	2	3	3	3	1	0	0	0	0	0	0	0	0	0	0	0	12
Bosnian (continuers)	0	0	3	2	1	1	0	0	0	0	0	0	0	0	0	0	0	7
Chinese (background speakers)	1	13	14	12	18	16	5	4	1	1	1	1	0	0	0	0	1	88
Chinese (beginners)	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Chinese (continuers)	4	9	16	12	9	4	3	1	1	0	0	0	0	0	0	0	0	59
Croatian (continuers)	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Filipino (continuers)	0	0	2	1	1	3	2	2	0	0	0	0	0	0	0	0	0	11
French (beginners)	0	2	5	1	2	2	1	2	0	0	0	0	0	0	0	0	0	15
French (continuers)	2	13	25	14	20	13	11	5	2	2	1	0	0	0	0	0	1	109
German (beginners)	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
German (continuers)	0	10	12	16	7	10	3	3	1	0	0	1	0	0	0	0	0	63
Hindi (continuers)	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Indonesian (beginners)	0	3	5	5	1	2	0	0	0	0	0	0	0	0	0	0	0	16
Indonesian (continuers)	1	2	7	13	3	6	5	0	3	0	1	0	0	0	0	0	0	41
Italian (beginners)	0	0	1	3	1	0	2	0	0	0	0	0	0	0	0	0	0	7
Italian (continuers)	2	4	21	26	12	16	12	6	3	3	0	1	0	0	0	0	0	106
Japanese (background speakers)	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Japanese (beginners)	1	1	2	3	1	1	0	1	0	0	0	0	0	0	0	0	0	10

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Japanese (continuers)	1	11	13	21	19	14	12	9	5	2	1	0	1	1	0	0	0	110
Khmer (continuers)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2
Korean (background speakers)	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2
Language and Culture	0	2	2	1	1	0	1	0	0	0	0	0	0	0	0	0	0	7
Modern Greek (continuers)	2	7	3	7	3	1	1	4	0	0	0	0	0	0	0	0	0	28
Malay (background speakers)	1	4	6	2	0	0	2	1	0	0	0	0	0	0	0	0	0	16
Maltese (continuers)	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Persian (background speakers)	0	6	4	1	3	2	1	2	0	0	0	0	0	0	0	0	5	24
Polish (continuers)	1	0	2	1	0	0	0	1	0	1	0	0	0	0	0	0	0	6
Russian (background speakers)	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Russian (continuers)	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Spanish (beginners)	2	5	4	12	4	4	1	10	1	2	0	0	0	0	0	0	0	45
Spanish (continuers)	3	2	4	3	4	2	2	1	0	0	0	0	0	0	0	0	0	21
Tamil (continuers)	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Vietnamese (background speakers)	1	6	7	9	2	2	1	0	0	0	0	0	0	0	0	0	1	29
Vietnamese (continuers)	2	3	2	5	2	4	1	1	1	0	0	0	0	0	0	0	1	22
Total Results	**26**	**110**	**171**	**176**	**121**	**105**	**66**	**53**	**18**	**11**	**4**	**4**	**1**	**1**	**0**	**0**	**9**	**876**

MATHEMATICS

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Mathematical Applications	20	122	214	252	319	260	259	196	119	66	46	25	10	14	56	8	1	1987
Mathematical Methods	14	70	83	95	80	80	73	56	24	3	4	5	1	1	1	0	0	590
Mathematical Studies	52	180	234	257	254	244	201	146	105	63	28	16	13	6	4	0	3	1806
Mathematics Pathways	0	2	5	10	10	12	16	13	11	10	3	5	2	2	0	0	0	101
Specialist Mathematics	18	51	60	61	52	46	24	18	16	6	5	1	0	0	0	0	2	360
Total Results	**104**	**425**	**596**	**675**	**715**	**642**	**573**	**429**	**275**	**148**	**86**	**52**	**26**	**23**	**61**	**8**	**6**	**4844**

Table 15a: Stage 2 subjects (20 credits) — Graded results distribution (female) *continued*

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
SCIENCES																		
Agriculture and Horticulture																		
Agricultural and Horticultural Management	0	1	2	5	7	4	3	3	2	0	0	1	0	0	0	0	0	28
Agricultural and Horticultural Principles	0	1	3	0	4	2	3	0	2	0	0	0	0	0	0	0	0	15
Agricultural and Horticultural Science	0	2	2	2	2	0	2	0	0	0	0	1	1	0	0	0	0	12
Agricultural and Horticultural Studies	1	3	7	12	12	16	12	8	5	0	1	0	1	0	0	0	0	78
Biology	47	189	327	349	353	335	303	251	151	94	46	23	12	7	4	0	15	2506
Chemistry	39	155	215	239	236	178	161	121	75	42	20	10	7	3	2	0	2	1505
Geology	0	1	0	0	1	2	2	1	2	2	0	0	0	0	0	0	0	11
Nutrition	7	34	50	82	72	89	56	35	35	19	10	4	4	0	1	0	3	501
Psychology	34	126	245	280	268	235	190	156	77	56	15	15	4	7	6	0	17	1731
Physics	30	96	128	146	123	102	75	52	23	14	7	2	4	1	1	0	3	807
Scientific Studies	3	11	20	23	26	23	29	20	14	5	3	2	1	0	2	1	0	183
Total Results	**161**	**619**	**999**	**1138**	**1104**	**986**	**836**	**647**	**386**	**232**	**102**	**58**	**34**	**18**	**16**	**1**	**40**	**7377**
Grand Total	**677**	**2853**	**4673**	**5516**	**5889**	**5151**	**4176**	**3350**	**1731**	**960**	**490**	**291**	**208**	**182**	**160**	**71**	**102**	**36480**

Note: Results for Community Studies are reported as either a grade between A and E, or N (no result). All other results are reported as either a grade between A+ and E–, N, or partial assessment. Partial assessments are recorded for students who present only a school assessment or an external assessment.

Table 15b: Stage 2 subjects (20 credits) — Graded results distribution for male students, by learning area, 2012

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
ARTS																		
Creative Arts	4	11	10	13	12	25	17	24	24	12	8	3	2	7	4	5	0	181
Creative Arts: Local Program	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Dance	1	0	3	5	5	5	4	0	1	0	0	0	0	0	0	0	0	24
Drama	5	14	26	29	33	39	37	38	27	16	14	7	8	7	2	5	0	307
Visual Arts – Art	6	15	19	20	28	32	40	35	33	30	20	12	11	4	11	9	0	325
Visual Arts – Design	7	29	18	32	42	47	35	55	30	28	18	14	6	2	6	10	0	379
Total Results	**23**	**69**	**76**	**99**	**120**	**148**	**133**	**153**	**115**	**86**	**60**	**36**	**27**	**20**	**23**	**29**	**0**	**1217**
BUSINESS, ENTERPRISE, AND TECHNOLOGY																		
Accounting	21	53	64	83	73	86	63	63	59	31	18	7	9	4	6	0	2	642
Business and Enterprise	3	23	76	122	118	133	142	110	62	33	19	11	3	4	2	2	0	863
Design and Technology																		
Communication Products I	2	13	28	39	50	39	59	61	43	22	14	6	7	9	8	5	0	405
Communication Products II	5	8	13	21	26	24	33	24	19	4	6	5	6	5	0	3	0	202
Material Products I	5	21	78	100	128	130	137	96	55	30	21	18	17	11	8	6	0	861
Material Products II	2	9	21	35	43	46	53	65	29	17	12	11	6	7	7	2	0	365
Systems and Control Products I	4	9	18	22	20	47	44	33	18	10	10	4	3	4	4	4	0	254
Systems and Control Products II	1	3	6	12	14	8	6	16	11	1	1	1	0	0	0	0	0	80
Information Technology	1	15	23	29	39	44	56	51	47	29	16	8	6	2	3	0	9	378
Information Processing and Publishing	3	9	31	23	56	72	92	74	53	42	19	18	11	6	6	9	0	524
Workplace Practices	9	27	51	67	142	187	216	191	87	43	24	15	10	18	8	9	0	1104
Total Results	**56**	**190**	**409**	**553**	**709**	**816**	**901**	**784**	**483**	**262**	**160**	**104**	**78**	**70**	**52**	**40**	**11**	**5678**
CROSS-DISCIPLINARY																		
Community Studies																		
Arts and the Community	–	7	–	–	22	–	–	45	–	–	9	–	–	2	–	4	–	89
Business and the Community	–	0	–	–	0	–	–	16	–	–	2	–	–	1	–	2	–	21
Communication and the Community	–	2	–	–	15	–	–	41	–	–	6	–	–	1	–	3	–	68
Design, Construction, and the Community	–	2	–	–	22	–	–	38	–	–	8	–	–	2	–	1	–	73
Environment and the Community	–	0	–	–	3	–	–	10	–	–	3	–	–	1	–	0	–	17

Table 15b: Stage 2 subjects (20 credits) — Graded results distribution (males) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Foods and the Community	–	0	–	–	4	–	–	29	–	–	7	–	–	0	–	1	–	41
Health, Recreation, and the Community	–	8	–	–	27	–	–	106	–	–	10	–	–	2	–	2	–	155
Science and the Community	–	0	–	–	0	–	–	2	–	–	1	–	–	1	–	0	–	4
Technology and the Community	–	1	–	–	7	–	–	33	–	–	4	–	–	3	–	0	–	48
Work and the Community	–	4	–	–	37	–	–	110	–	–	12	–	–	4	–	2	–	169
Cross-disciplinary Studies	0	0	3	7	6	8	5	8	6	6	4	2	1	3	2	1	0	62
Integrated Learning	0	4	16	66	82	147	173	175	118	54	37	22	11	17	6	7	0	935
Total Results	**0**	**28**	**19**	**73**	**225**	**155**	**178**	**613**	**124**	**60**	**103**	**24**	**12**	**37**	**8**	**23**	**0**	**1682**

ENGLISH

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
English Communications	30	106	290	417	499	452	390	295	141	50	29	16	17	10	5	2	0	2749
English as a Second Language	1	3	11	27	40	55	66	66	29	6	5	3	2	6	4	0	0	324
English as Second Language Studies	14	51	114	134	145	151	115	101	48	25	10	3	3	3	1	0	1	919
English Studies	12	46	102	139	140	124	100	63	23	8	1	2	0	3	0	1	3	767
English Pathways	0	2	9	20	28	50	78	81	44	12	14	4	4	3	2	4	0	355
Total Results	**57**	**208**	**526**	**737**	**852**	**832**	**749**	**606**	**285**	**101**	**59**	**28**	**26**	**25**	**12**	**7**	**4**	**5114**

HEALTH AND PHYSICAL EDUCATION

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Child Studies	0	1	2	5	5	5	8	3	4	2	2	1	0	1	0	1	0	40
Food and Hospitality	2	4	13	22	43	61	75	91	58	37	13	20	13	8	8	1	0	469
Health	3	8	13	16	22	42	43	39	21	11	9	5	4	5	2	1	0	244
Outdoor Education	2	7	20	28	40	48	57	36	17	8	7	9	5	2	2	0	0	288
Physical Education	6	55	148	267	296	260	198	119	59	33	11	1	0	0	1	0	69	1523
Total Results	**13**	**75**	**196**	**338**	**406**	**416**	**381**	**288**	**159**	**91**	**42**	**36**	**22**	**16**	**13**	**3**	**69**	**2564**

HUMANITIES AND SOCIAL SCIENCES

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Aboriginal Studies	1	0	0	1	4	3	3	2	1	1	2	0	0	0	1	0	0	19
Australian and International Politics	1	2	2	3	7	2	2	2	0	0	0	0	0	0	0	0	1	22
Australian History	1	1	2	2	4	3	2	6	5	1	1	2	1	0	0	0	5	36
Classical Studies	1	6	6	15	12	17	20	7	12	5	2	0	2	0	1	1	0	107
Economics	6	41	54	66	66	73	71	56	44	20	10	4	2	0	0	0	0	513

Table 15b: Stage 2 subjects (20 credits) — Graded results distribution (males) *continued*

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Geography	2	10	23	26	37	37	52	40	19	13	5	2	0	2	1	0	2	271
Legal Studies	15	45	56	60	46	55	52	55	35	25	13	9	5	1	1	0	5	478
Media Studies	0	5	12	27	28	32	35	25	12	10	2	2	1	0	0	0	0	191
Modern History	6	29	48	65	75	94	71	69	46	19	5	6	5	3	1	0	6	548
Philosophy	5	12	11	13	4	7	4	9	1	1	0	0	1	1	0	0	0	69
Religion Studies	1	6	7	12	8	11	12	12	2	1	0	0	0	0	0	0	0	72
Society and Culture	0	17	21	38	46	61	58	36	36	16	11	10	1	9	5	0	0	365
Tourism	0	3	2	5	16	24	27	24	18	10	5	2	2	0	0	0	2	140
Women's Studies	0	2	3	0	0	1	2	1	1	0	0	1	0	0	0	0	0	11
Total Results	**39**	**179**	**247**	**333**	**353**	**420**	**411**	**344**	**232**	**122**	**56**	**38**	**20**	**16**	**10**	**1**	**21**	**2842**

LANGUAGES

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Arabic (continuers)	0	0	1	1	0	4	1	1	1	0	0	0	0	0	0	0	0	9
Bosnian (continuers)	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Chinese (background speakers)	1	0	9	11	16	35	9	11	7	4	0	1	0	0	1	0	3	108
Chinese (beginners)	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2
Chinese (continuers)	0	2	4	5	2	1	1	0	0	0	0	0	0	0	0	0	0	15
Croatian (continuers)	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3
Filipino (continuers)	0	0	1	1	0	0	2	0	1	0	1	0	0	0	0	0	0	6
French (beginners)	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
French (continuers)	0	4	3	7	2	3	2	1	1	0	0	0	0	0	0	0	0	23
German (continuers)	1	4	3	2	8	9	2	2	0	1	0	1	0	0	0	0	0	33
Hindi (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Indonesian (beginners)	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Indonesian (continuers)	0	1	7	2	2	4	3	2	0	0	0	0	0	0	0	0	0	21
Italian (beginners)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Italian (continuers)	0	4	5	8	9	11	2	2	1	0	0	0	0	0	0	0	0	42
Japanese (background speakers)	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Japanese (beginners)	0	0	2	1	2	0	1	1	1	0	0	0	0	0	0	0	1	9
Japanese (continuers)	0	4	15	10	8	9	8	5	5	3	1	0	0	0	0	0	2	70

Table 15b: Stage 2 subjects (20 credits) — Graded results distribution (males) *continued*

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Khmer (continuers)	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Korean (background speakers)	1	0	1	2	3	1	0	0	0	0	0	0	0	0	0	0	1	9
Language and Culture	0	3	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	7
Modern Greek (continuers)	0	2	0	1	1	2	4	0	2	0	0	0	0	0	0	0	0	12
Malay (background speakers)	0	12	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	17
Portuguese (continuers)	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2
Persian (background speakers)	1	4	4	5	5	3	1	0	0	0	0	0	1	0	0	0	3	27
Polish (continuers)	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2
Russian (background speakers)	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Russian (continuers)	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Serbian (continuers)	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Spanish (beginners)	0	1	2	2	0	2	1	1	1	3	1	0	0	0	0	0	0	14
Spanish (continuers)	0	0	1	1	1	3	2	0	0	0	0	0	0	0	0	0	0	8
Vietnamese (background speakers)	0	1	0	4	3	3	1	1	0	0	0	0	0	0	0	0	2	15
Vietnamese (continuers)	0	0	4	1	0	0	2	0	0	0	0	0	0	0	0	0	0	7
Total Results	**5**	**48**	**76**	**65**	**69**	**93**	**43**	**28**	**21**	**11**	**3**	**2**	**1**	**0**	**1**	**0**	**12**	**478**

MATHEMATICS

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Mathematical Applications	14	55	123	179	233	295	322	291	224	121	77	48	28	47	116	17	10	2200
Mathematical Methods	6	33	59	72	77	93	68	49	48	22	15	2	3	1	0	0	3	551
Mathematical Studies	97	258	320	327	343	322	322	225	153	103	54	42	22	10	10	0	16	2624
Mathematics Pathways	0	0	5	8	13	18	24	33	33	16	13	6	4	3	2	0	0	178
Specialist Mathematics	62	114	147	167	175	127	116	86	49	36	19	11	11	6	0	0	8	1134
Total Results	**179**	**460**	**654**	**753**	**841**	**855**	**852**	**684**	**507**	**298**	**178**	**109**	**68**	**67**	**128**	**17**	**37**	**6687**

SCIENCES

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Agriculture and Horticulture																		
Agricultural and Horticultural Applied Technologies	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Agricultural and Horticultural Management	0	0	2	2	4	1	2	4	7	0	0	0	0	0	0	0	0	22

Table 15b: Stage 2 subjects (20 credits) — Graded results distribution (males) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Agricultural and Horticultural Principles	0	0	3	2	3	1	4	4	2	2	1	0	0	0	0	0	0	22
Agricultural and Horticultural Science	1	1	4	4	9	8	8	2	4	0	1	0	0	0	0	0	0	42
Agricultural and Horticultural Studies	0	2	2	1	3	7	8	11	3	6	2	0	0	0	0	0	0	45
Biology	25	90	134	187	199	200	166	123	109	55	35	14	8	8	0	1	12	1366
Chemistry	43	149	192	258	257	234	201	140	94	51	32	19	7	4	1	0	3	1685
Geology	0	0	2	3	6	5	5	4	4	2	0	0	0	0	0	0	0	31
Nutrition	0	6	10	16	31	27	32	29	18	20	6	4	0	0	0	0	5	204
Psychology	11	23	70	74	91	96	104	80	57	39	19	12	4	1	3	0	10	694
Physics	67	159	271	331	291	272	283	166	119	58	51	27	18	8	4	1	15	2141
Scientific Studies	0	6	4	13	21	23	25	28	12	6	3	3	2	4	2	1	0	153
Total Results	**147**	**436**	**694**	**891**	**915**	**874**	**838**	**592**	**430**	**240**	**150**	**79**	**39**	**25**	**10**	**3**	**45**	**6408**
Grand Total	**519**	**1693**	**2897**	**3842**	**4490**	**4609**	**4486**	**4092**	**2356**	**1271**	**811**	**456**	**293**	**276**	**257**	**123**	**199**	**32670**

Note: Results for Community Studies are reported as either a grade between A and E, or N (no result). All other results are reported as either a grade between A+ and E−, N, or partial assessment.
Partial assessments are recorded for students who present only a school assessment or an external assessment.

Table 15c: Stage 2 subjects (20 credits) — Graded results distribution for all students, by learning area, 2012

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
ARTS																		
Creative Arts	9	35	44	63	49	63	65	73	48	27	15	5	5	8	7	8	0	524
Creative Arts: Local Program	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Dance	9	13	20	25	31	25	20	15	13	6	0	3	0	2	0	0	0	181
Drama	21	62	104	108	110	126	105	106	63	40	20	17	14	23	5	9	0	933
Visual Arts – Art	41	102	131	170	172	170	162	179	135	100	51	27	26	20	18	21	0	1515
Visual Arts – Design	15	62	69	95	99	119	91	111	71	50	28	24	7	6	8	11	0	866
Total Results	**95**	**274**	**368**	**461**	**461**	**503**	**442**	**475**	**330**	**223**	**114**	**76**	**52**	**59**	**38**	**49**	**0**	**4020**
BUSINESS, ENTERPRISE, AND TECHNOLOGY																		
Accounting	28	97	124	156	153	149	123	95	87	47	27	17	12	9	6	0	4	1134
Business and Enterprise	10	96	210	267	237	242	242	179	99	50	24	17	8	10	5	3	0	1699
Design and Technology																		
Communication Products I	8	49	94	110	124	86	99	95	70	33	17	12	11	15	12	11	0	846
Communication Products II	5	22	45	54	46	58	50	40	23	10	7	7	9	6	2	5	0	391
Material Products I	12	33	92	115	137	146	153	101	61	34	24	18	17	14	11	6	0	974
Material Products II	3	15	38	44	52	57	55	70	31	19	12	12	7	7	7	2	0	431
Systems and Control Products I	4	9	19	24	21	47	44	34	18	10	10	4	3	4	4	4	0	259
Systems and Control Products II	1	3	6	12	14	8	8	16	11	1	1	1	0	0	0	0	0	82
Information Technology	1	16	25	33	45	49	61	56	52	31	19	8	9	5	4	0	9	423
Information Processing and Publishing	26	67	128	129	172	201	180	136	87	70	31	24	17	14	9	13	0	1304
Workplace Practices	26	85	152	191	279	349	336	262	115	59	39	22	14	26	14	18	0	1987
Total Results	**124**	**492**	**933**	**1135**	**1282**	**1392**	**1351**	**1084**	**654**	**364**	**211**	**142**	**107**	**110**	**74**	**62**	**13**	**9530**
CROSS-DISCIPLINARY																		
Community Studies																		
Arts and the Community	–	20	–	–	67	–	–	101	–	–	15	–	–	4	–	6	–	213
Business and the Community	–	3	–	–	4	–	–	21	–	–	2	–	–	1	–	2	–	33
Communication and the Community	–	10	–	–	43	–	–	83	–	–	14	–	–	3	–	4	–	157
Design, Construction, and the Community	–	6	–	–	30	–	–	54	–	–	10	–	–	3	–	1	–	104

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Environment and the Community	–	3	–	–	4	–	–	16	–	–	4	–	–	1	–	0	–	28
Foods and the Community	–	2	–	–	22	–	–	73	–	–	12	–	–	1	–	1	–	111
Health, Recreation, and the Community	–	17	–	–	59	–	–	157	–	–	15	–	–	3	–	2	–	253
Science and the Community	–	0	–	–	4	–	–	4	–	–	1	–	–	1	–	0	–	10
Technology and the Community	–	2	–	–	14	–	–	45	–	–	6	–	–	3	–	0	–	70
Work and the Community	–	10	–	–	68	–	–	194	–	–	16	–	–	5	–	2	–	295
Cross-disciplinary Studies	1	1	11	14	15	20	13	14	12	9	5	3	3	4	2	1	0	128
Integrated Learning	4	14	42	124	169	238	265	247	160	71	50	29	14	21	11	9	0	1468
Total Results	**5**	**88**	**53**	**138**	**499**	**258**	**278**	**1009**	**172**	**80**	**150**	**32**	**17**	**50**	**13**	**28**	**0**	**2870**

ENGLISH

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
English Communications	85	431	908	1170	1311	1094	843	541	251	88	41	31	41	20	16	4	0	6875
English as a Second Language	1	15	29	63	100	108	105	105	39	14	7	5	3	7	6	1	0	608
English as Second Language Studies	31	128	267	305	310	281	201	164	77	39	13	3	5	5	1	0	3	1833
English Studies	41	188	356	438	426	370	237	128	45	19	2	4	0	6	0	1	6	2267
English Pathways	0	5	25	51	78	125	153	130	78	20	19	6	6	3	6	6	0	711
Total Results	**158**	**767**	**1585**	**2027**	**2225**	**1978**	**1539**	**1068**	**490**	**180**	**82**	**49**	**55**	**41**	**29**	**12**	**9**	**12294**

HEALTH AND PHYSICAL EDUCATION

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Child Studies	13	65	142	200	267	202	173	106	54	31	19	15	16	8	4	3	0	1318
Food and Hospitality	25	88	168	224	285	274	290	226	136	72	43	36	22	18	17	3	0	1926
Health	8	47	92	100	111	141	121	90	57	32	17	8	10	9	10	4	0	857
Outdoor Education	7	17	41	48	88	80	84	54	27	14	12	9	8	2	2	0	0	493
Physical Education	13	98	237	423	443	418	327	178	72	54	15	1	0	0	1	0	84	2394
Total Results	**66**	**315**	**680**	**994**	**1194**	**1115**	**995**	**654**	**376**	**203**	**106**	**69**	**56**	**37**	**34**	**10**	**84**	**6988**

HUMANITIES AND SOCIAL SCIENCES

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Aboriginal Studies	2	4	3	7	8	10	8	7	4	2	4	2	0	1	1	1	0	64
Australian and International Politics	1	6	5	13	16	7	4	4	0	0	0	0	0	0	1	0	1	58
Australian History	1	6	12	5	15	10	5	11	10	1	2	2	2	0	0	0	8	90

Table 15c: Stage 2 subjects (20 credits) — Graded results distribution (all students) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Classical Studies	5	23	36	53	43	45	43	28	21	8	4	2	2	0	1	1	0	315
Economics	11	63	97	125	127	135	121	110	60	37	18	6	5	1	0	0	2	918
Geography	7	23	54	50	73	61	78	54	28	22	7	4	0	2	1	0	4	468
Legal Studies	29	110	145	141	119	148	126	112	71	51	32	22	13	5	1	1	11	1137
Media Studies	4	12	35	57	63	53	58	37	17	14	4	2	3	0	0	1	0	360
Modern History	22	93	155	177	200	168	136	128	77	38	10	11	8	4	1	0	14	1242
Philosophy	6	18	18	23	6	11	8	11	1	1	0	0	1	1	0	0	0	105
Religion Studies	6	20	23	19	30	42	30	17	4	2	0	0	0	0	0	0	0	193
Society and Culture	25	100	114	147	145	164	142	111	74	32	21	15	4	12	7	0	0	1113
Tourism	4	18	41	69	83	84	72	74	53	28	12	6	6	0	0	0	6	556
Women's Studies	3	16	23	19	25	21	18	15	8	5	1	3	1	1	0	0	0	159
Total Results	**126**	**512**	**761**	**905**	**953**	**959**	**849**	**719**	**428**	**241**	**115**	**75**	**45**	**27**	**13**	**4**	**46**	**6778**

LANGUAGES

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Albanian (continuers)	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Arabic (continuers)	0	2	4	4	3	5	1	1	1	0	0	0	0	0	0	0	0	21
Bosnian (continuers)	0	0	3	2	3	1	0	0	0	0	0	0	0	0	0	0	0	9
Chinese (background speakers)	2	13	23	23	34	51	14	15	8	5	1	2	0	0	1	0	4	196
Chinese (beginners)	0	3	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	6
Chinese (continuers)	4	11	20	17	11	5	4	1	1	0	0	0	0	0	0	0	0	74
Croatian (continuers)	1	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4
Filipino (continuers)	0	0	3	2	1	3	4	2	1	0	1	0	0	0	0	0	0	17
French (beginners)	0	2	6	2	2	2	1	2	0	0	0	0	0	0	0	0	0	17
French (continuers)	2	17	28	21	22	16	13	6	3	2	1	0	0	0	0	0	1	132
German (beginners)	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
German (continuers)	1	14	15	18	15	19	5	5	1	1	0	2	0	0	0	0	0	96
Hindi (continuers)	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Indonesian (beginners)	0	3	5	5	1	3	0	0	0	0	0	0	0	0	0	0	0	17
Indonesian (continuers)	1	3	14	15	5	10	8	2	3	0	1	0	0	0	0	0	0	62
Italian (beginners)	0	0	2	3	1	0	2	0	0	0	0	0	0	0	0	0	0	8

Table 15c: Stage 2 subjects (20 credits) — Graded results distribution (all students) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Italian (continuers)	2	8	26	34	21	27	14	8	4	3	0	1	0	0	0	0	0	148
Japanese (background speakers)	0	0	0	0	4	1	0	0	0	0	0	0	0	0	0	0	0	5
Japanese (beginners)	1	1	4	4	3	1	1	2	1	0	0	0	0	0	0	0	1	19
Japanese (continuers)	1	15	28	31	27	23	20	14	10	5	2	0	1	1	0	0	2	180
Khmer (continuers)	0	2	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	5
Korean (background speakers)	1	1	1	2	4	1	0	0	0	0	0	0	0	0	0	0	1	11
Language and Culture	0	5	4	1	2	1	1	0	0	0	0	0	0	0	0	0	0	14
Modern Greek (continuers)	2	9	3	8	4	3	5	4	2	0	0	0	0	0	0	0	0	40
Malay (background speakers)	1	16	10	2	1	0	2	1	0	0	0	0	0	0	0	0	0	33
Maltese (continuers)	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Portuguese (continuers)	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2
Persian (background speakers)	1	10	8	6	8	5	2	2	0	0	0	0	1	0	0	0	8	51
Polish (continuers)	1	1	2	1	1	0	0	1	0	1	0	0	0	0	0	0	0	8
Russian (background speakers)	0	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Russian (continuers)	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Serbian (continuers)	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Spanish (beginners)	2	6	6	14	4	6	2	11	2	5	1	0	0	0	0	0	0	59
Spanish (continuers)	3	2	5	4	5	5	4	1	0	0	0	0	0	0	0	0	0	29
Tamil (continuers)	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Vietnamese (background speakers)	1	7	7	13	5	5	2	1	0	0	0	0	0	0	0	0	3	44
Vietnamese (continuers)	2	3	6	6	2	4	3	1	1	0	0	0	0	0	0	0	1	29
Total Results	**31**	**158**	**247**	**241**	**190**	**198**	**109**	**81**	**39**	**22**	**7**	**6**	**2**	**1**	**1**	**0**	**21**	**1354**

MATHEMATICS

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Mathematical Applications	34	177	337	431	552	555	581	487	343	187	123	73	38	61	172	25	11	4187
Mathematical Methods	20	103	142	167	157	173	141	105	72	25	19	7	4	2	1	0	3	1141
Mathematical Studies	149	438	554	584	597	566	523	371	258	166	82	58	35	16	14	0	19	4430
Mathematics Pathways	0	2	10	18	23	30	40	46	44	26	16	11	6	5	2	0	0	279
Specialist Mathematics	80	165	207	228	227	173	140	104	65	42	24	12	11	6	0	0	10	1494
Total Results	**283**	**885**	**1250**	**1428**	**1556**	**1497**	**1425**	**1113**	**782**	**446**	**264**	**161**	**94**	**90**	**189**	**25**	**43**	**11531**

Table 15c: Stage 2 subjects (20 credits) — Graded results distribution (all students) *continued*

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
SCIENCES																		
Agriculture and Horticulture																		
Agricultural and Horticultural Applied Technologies	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Agricultural and Horticultural Management	0	1	4	7	11	5	5	9	7	0	0	1	0	0	0	0	0	50
Agricultural and Horticultural Principles	0	1	6	2	7	3	7	4	4	2	1	0	0	0	0	0	0	37
Agricultural and Horticultural Science	1	3	6	6	11	8	10	2	4	0	1	1	1	0	0	0	0	54
Agricultural and Horticultural Studies	1	5	9	13	15	23	20	19	8	6	3	0	1	0	0	0	0	123
Biology	72	279	461	536	552	535	469	374	260	149	81	37	20	15	4	1	27	3872
Chemistry	82	304	407	497	493	412	362	261	169	93	52	29	14	7	3	0	5	3190
Geology	0	1	2	3	7	7	7	5	6	4	0	0	0	0	0	0	0	42
Nutrition	7	40	60	98	103	116	88	64	53	39	16	8	4	0	1	0	8	705
Psychology	45	149	315	354	359	331	294	236	134	95	34	27	8	8	9	0	27	2425
Physics	97	255	399	477	414	374	358	218	142	72	58	29	22	9	5	1	18	2948
Scientific Studies	3	17	24	36	47	46	54	48	26	11	6	5	3	4	4	2	0	336
Total Results	**308**	**1055**	**1693**	**2029**	**2019**	**1860**	**1674**	**1239**	**816**	**472**	**252**	**137**	**73**	**43**	**26**	**4**	**85**	**13785**
Grand Total	**1196**	**4546**	**7570**	**9358**	**10379**	**9760**	**8662**	**7442**	**4087**	**2231**	**1301**	**747**	**501**	**458**	**417**	**194**	**301**	**69150**

Note: Results for Community Studies are reported as either a grade between A and E, or N (no result). All other results are reported as either a grade between A+ and E–, N, or partial assessment. Partial assessments are recorded for students who present only a school assessment or an external assessment.

Table 16a: Stage 2 subjects (10 credits) — Graded results distribution for female students, by learning area, 2012

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
ARTS																	
Creative Arts	0	0	2	1	2	4	1	0	0	0	0	0	1	0	0	0	11
Drama	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Music																	
Composing and Arranging	0	4	4	1	7	5	2	2	2	0	1	1	0	0	0	0	29
Ensemble Performance	22	66	70	57	54	25	26	19	7	3	3	0	0	0	0	0	352
Music in Context	3	7	5	10	4	4	2	1	0	0	0	0	0	1	0	0	37
Music Individual Study	4	11	14	10	9	13	9	7	6	5	0	0	1	0	0	0	89
Music Technology	0	1	0	0	0	2	4	2	0	0	0	0	0	0	0	0	9
Musicianship	3	11	16	26	25	19	20	8	11	2	0	1	0	0	0	0	142
Performance Special Study	13	8	11	4	4	6	5	0	0	0	0	0	0	0	0	0	51
Solo Performance	22	71	77	64	47	34	24	18	7	1	1	0	0	0	0	0	366
Visual Arts – Art	0	0	1	2	0	3	3	4	1	2	1	0	0	0	1	0	18
Visual Arts – Design	1	0	1	0	0	2	1	1	1	0	1	0	0	0	0	0	8
Total Results	**68**	**179**	**201**	**175**	**152**	**117**	**97**	**62**	**35**	**13**	**7**	**2**	**2**	**2**	**1**	**0**	**1113**
BUSINESS, ENTERPRISE, AND TECHNOLOGY																	
Business and Enterprise	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Design and Technology																	
Communication Products I	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Communication Products II	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Material Products I	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	3
Systems and Control Products II	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Information Processing and Publishing	0	0	0	2	2	4	5	1	0	0	0	1	0	0	0	0	15
Workplace Practices A	0	1	0	7	4	11	6	5	4	2	1	0	0	0	0	0	41
Workplace Practices B	0	0	2	4	7	8	4	1	1	0	3	0	1	0	0	0	31
Total Results	**0**	**1**	**2**	**14**	**13**	**23**	**16**	**9**	**5**	**4**	**4**	**1**	**1**	**0**	**1**	**0**	**94**

Table 16a: Stage 2 subjects (10 credits) — Graded results distribution (female) *continued*

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Total
CROSS-DISCIPLINARY																	
Community Studies																	
Arts and the Community	–	1	–	–	2	–	–	3	–	–	0	–	–	0	–	1	7
Business and the Community	–	0	–	–	2	–	–	4	–	–	0	–	–	0	–	1	7
Communication and the Community	–	1	–	–	6	–	–	3	–	–	0	–	–	0	–	0	10
Design, Construction, and the Community	–	0	–	–	2	–	–	0	–	–	1	–	–	2	–	0	5
Environment and the Community	–	0	–	–	1	–	–	0	–	–	0	–	–	0	–	0	1
Foods and the Community	–	0	–	–	1	–	–	9	–	–	2	–	–	0	–	0	12
Health, Recreation, and the Community	–	0	–	–	2	–	–	8	–	–	1	–	–	0	–	3	14
Science and the Community	–	0	–	–	1	–	–	2	–	–	0	–	–	0	–	0	3
Technology and the Community	–	0	–	–	0	–	–	4	–	–	0	–	–	0	–	0	4
Work and the Community	–	0	–	–	7	–	–	11	–	–	2	–	–	0	–	0	20
Cross-disciplinary Studies	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	3
Integrated Learning	2	12	24	39	57	25	40	37	11	6	3	0	0	0	0	0	256
Research Project A	0	3	7	12	25	39	67	90	45	8	4	0	0	0	0	9	309
Research Project B	156	687	1038	1173	1299	1284	1130	904	323	74	21	15	9	7	3	45	8168
Total Results	**158**	**704**	**1069**	**1225**	**1405**	**1349**	**1237**	**1075**	**379**	**88**	**34**	**15**	**10**	**9**	**3**	**59**	**8819**
ENGLISH																	
English Communications	0	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	4
English Pathways	0	0	0	0	0	1	8	2	0	0	0	0	0	0	0	0	11
Total Results	**0**	**0**	**1**	**0**	**0**	**2**	**8**	**3**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**15**
HEALTH AND PHYSICAL EDUCATION																	
Child Studies	0	1	3	0	2	1	2	0	1	0	0	0	0	0	0	0	10
Food and Hospitality	0	0	0	0	1	0	1	0	1	0	0	1	0	0	0	0	4
Health	0	0	1	0	1	1	2	0	2	0	2	0	0	0	0	0	9
Outdoor Education	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Total Results	**0**	**1**	**4**	**0**	**4**	**2**	**5**	**0**	**7**	**0**	**2**	**1**	**0**	**0**	**0**	**0**	**26**

Table 16a: Stage 2 subjects (10 credits) — Graded results distribution (female) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
HUMANITIES AND SOCIAL SCIENCES																	
Religion Studies	4	8	36	45	69	93	76	46	26	9	1	3	3	0	0	0	419
Society and Culture	5	6	7	0	5	12	8	8	17	0	0	2	1	1	0	2	74
Total Results	**9**	**14**	**43**	**45**	**74**	**105**	**84**	**54**	**43**	**9**	**1**	**5**	**4**	**1**	**0**	**2**	**493**
LANGUAGES																	
Australian Languages																	
Second Language Learning I	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Second Language Learning II	0	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	5
Total Results	**0**	**1**	**3**	**3**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**8**
MATHEMATICS																	
Mathematical Applications	0	1	2	3	2	4	6	2	3	3	1	1	0	0	2	0	30
Mathematics Pathways	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Total Results	**0**	**1**	**2**	**4**	**2**	**5**	**6**	**2**	**3**	**3**	**1**	**1**	**0**	**0**	**2**	**0**	**32**
SCIENCES																	
Agriculture and Horticulture																	
Agricultural and Horticultural Enterprise	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Agricultural and Horticultural Management	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Agricultural and Horticultural Studies	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Nutrition	0	0	0	0	0	2	1	0	0	1	0	0	0	0	0	0	4
Psychology	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	3
Scientific Studies	0	0	0	0	0	0	0	0	2	1	0	0	0	0	1	0	4
Total Results	**0**	**0**	**0**	**0**	**1**	**5**	**1**	**0**	**3**	**3**	**0**	**0**	**0**	**0**	**1**	**0**	**14**
Grand Total	**235**	**901**	**1325**	**1466**	**1652**	**1608**	**1454**	**1205**	**475**	**120**	**49**	**26**	**17**	**12**	**8**	**61**	**10614**

Note: Results for Community Studies are reported as either a grade between A and E, or N (no result). All other results are reported as either a grade between A+ and E−, or N.

Table 16b: Stage 2 subjects (10 credits) — Graded results distribution for male students, by learning area, 2012

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Total
ARTS																	
Creative Arts	0	0	0	1	1	1	0	2	1	0	2	0	0	0	0	0	8
Music																	
Composing and Arranging	5	3	10	4	2	8	10	6	3	3	1	1	0	0	1	0	57
Ensemble Performance	25	53	44	59	52	40	23	17	8	3	1	0	0	0	0	0	325
Music in Context	0	4	3	2	1	2	2	3	0	3	0	0	0	0	0	0	20
Music Individual Study	7	7	17	18	15	16	14	9	7	4	2	2	0	0	0	2	120
Music Technology	1	9	6	8	10	13	8	3	7	4	2	0	0	0	0	2	73
Musicianship	3	6	25	17	22	20	11	8	10	3	0	0	1	0	0	0	126
Performance Special Study	12	12	12	4	3	2	3	0	0	0	0	0	0	0	0	0	48
Solo Performance	23	43	60	51	37	31	18	16	12	0	1	0	0	0	0	0	292
Visual Arts – Art	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	3
Visual Arts – Design	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total Results	**76**	**137**	**178**	**164**	**143**	**134**	**89**	**64**	**49**	**20**	**10**	**3**	**1**	**0**	**1**	**4**	**1073**

BUSINESS, ENTERPRISE, AND TECHNOLOGY

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Total
Business and Enterprise	0	0	0	0	0	1	0	1	1	1	0	0	0	0	0	0	4
Design and Technology																	
Communication Products I	0	0	0	3	3	1	6	13	8	5	2	1	0	0	3	1	46
Communication Products II	0	0	0	0	0	3	9	5	3	4	3	2	1	0	0	2	32
Material Products I	0	1	1	4	6	11	10	5	1	4	4	6	1	2	0	0	56
Material Products II	0	0	2	1	5	3	2	4	0	1	1	0	1	0	0	1	21
Systems and Control Products I	0	0	0	0	0	1	0	3	0	0	0	0	0	0	0	0	4
Systems and Control Products II	0	0	0	0	1	1	0	1	2	2	1	0	2	0	0	0	10
Information Processing and Publishing	0	0	0	0	1	3	1	0	1	0	1	0	1	0	2	0	10
Workplace Practices A	0	1	0	4	5	10	10	13	18	1	2	1	2	0	0	1	68
Workplace Practices B	0	0	2	6	2	12	6	14	6	1	0	0	0	3	0	4	56
Total Results	**0**	**2**	**5**	**18**	**23**	**46**	**44**	**59**	**40**	**19**	**14**	**10**	**8**	**5**	**5**	**9**	**307**

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Total
CROSS-DISCIPLINARY																	
Community Studies																	
Arts and the Community	–	0	–	–	0	–	–	1	–	–	1	–	–	0	–	0	2
Business and the Community	–	0	–	–	0	–	–	0	–	–	1	–	–	0	–	0	1
Communication and the Community	–	0	–	–	1	–	–	3	–	–	1	–	–	0	–	0	5
Design, Construction, and the Community	–	0	–	–	1	–	–	16	–	–	1	–	–	0	–	0	18
Environment and the Community	–	0	–	–	0	–	–	1	–	–	0	–	–	0	–	0	1
Foods and the Community	–	0	–	–	1	–	–	5	–	–	1	–	–	0	–	0	7
Health, Recreation, and the Community	–	0	–	–	1	–	–	15	–	–	1	–	–	0	–	1	18
Science and the Community	–	1	–	–	0	–	–	1	–	–	0	–	–	0	–	0	2
Technology and the Community	–	0	–	–	4	–	–	16	–	–	1	–	–	1	–	0	22
Work and the Community	–	0	–	–	5	–	–	15	–	–	3	–	–	0	–	0	23
Cross-disciplinary Studies	0	0	0	1	0	2	1	2	1	0	0	0	0	0	0	0	7
Integrated Learning	0	0	1	5	13	23	25	23	18	6	3	1	0	0	0	0	118
Research Project A	0	0	3	7	19	55	100	202	125	32	2	1	0	1	0	21	568
Research Project B	61	255	487	731	948	1158	1326	1377	582	105	38	26	11	19	12	99	7235
Total Results	**61**	**256**	**491**	**744**	**993**	**1238**	**1452**	**1677**	**726**	**143**	**53**	**28**	**11**	**21**	**12**	**121**	**8027**
ENGLISH																	
English Communications	0	0	0	1	1	3	2	0	0	0	0	0	0	1	0	0	8
English Pathways	0	0	0	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Total Results	**0**	**0**	**0**	**1**	**1**	**3**	**3**	**1**	**2**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**12**
HEALTH AND PHYSICAL EDUCATION																	
Health	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	3
Outdoor Education	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Total Results	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**0**	**0**	**4**
HUMANITIES AND SOCIAL SCIENCES																	
Religion Studies	0	4	8	19	41	46	63	79	39	18	7	6	2	2	1	0	335
Society and Culture	1	0	0	3	3	2	3	3	7	15	3	1	7	7	1	0	56
Total Results	**1**	**4**	**8**	**22**	**44**	**48**	**66**	**82**	**46**	**33**	**10**	**7**	**9**	**9**	**2**	**0**	**391**

Table 16b: Stage 2 subjects (10 credits) — Graded results distribution (male) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
LANGUAGES																	
Australian Languages																	
Second Language Learning I	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Second Language Learning II	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total Results	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**
MATHEMATICS																	
Mathematical Applications	0	0	2	0	5	4	2	6	3	4	4	1	2	0	2	0	35
Mathematics Pathways	0	0	0	0	0	2	1	2	0	0	0	0	0	0	0	0	5
Total Results	**0**	**0**	**2**	**0**	**5**	**6**	**3**	**8**	**3**	**4**	**4**	**1**	**2**	**0**	**2**	**0**	**40**
SCIENCES																	
Agriculture and Horticulture																	
Agricultural and Horticultural Studies	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Nutrition	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Psychology	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Scientific Studies	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Total Results	**0**	**0**	**0**	**0**	**0**	**1**	**2**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**4**
Grand Total	138	401	684	949	1210	1476	1659	1892	866	219	92	50	32	36	22	134	9860

Note: Results for Community Studies are reported as either a grade between A and E, or N (no result). All other results are reported as either a grade between A+ and E−, or N.

Table 16c: Stage 2 subjects (10 credits) — Graded results distribution for all students, by learning area, 2012

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
ARTS																	
Creative Arts	0	0	2	2	3	5	1	2	1	0	2	0	1	0	0	0	19
Drama	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Music																	
Composing and Arranging	5	7	14	5	9	13	12	8	5	3	2	2	0	0	1	0	86
Ensemble Performance	47	119	114	116	106	65	49	36	15	6	4	0	0	0	0	0	677
Music in Context	3	11	8	12	5	6	4	4	0	3	0	0	0	1	0	0	57
Music Individual Study	11	18	31	28	24	29	23	16	13	9	2	2	1	0	0	2	209
Music Technology	1	10	6	8	10	15	12	5	7	4	2	0	0	0	0	2	82
Musicianship	6	17	41	43	47	39	31	16	21	5	0	1	1	0	0	0	268
Performance Special Study	25	20	23	8	7	8	8	0	0	0	0	0	0	0	0	0	99
Solo Performance	45	114	137	115	84	65	42	34	19	1	2	0	0	0	0	0	658
Visual Arts – Art	0	0	1	2	0	4	3	4	2	2	2	0	0	0	1	0	21
Visual Arts – Design	1	0	2	0	0	2	1	1	1	0	1	0	0	0	0	0	9
Total Results	144	316	379	339	295	251	186	126	84	33	17	5	3	2	2	4	2186

BUSINESS, ENTERPRISE, AND TECHNOLOGY

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
Business and Enterprise	0	0	0	0	0	1	0	2	1	1	0	0	0	0	0	0	5
Design and Technology																	
Communication Products I	0	0	0	3	3	1	7	13	8	5	2	1	0	0	3	1	47
Communication Products II	0	0	0	0	0	3	9	5	3	5	3	2	1	0	0	2	33
Material Products I	0	1	1	5	6	11	10	6	1	4	4	6	1	2	1	0	59
Material Products II	0	0	2	1	5	3	2	4	0	1	1	0	1	0	0	1	21
Systems and Control Products I	0	0	0	0	0	1	0	3	0	0	0	0	0	0	0	0	4
Systems and Control Products II	0	0	0	0	1	1	0	1	2	3	1	0	2	0	0	0	11
Information Processing and Publishing	0	0	0	2	3	7	6	1	1	0	1	1	1	0	2	0	25
Workplace Practices A	0	2	0	11	9	21	16	18	22	3	3	1	2	0	0	1	109
Workplace Practices B	0	0	4	10	9	20	10	15	7	1	3	0	1	3	0	4	87
Total Results	0	3	7	32	36	69	60	68	45	23	18	11	9	5	6	9	401

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Total
CROSS-DISCIPLINARY																	
Community Studies																	
Arts and the Community	–	1	–	–	2	–	–	4	–	–	1	–	–	0	–	1	9
Business and the Community	–	0	–	–	2	–	–	4	–	–	1	–	–	0	–	1	8
Communication and the Community	–	1	–	–	7	–	–	6	–	–	1	–	–	0	–	0	15
Design, Construction, and the Community	–	0	–	–	3	–	–	16	–	–	2	–	–	2	–	0	23
Environment and the Community	–	0	–	–	1	–	–	1	–	–	0	–	–	0	–	0	2
Foods and the Community	–	0	–	–	2	–	–	14	–	–	3	–	–	0	–	0	19
Health, Recreation, and the Community	–	0	–	–	3	–	–	23	–	–	2	–	–	0	–	4	32
Science and the Community	–	1	–	–	1	–	–	3	–	–	0	–	–	0	–	0	5
Technology and the Community	–	0	–	–	4	–	–	20	–	–	1	–	–	1	–	0	26
Work and the Community	–	0	–	–	12	–	–	26	–	–	5	–	–	0	–	0	43
Cross-disciplinary Studies	0	0	0	2	0	3	1	2	1	0	0	0	1	0	0	0	10
Integrated Learning	2	12	25	44	70	48	65	60	29	12	6	1	0	0	0	0	374
Research Project A	0	3	10	19	44	94	167	292	170	40	6	1	0	1	0	30	877
Research Project B	217	942	1525	1904	2247	2442	2456	2281	905	179	59	41	20	26	15	144	15403
Total Results	**219**	**960**	**1560**	**1969**	**2398**	**2587**	**2689**	**2752**	**1105**	**231**	**87**	**43**	**21**	**30**	**15**	**180**	**16846**
ENGLISH																	
English Communications	0	0	1	1	1	4	2	1	0	0	0	1	0	1	0	0	12
English Pathways	0	0	0	0	0	1	9	3	2	0	0	0	0	0	0	0	15
Total Results	**0**	**0**	**1**	**1**	**1**	**5**	**11**	**4**	**2**	**0**	**0**	**1**	**0**	**1**	**0**	**0**	**27**
HEALTH AND PHYSICAL EDUCATION																	
Child Studies	0	1	3	0	2	1	2	0	1	0	0	0	0	0	0	0	10
Food and Hospitality	0	0	0	0	1	0	1	0	1	0	0	1	0	0	0	0	4
Health	0	0	1	0	2	1	2	0	2	0	2	1	1	0	0	0	12
Outdoor Education	0	0	0	0	0	0	0	0	3	0	1	0	0	0	0	0	4
Total Results	**0**	**1**	**4**	**0**	**5**	**2**	**5**	**0**	**7**	**0**	**3**	**2**	**1**	**0**	**0**	**0**	**30**

Table 16c: Stage 2 subjects (10 credits) — Graded results distribution (all students) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
HUMANITIES AND SOCIAL SCIENCES																	
Religion Studies	4	12	44	64	110	139	139	125	65	27	8	9	5	2	1	0	754
Society and Culture	6	6	7	3	8	14	11	11	24	15	3	3	8	8	1	2	130
Total Results	**10**	**18**	**51**	**67**	**118**	**153**	**150**	**136**	**89**	**42**	**11**	**12**	**13**	**10**	**2**	**2**	**884**
LANGUAGES																	
Australian Languages																	
Second Language Learning I	0	1	0	2	1	0	0	0	0	0	0	0	0	0	0	0	4
Second Language Learning II	0	2	3	1	0	0	0	0	0	0	0	0	0	0	0	0	6
Total Results	**0**	**3**	**3**	**3**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**10**
MATHEMATICS																	
Mathematical Applications	0	1	4	3	7	8	8	8	6	7	5	2	2	0	4	0	65
Mathematics Pathways	0	0	0	1	0	3	1	2	0	0	0	0	0	0	0	0	7
Total Results	**0**	**1**	**4**	**4**	**7**	**11**	**9**	**10**	**6**	**7**	**5**	**2**	**2**	**0**	**4**	**0**	**72**
SCIENCES																	
Agriculture and Horticulture																	
Agricultural and Horticultural Enterprise	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Agricultural and Horticultural Management	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Agricultural and Horticultural Studies	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Nutrition	0	0	0	0	0	2	1	1	0	1	0	0	0	0	0	0	5
Psychology	0	0	0	0	1	2	1	0	0	0	0	0	0	0	0	0	4
Scientific Studies	0	0	0	0	0	1	0	0	2	1	0	0	0	0	1	0	5
Total Results	**0**	**0**	**0**	**0**	**1**	**6**	**3**	**1**	**3**	**3**	**0**	**0**	**0**	**0**	**1**	**0**	**18**
Grand Total	**373**	**1302**	**2009**	**2415**	**2862**	**3084**	**3113**	**3097**	**1341**	**339**	**141**	**76**	**49**	**48**	**30**	**195**	**20474**

Note: Results for Community Studies are reported as either a grade between A and E, or N (no result). All other results are reported as either a grade between A+ and E−, or N.

Table 17: Stage 2 subjects (20 credits) — Non-graded results distribution, by subject, 2012

Subject	Completed F	Completed M	Not Completed F	Not Completed M	Total F	Total M	Grand Total
Business and Enterprise: Modified	26	48	0	0	26	48	74
Creative Arts: Modified	20	29	1	0	21	29	50
Cross-disciplinary Studies: Modified	11	35	0	0	11	35	46
English Pathways: Modified	41	40	0	1	41	41	82
Health: Modified	43	81	0	0	43	81	124
Language and Culture: Modified	6	3	0	0	6	3	9
Mathematics Pathways: Modified	34	61	0	1	34	62	96
Scientific Studies: Modified	5	12	0	0	5	12	17
Society and Culture: Modified	8	20	0	0	8	20	28
Total Results	**194**	**329**	**1**	**2**	**195**	**331**	**526**

Table 18: Stage 2 subjects (10 credits) — Non-graded results distribution, by subject, 2012

Subject	Completed F	Completed M	Not Completed F	Not Completed M	Total F	Total M	Grand Total
Business and Enterprise: Modified	0	7	0	0	0	7	7
Creative Arts: Modified	8	13	0	0	8	13	21
Cross-disciplinary Studies: Modified	14	10	0	0	14	10	24
English Pathways: Modified	3	3	0	0	3	3	6
Health: Modified	7	23	0	0	7	23	30
Mathematics Pathways: Modified	7	3	0	0	7	3	10
Research Project: Modified	39	66	0	0	39	66	105
Scientific Studies: Modified	3	3	0	0	3	3	6
Society and Culture: Modified	3	5	0	0	3	5	8
Total Results	**84**	**133**	**0**	**0**	**84**	**133**	**217**

Table 19: Number of SACE completers who undertook VET, by industry*, 2012

Industry Area	Female	Male	Total
Animal Care	106	8	114
Automotive	26	161	187
Business and Finance	305	127	432
Christian Ministry	55	21	76
Community Services	472	39	511
Conservation and Land Management	21	14	35
Construction	21	442	463
Electrotechnology	5	212	217
Engineering	8	160	168
Food Processing	23	19	42
Foundation Courses	152	77	229
Furnishing	8	39	47
Health	149	38	187
Horticulture	8	17	25
Hospitality	679	269	948
Information Technology	274	285	559
Justice and Policing Studies	10	16	26
Laboratory Operations	8	5	13
Manufacturing	0	8	8
Meat Processing	0	6	6
Media and Design	74	95	169
Mining and Civil	2	36	38
Music, Art and Culture	129	90	219
Personal Services	235	1	236
Primary Industries	75	125	200
Property and Surveying	5	7	12
Public Safety and Asset Management	25	34	59
Racing	26	2	28
Retail Services	558	218	776
Seafood Industries	19	20	39
Sport and Recreation	229	291	520
Tourism and Events	112	34	146
Transport	10	21	31

*Industry areas are reported if five or more students studied VET qualifications in the industry area.

Note: This data is compiled from information supplied to the SACE Board by schools. Schools receive this information from the relevant registered training organisations.

Table 20: Number of SACE completers who undertook VET, by qualification*, 2012

Qualification	Number of Students
CERTIFICATE I	
Animal Studies	102
Automotive	122
Business	134
Conservation and Land Management	26
Construction	370
Creative Industries	11
ElectroComms Skills	73
Engineering	70
Food Processing (Wine)	24
Furnishing	35
Horticulture	12
Hospitality	326
Hospitality (Kitchen Operations)	362
Information Technology	396
Introductory Vocational Education	141
Racing (Stablehand)	24
Resources and Infrastructure Operations	14
Retail	65
Rural Operations	116
Seafood Industry (Aquaculture)	26
Sport and Recreation	11
Tourism	5
Work Preparation (Community Services)	8
CERTIFICATE II	
Agriculture	21
Animal Studies	21
Applied Fashion Design and Technology	26
Automotive Mechanical	31
Automotive Sales	19
Automotive Vehicle Servicing	28
Business	163
Civil Construction	12
Community Pharmacy	8
Community Recreation	108
Community Services	278
Computer Assembly and Repair	7
Conservation and Land Management	10
Construction	9
Construction Pathways	80
Creative Industries (Media)	79
Driver Competence	38
Education and Skills Development	68
Electronics	123
Electrotechnology (Career Start)	24

Qualification	Number of Students
Engineering	78
Family Wellbeing	9
Food Processing	7
Hairdressing	131
Health Support Services	21
Horticulture	8
Hospitality	243
Hospitality (Kitchen Operations)	59
Information Technology	189
Introductory Vocational Education	9
Live Production, Theatre and Events	35
Make-up Services	72
Manufacturing Technology	6
Multimedia	5
Music	56
Music Industry (Foundation)	23
Nail Technology	7
Outdoor Recreation	157
Public Safety	50
Renewable Energy	7
Resources and Infrastructure Work Preparation	7
Retail	495
Retail Make-up and Skin Care	29
Retail Operations	16
Rural Operations	36
Seafood Industry (Aquaculture)	13
Shearing	8
Sport and Recreation	203
Tourism	181
Visual Arts and Contemporary Craft	19
Wool Handling	8

CERTIFICATE III

Qualification	Number of Students
Aged Care	113
Agriculture	48
Allied Health Assistance	69
Animal Studies	14
Automotive Mechanical Technology	28
Basic Health Care	31
Beauty Services	56
Business	104
Business Administration	60
Cabinet Making	6
Carpentry	126
Children's Services	208
Christian Ministry and Theology	75

Qualification	Number of Students
Civil Construction	9
Community Services Work	12
Customer Contact	7
Dental Assisting	12
Disability	27
Education Support	7
Electrotechnology Electrician	29
Engineering Fabrication Trade	35
Engineering Mechanical Trade	16
Events	10
Financial Services (Accounts Clerical)	13
Fitness	52
Hairdressing	24
Health Services Assistance	26
Hospitality	161
Hospitality (Commercial Cookery)	32
Information Technology	43
Interior Decoration (Retail Services)	5
Laboratory Skills	13
Meat Processing (Meat Retailing)	5
Media	53
Music	17
Music Business	8
Plumbing	24
Police Studies	26
Retail	260
Retail Baking — Combined	5
Rural Operations	20
Seafood Industry (Aquaculture)	8
Sport and Recreation	49
Tourism	13
Visual Arts and Contemporary Craft	24

CERTIFICATE IV

Qualification	Number of Students
Design	9
Information Technology	9
Photoimaging	33
Property Services (Real Estate)	9

DIPLOMA

Qualification	Number of Students
Diploma of Arts (Interior Decoration and Design)	8
Diploma of Remedial Massage	32

*Qualifications are reported if five or more students undertook that qualification. Where students have undertaken a qualification that has since been replaced with a new qualification, students are reported under the title of the new qualification.

Note: This data is compiled from information supplied to the SACE Board by schools. Schools receive this information from the relevant registered training organisations.

Table 21: Number of SACE completers who undertook a school-based apprenticeship or traineeship, by industry*, 2012

Industry Area	Number of Apprenticeships
Automotive	28
Business and Finance	31
Community Services	14
Construction	29
Electrotechnology	28
Engineering	21
Food Processing	9
Furnishing	6
Hospitality	47
Personal Services	18
Primary Industries	21
Retail Services	264
Sport and Recreation	21
Tourism and Events	22

*Industry areas are reported if five or more students undertook a school-based apprenticeship or traineeship in that area.

Note: This data is compiled from information supplied to the SACE Board by schools. Schools receive this information from the relevant registered training organisations.

Table 22: Number of SACE completers who undertook a school-based apprenticeship or traineeship, by qualification*, 2012

Qualification	Number of Apprenticeships
Certificate II in Automotive Sales	5
Certificate II in Electronics	9
Certificate II in Hairdressing	9
Certificate II in Hospitality (Kitchen Operations)	5
Certificate II in Retail	185
Certificate II in Sport and Recreation	8
Certificate II in Tourism	22
Certificate III in Agriculture	21
Certificate III in Automotive Mechanical Technology	18
Certificate III in Business	21
Certificate III in Business Administration	5
Certificate III in Cabinet Making	5
Certificate III in Carpentry	12
Certificate III in Children's Services	10
Certificate III in Electrotechnology Electrician	17
Certificate III in Engineering Fabrication Trade	9
Certificate III in Engineering Mechanical Trade	12
Certificate III in Hairdressing	8
Certificate III in Hospitality	22
Certificate III in Hospitality (Commercial Cookery)	14
Certificate III in Plumbing	9
Certificate III in Retail	100
Certificate III in Retail Baking — Combined	5
Certificate III in Sport and Recreation	9

*Qualifications are reported if five or more students undertook that qualification as part of a school-based apprenticeship or traineeship. Where students have undertaken a qualification that has since been replaced with a new qualification, students are reported under the title of the new qualification.

Note: This data is compiled from information supplied to the SACE Board by schools. Schools receive this information from the relevant registered training organisations.

Table 23: Number of students completing all requirements of the SACE*, 2000–12

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
SOUTH AUSTRALIA													
Female	6173	6186	6307	6292	6428	6316	6726	6713	6790	6865	6975	6853	7309
Male	4650	4739	4795	4778	4899	5188	5441	5343	5447	5656	5717	5514	6144
Total	**10823**	**10925**	**11102**	**11070**	**11327**	**11504**	**12167**	**12056**	**12237**	**12521**	**12692**	**12367**	**13453**
NORTHERN TERRITORY													
Female	478	487	484	444	491	506	505	526	534	573	578	582	640
Male	303	334	335	365	365	417	428	459	486	476	463	577	552
Total	**781**	**821**	**819**	**809**	**856**	**923**	**933**	**985**	**1020**	**1049**	**1041**	**1159**	**1192**
ASIA													
Female	483	548	587	654	706	674	895	778	981	961	945	788	651
Male	363	372	427	513	517	565	761	657	793	767	709	612	620
Total	**846**	**920**	**1014**	**1167**	**1223**	**1239**	**1656**	**1435**	**1774**	**1728**	**1654**	**1400**	**1271**
Grand Total	**12450**	**12666**	**12935**	**13046**	**13406**	**13666**	**14756**	**14476**	**15031**	**15298**	**15387**	**14926**	**15916**

*Students in the Northern Territory are awarded the NTCET; students in Asia undertake studies in the South Australian Matriculation Program.

Table 24: Number of students receiving an Australian Tertiary Admission Rank (ATAR)*, 2012

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1618	1381	3058	2160	1805	1522	6481	5063	11544
Northern Territory	72	51	372	294	100	74	544	419	963
Asia	0	0	106	122	545	502	651	624	1275
Grand Total	**1690**	**1432**	**3536**	**2576**	**2450**	**2098**	**7676**	**6106**	**13782**

*The ATAR 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 25: Number of students receiving a TAFE SA Selection Score*, 2012

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1672	1475	3409	2558	1851	1600	6932	5633	12565
Northern Territory	75	57	419	366	102	77	596	500	1096
Asia	0	0	106	122	545	502	651	624	1275
Grand Total	**1747**	**1532**	**3934**	**3046**	**2498**	**2179**	**8179**	**6757**	**14936**

*For TAFE courses that use a score based on performance in the SACE, the TAFE SA Selection Score is calculated by totalling the tertiary entrance points for the best three full-year (or equivalent) Stage 2 subjects. The total is then reported to students in the score range 0.0 to 60.0.