ANNUAL REPORT

December 2008

To the Honourable Jane Lomax-Smith, MP
Minister for Education
Tuesday 31 March 2009

My Dear Minister

I have pleasure in submitting to you the 2008 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 (and, prior to 1 July 2008, the activities of the former Senior Secondary Assessment Board of South Australia (SSABSA)) for the year ended 31 December 2008.

This was a year of many changes, the most significant being the SACE Board of South Australia Act to replace the *Senior Secondary Assessment Board of South Australia Act 1983* and, subsequently, a new expert Board of eleven members to replace a representational Board of twenty-six. Also, and not least of all, much progress was made towards a new Certificate of Education to be implemented from 2009 to 2011, and new responsibilities from 2009 under the Compulsory Education Age amendments to the *Education Act 1972 (SA).*

As the Presiding Member of the SACE Board, I would like to thank all the members of the 2008 and previous SSABSA Boards for their cooperation and great service to the education community and students of South Australia. I am most grateful for the support I enjoyed from the Executive Group of the SSABSA Board in the first half of 2008 — the Commissioner for Equal Opportunity, Ms Linda Matthews; the Deputy Presiding Member, Associate Professor Adrian Vicary; Chair of the Curriculum and Assessment Policy Committee, Ms Susan Cameron; Chair of the Resources Policy Committee, Mr Bernard Meatheringham; and the Chief Executive, Dr Paul Kilvert. A special mention must be made of the long-serving members of the SSABSA Board, particularly Emeritus Professor Robin Storer, who has served as Deputy Presiding Member of the Board and Chair of standing committees on several occasions.

I wish to express my appreciation of the expertise and dedication of my fellow SACE Board members and of those members of the community who agreed to contribute their expertise to its Accreditation and Recognition Committee and its Finance, Risk, and Audit Committee. All have risen to the challenge with great enthusiasm and generosity of spirit.

The 2008 results release was the best yet, with another record number of certificates awarded and delivered expeditiously, thanks to the dedication of SACE Board staff and hundreds of teachers in all three school sectors, serving as examiners, markers, and moderators.

The new Act requires effective consultation with all stakeholders and all partners in the delivery of the SACE. The SACE Board has been scrupulous in discharging this responsibility, particularly in the development of a new Strategic Plan for 2009–11, and is strongly committed to implementing the new SACE in such a way as to ensure that all of the hopes for it are realised.

I have pleasure in referring the 2008 report to you.

Yours sincerely

Patrick Wright
Presiding Member

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CHIEF EXECUTIVE'S STATEMENT

The 1 July enactment of the legislation establishing the SACE Board of South Australia was a significant highlight in a year of challenges and exciting developments.

The new Board is committed to implementing the new South Australian Certificate of Education (SACE) in a way that ensures it is a passport to the future for young people. We will also maintain the former Senior Secondary Assessment Board of South Australia's (SSABSA's) commitment to quality and excellence in curriculum, assessment, reporting, and certification services.

This was a year of strengthened cooperation with our key partners in the education sector, which can be attributed to the leadership of the new SACE and outgoing SSABSA Boards, and the professional and dedicated work of our staff.

It was also a year of continued development and implementation of the new SACE. The Board continues to conduct comprehensive consultations with all our partners on important new issues to do with implementing the SACE.

In the second half of 2008, the SACE Board has overseen the development of the first subject of the new SACE, Personal Learning Plan. The subject was introduced for Year 10 students in 2009 and requires students to consider their future learning and career options. It is indicative of the flexible approach of the new SACE.

In this way the SACE Board, in partnership with schools and the education sector, successfully addressed targets set in the South Australian Strategic Plan; most notably, Strategic Plan Target 6.16, which seeks to '...increase yearly the proportion of 15–19 year olds who achieve the SACE…'

It is very pleasing to report that in 2008, the highest number of South Australian students for 13 years — 12 237 in total — achieved the SACE. In addition, 17 086 students received a result in at least one Stage 2 SACE subject during 2008.

The SACE Board is mindful of its role in helping to achieve the South Australian Strategic Plan targets. We will continue to put in place policies and processes aimed at encouraging more young people to complete the SACE.

The new Board and its standing committees made significant progress during 2008 in developing the SACE Board Strategic Plan 2009–11. This Plan reflects the Board's commitment to a collaborative approach with schools, the school sectors, and all of our partners. The Plan also works towards ensuring transparency and monitoring of the Board's progress.

This Annual Report provides detailed information on the SACE Board of South Australia's activities, initiatives, outcomes, and achievements during 2008. Some highlights are outlined below.

SACE

The accreditation of the Personal Learning Plan at Stage 1 of the new SACE for 2009–10 provides direction and clarity to schools about the new subject, and will enable the Board to refine the subject before it is accredited for a longer period from 2011.

The Board also approved a modified subject outline of the Personal Learning Plan for students with significant disabilities. This modified version complements the special provisions available to students with disabilities who wish to access the full range of curriculum and assessment.

Significant work continued during 2008 on the Stage 2 subject Research Project — formerly known as Extended Learning Initiative. This subject has been approved for piloting during 2009.

By the end of 2008, the SACE Board had accredited twenty-three subjects for the new SACE, representing a firm foundation for the accreditation of remaining subjects during 2009.

The Board also approved three policies for the new SACE: the SACE Accreditation, Recognition, and Certification Policy; the SACE Learning and Assessment Design Policy; and the SACE Assuring Assessment Integrity Policy.

The SACE Board's key partners were also consulted extensively during 2008 on a new framework for the recognition of VET in the new SACE.

National Content

In recent years there has been significant progress across the nation in incorporating nationally recognised vocational education and training in the senior certificates. This is the result of the considerable effort, resources, and commitment of members of the Australasian Curriculum, Assessment, and Certification Authorities (ACACA) — which comprise the Chief Executives of the agencies responsible for senior secondary education in Australia and New Zealand.

In 2008, the Chief Executive of the SACE Board of South Australia chaired the ACACA's VET sub-group, and will continue to chair this group in 2009.

Also in the national context, the SACE Board wrote to the Chair of the interim National Curriculum Board proposing a strategic relationship aimed at aligning South Australia's new SACE with the national Board's curriculum directions.

Study Tour

During 2008, in preparation for the implementation of the new SACE in 2009, the Chief Executive travelled to the United Kingdom. The primary purpose of this trip was to meet with staff of the London Qualifications and Curriculum Authority, the Scottish Qualifications Authority, the National Qualifications Authority of Ireland, and the International Baccalaureate Organisation. The visits focused on identifying issues of significance and relevance to South Australia in preparation for the establishment of the new SACE Board of South Australia as the successor to the Senior Secondary Assessment Board of South Australia. These issues included:

- qualifications and certification
- foundation and vocational learning
- regulation of awarding bodies
- assessment standards, testing and examinations
- curriculum standards
- assessment and data systems
- the International Baccalaureate.

Looking Ahead

During 2009 the SACE Board will consolidate the significant work already done to implement the new SACE, and will progress the development of the new certificate through the accreditation of new subjects and transitional arrangements.

We will continue to actively consult all of our partners as a means of ensuring that more young South Australians achieve the SACE.

The achievements outlined in this report represent the professionalism, commitment, and hard work of the SACE Board staff, and I thank them for their service to the South Australian education community during the past year.

We look forward to 2009 and the challenges it will present.

Paul Kilvert
Chief Executive

THE BOARD

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 of the SACE. These include schools that are part of the South Australian Department of Education and Children's Services (DECS) and non-government schools, including schools of Catholic Education South Australia and the Association of Independent Schools of South Australia (AISSA). Through negotiated arrangements, the Board offers its subjects and assessment services to students in the Northern Territory and in a number of centres in Asia delivering the South Australian Matriculation (SAM) program. The SACE Board continues the existence of the former SSABSA, under revised legislation.

The legislation establishing the Senior Secondary Assessment Board of South Australia (SSABSA) was the *Senior Secondary Assessment Board of South Australia Act 1983*. This legislation was amended on 1 July 2008 and became known as the *SACE Board of South Australia Act 1983*. From this date SSABSA became known as the SACE Board of South Australia.

The SACE Board of South Australia was established to enact the principles and recommendations of the SACE Review, and to implement the new South Australian Certificate of Education (SACE) from 2009. The legislation places a greater focus on consultation with the Minister, the three school sectors, and key stakeholders. The legislative changes also align with the changes to the *Education Act 1972* (SA) relating to the participation of students of compulsory education age.

One of the more significant changes to the Act was the introduction of legislative principles. Section 5 of the SACE Board of South Australia Act is as follows:

(a) all young people are to be encouraged to obtain a formal education qualification that helps them to live and participate successfully in the world as it constantly changes, after taking into account their goals and abilities;

(b) it is recognised—

(i) that young people acquire skills, values and knowledge associated with their education through their individual endeavours and through a range of learning experiences and in a variety of situations that may include, as well as schools, workplaces and training and community organisations; and

(ii) that young people require a range of skills and knowledge, including literacy and numeracy skills, to assist them to succeed in the wider community;

(c) the qualification that is awarded by the Board should—

(i) acknowledge the skills and knowledge that have been acquired through formal education and training and other learning processes; and

(ii) reflect rigorous standards and community expectations; and

(iii) be consistent with an appropriate Australian qualification framework;

(d) cooperation and collaboration between the Board, the school education sectors and the Minister are to be recognised as fundamental elements to achieving the best outcomes for students seeking to qualify for the SACE.

The legislative functions of the SACE Board of South Australia incorporate a number of functions from the former Senior Secondary Assessment Board of South Australia Act; they also introduce new functions in accordance with the expanded goals of the new SACE.

The SACE Board of South Australia Act sets out the following functions of the Board. The new functions have been highlighted:

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 of 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.

Membership

The SSABSA Board
(January – June 2008)

In the first half of 2008, the SSABSA Board comprised the Chief Executive and twenty-five other members appointed by the Governor of South Australia. This Board was appointed in July 2007 for a 1-year term. This was a widely representational Board and the Board members and nominating agency details are provided in Appendix A.

The SACE Board of South Australia
(from 1 July 2008)

The Board of the SACE Board of South Australia comprises the Chief Executive and eleven other members nominated by the Minister and appointed by the Governor of South Australia. The Minister has established the Board according to the specifications of the SACE Board of South Australia Act, so that its membership comprises persons who:

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

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

In addition:

(a) at least 4 of the appointed members of the Board must have specific knowledge and expertise in relation to the provision of senior secondary education and, of these members, at least 1 must be a person who is currently engaged, or who has recently been engaged, in the provision of senior secondary education; and

(b) 1 of the appointed members of the Board must be a person specifically nominated by the South Australian Commission for Catholic Schools Inc.; and

(c) 1 of the appointed members of the Board must be a person specifically nominated by the Association of Independent Schools of South Australia; and

(d) 1 of the appointed members of the Board must be a person specifically nominated by the Director-General of Education; and

(e) the Minister must seek to achieve a reasonable gender balance in the membership of the Board.

As well, three deputy board members have been appointed to act in the place of members, while the member is absent.

In establishing the Board the Minister consulted with the following designated entities as defined in Schedule 1 of the Act.

(a) the Chief Executive of the Department primarily responsible for assisting the Minister responsible for the administration of the *Education Act 1972*;

(b) the Chief Executive of the Department primarily responsible for assisting the Minister responsible for the administration of the *Technical and Further Education Act 1975*;

(c) The University of Adelaide;

(d) The Flinders University of South Australia;

(e) the University of South Australia;

(f) the Training and Skills Commission;

(g) the Pitjantjatjara Yankunytjatjara Education Committee;

(h) the Association of Independent Schools of South Australia—Secondary/Combined Heads Committee;

(i) the South Australian Commission for Catholic Schools Inc.;

(j) the Non-Government Schools Registration Board;

(k) the South Australian Secondary Principals Association;

(l) the South Australian Special Schools Principals' Association;

(m) the Association of Principals of Catholic Secondary Schools;

(n) the Australian Education Union (SA Branch);

(o) the Independent Education Union (SA);

(p) the South Australian Employers' Chamber of Commerce and Industry Inc. (*Business SA*);

(q) the United Trades and Labor Council;

(r) the South Australian Association of State Schools Organisation Incorporated;

(s) the South Australian Association of School Parents' Clubs Incorporated;

(t) the Federation of Catholic School Parent Communities;

(u) the SA Isolated Children's Parents' Association Incorporated;

(v) the *Minister's Youth Council*;

(w) the Association of Independent Schools of South Australia Incorporated.

Membership of the Board is by call for expression of interest and is based on 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, bona fide observers may be admitted to all or part of the Board's proceedings upon prior request and with the permission of the Presiding Member of the Board. Requests should be made through the Secretary to the Board.

The members of the present Board were appointed in July 2008 for a 1-year or 3-year term to either 30 June 2009 or 30 June 2011. They are introduced in the following pages.

Pat WRIGHT   **Susan BARTON-JOHNSON**   **Peter LEE**   **Jane DANVERS**

Pat WRIGHT

Pat is the Presiding Member of the Board, Deputy Chair of the Training and Skills Commission, and an adjunct Associate Professor of Labour Studies in the Australian Institute for Social Research at the University of Adelaide. Pat has experience as a teacher, trainer, curriculum developer, researcher, and administrator in secondary schools, technical colleges, trade unions, teachers' colleges, the public service, and universities. Pat has been with SSABSA since its inception and is proud of its high standing and achievements, particularly in the recognition of VET and community learning in the SACE. In recent years, Pat was Presiding Member of the SSABSA Board.

Pat believes new approaches are needed to include and engage in learning the disadvantaged and disengaged members of our community.

Susan BARTON JOHNSON

Susan's varied experience as teacher and administrator has given her a solid understanding of the broader Northern Territory context. She has specific and detailed knowledge of all aspects of the senior secondary certificate, including curriculum, assessment, certification, the challenges and successes of its implementation across sectors and regions, and the nature of the partnership between the SACE Board of SA and the Northern Territory. As well, Susan has been an active member of the *future* SACE Senior Officers Group and Expert Advisory Committee.

Susan has been directly involved in implementing Transition Plans for Indigenous students and in the expansion of VET in Schools programs in the increasing number of remote schools that provide middle and senior years education.

Peter LEE

Peter is the Deputy Presiding Member of the Board and the Deputy Vice Chancellor and Vice President Academic at the University of South Australia, having moved from the position of Executive Dean of Engineering, Science and Computing at Curtin University of Technology.

Peter has also been Principal of Rockingham Campus and foundation Professor of Engineering at Murdoch University; Dean of Engineering at Murdoch University, where he established new engineering programs at Murdoch's new Rockingham Campus; and Head of the Department of Chemical Engineering at the University of Queensland. He worked with ICI Australia for a number of years and has worked in process control for the last 30 years, both in academe and industry.

Jane DANVERS

Currently Principal of Wilderness School, Jane was the inaugural Principal of University Senior College, a coeducational senior secondary school that specialises in educating and preparing students for entry into university. Jane is a member of the Australian College of Education, the Australian Council of Educational Leadership, the Association of Heads of Independent Schools of Australia (AHISA), the Association of Independent Schools of South Australia, and the International Association of Cooperative Education. She represents the South Australian independent schools on the South Australian Tertiary Admissions Centre Schools Reference Group, the *future* SACE Higher and Further Education Task Group, and the AHISA National Curriculum Advisory Group.

| David **FRITH** | Bob **HEATH** | Mark **ISRAEL** | Paul **KILVERT** |
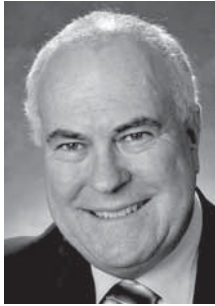
David **FRITH**

David is currently the Director of Policy at Business SA. He has gained extensive experience and expertise in representing the employer community on various boards and committees over nearly 20 years. He also has extensive knowledge and experience in training and education, acquired over some 40 years. His experience includes secondary teaching, adult education, and vocational education and training.

His current position involves representing employer interests on a variety of working parties and committees in a number of areas including education; training; occupational health, safety and welfare; and workers' compensation. David is also a member of the Australian Chamber of Commerce and the Industry Education, Employment and Training Working Party.

Bob **HEATH**

Bob is currently in private practice, working in both the education and corporate sectors. His career began as a science and biology teacher. Bob was a school principal for 24 years, and during that time he also fulfilled a range of school and departmental leadership roles in regional and state offices. He was the foundation Principal of the Eastern Fleurieu School, an R–12 multi-campus school and the largest government school of its type in Australia. Bob was President of the South Australian Secondary Principals Association for 5 years and is also a Fellow of the Australian College of Educators.

Bob believes that school structures and teaching need to adapt to engage all young people and to cater for the changing needs of the education and training sector, and the workforce.

Mark **ISRAEL**

Mark is Professor of Law and Criminology at Flinders University. He is an Associate Fellow of the 2008 Australian Learning and Teaching Council, and a Senior Fellow of the Higher Education Academy in the United Kingdom. He has been a chair or member of many university education and research committees, playing a role in strategic planning, policy-making, and governance. He advises on research ethics governance and works as a consultant to professional bodies and universities in Australia and the United Kingdom.

Since winning the Prime Minister's Award for Australian University Teacher of the Year in 2004, Mark has operated as a speaker, education writer, education trainer, assessor of the Australian national teaching awards, and academic advisor.

Paul **KILVERT**

Paul is currently the Chief Executive of the SACE Board of South Australia. Previously, he has worked in senior executive roles in the Department of Education and Children's Services, most recently as the Executive Director, Policy, Planning and Performance. His professional life began as an English teacher, and he was the Principal of Unley High School for 9 years. He worked with SSABSA over many years as a Board Member, a Deputy Board Member, a member of various curriculum and assessment committees, and a Chief Examiner for English Studies. He is a Fellow of the Australian Institute of Company Directors.

Paul is strongly committed to ensuring that education enhances and expands the quality of life for young people, as well as contributing to the fabric of a just and prosperous society.

Anne **MILLARD** Helen **O'BRIEN** Sue **RICHARDSON** Pam **RONAN**

Anne **MILLARD**

Anne is the District Director of the East District of schools and pre-schools within the Department of Education and Children's Services (DECS). She was Principal of Windsor Gardens Vocational College and, more recently, of Charles Campbell Secondary School. She has also been Deputy Principal of Gepps Cross Girls High School, Deputy Principal of Salisbury High School, policy writer within DECS, and project manager of Community, Parent and Student Voice initiatives. Her recent work has focused on the development of a broad range of educational pathways in partnership with all school sectors and the wider community.

Anne's particular interests include educational leadership, social inclusion, organisational culture, and student-centred curriculum.

Helen **O'BRIEN**

Helen is Assistant Director for Catholic Education SA. She works with other senior leaders to articulate and strategise the vision for the system of Catholic schools in South Australia. She also leads a team of educators and learning consultants who provide professional learning opportunities and student services to Catholic school communities in South Australia. Previously Helen has served the Catholic community as Regional Adviser, Principal, Mathematics Consultant, and teacher.

Helen has been a Deputy Member and a Member of the Senior Secondary Assessment Board of South Australia and its working committees, and has most recently been engaged in the reform of the SACE. Helen celebrates greater attention to diverse learning pathways and expanded possibilities for success for young people inherent in the new SACE.

Sue **RICHARDSON**

Sue is Director of the National Institute of Labour Studies at Flinders University, a position she has held since 2000, having previously held a variety of positions outside and within universities. She is a Commissioner for the Essential Services Commission of South Australia. She has been on policy committees advising ministers in State and Commonwealth governments on technological change, energy policy, skill shortages, population policies, and immigration. She has also held positions on the boards of companies. Sue was President of the Academy of the Social Sciences in Australia from 2003 to 2006.

Her prime research interests are inequality, the well-being of children, and issues that affect the labour market, particularly the ageing workforce, skill shortages, immigration, social inclusion, and the links between work and health.

Pam **RONAN**

Pam is President, TAFE SA Regional Council, a member of the Flinders University Rural Medicine Advisory Board, Chairperson of the University of South Australia Campus Committee, and Principal of Tenison Woods College, Mt Gambier. Pam is also an executive member of FOCiS on Youth Inc., a Local Community Partnership responsible for coordinating youth services, training and development, counselling, and transition programs for the Upper and Lower South East. She is a member of the Intersector Secondary Principals Education Coordinating Committee (INTERSPECC). In 2006 Pam was awarded the MacKillop Distinguished Educator Medal by the Australian College of Educators.

In 2007 Pam advised the *future* SACE Office on key issues emerging from SACE Review consultations.

Peter **DAW**   Russell **ELEY**   Panayoula **PARHA**

Deputy Board Members

Peter **DAW**

Peter has been a teacher for more than 30 years and a principal since 1989, and is currently the Principal of Mercedes College. He has assisted in the management of the South Australian Curriculum Standards and Accountability (SACSA) Framework and was a Principal Consultant for Catholic Education. Peter manages an international student program and leads a curriculum that comprises both the International Baccalaureate and SACE programs in Years 11 and 12. He meets regularly with the heads of schools that teach the International Baccalaureate, and has worked in cluster groups dealing with VET in Schools.

Having worked with students from a wide variety of socio-economic backgrounds, he is passionate about ensuring that our education system is able to meet the needs of all young people.

Russell **ELEY**

Russell commenced as Principal of King's Baptist Grammar School in 1996. His experience in non-government schools includes Billanook College and St Leonard's College in Victoria. Russell worked as a Lecturer at Gaulim Teachers College in Papa New Guinea with the United Church in Papua, New Guinea and Solomon Islands.

Russell is the Immediate Past President of the Association of Independent Schools of South Australia, a Deputy Member of the Non-Government Schools Registration Board, and a member (and Immediate Past President) of the South Australian Christian Schools Association.

Panayoula **PARHA**

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

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

Structure

To assist in carrying out its functions SSABSA established a system of committees. These included the two standing committees of the Board — the Curriculum and Assessment Policy Committee and the Resources Policy Committee (see Appendix A).

The SACE Board of South Australia has maintained the committee structure, but has established new standing committees with a slightly different focus. The two standing committees of the Board are the Finance, Risk, and Audit Committee and the Accreditation and Recognition Committee (see Appendix B). The committee structure takes into account the SACE Board of South Australia's wider functions of continuing to administer the current SACE and, from 2009, introducing the new SACE.

The curriculum committee system based on Subject Advisory Committees, which reported through the Chief Executive to Curriculum and Assessment Policy Committee, ended its term on 31 December 2008. Members of these committees are listed in Appendix C. A new curriculum committee system will be established for the new SACE.

Membership of most SACE Board committees is open to the public and to members of particular professional groups, teachers, people from higher education, employers, parents, and people associated with the various education and training sectors through submission of expressions of interest. From time to time calls for expressions of interest are advertised on the Board's website, in the *SACE Operations Manual*, in the press, and through approaches to relevant education sectors.

The Board

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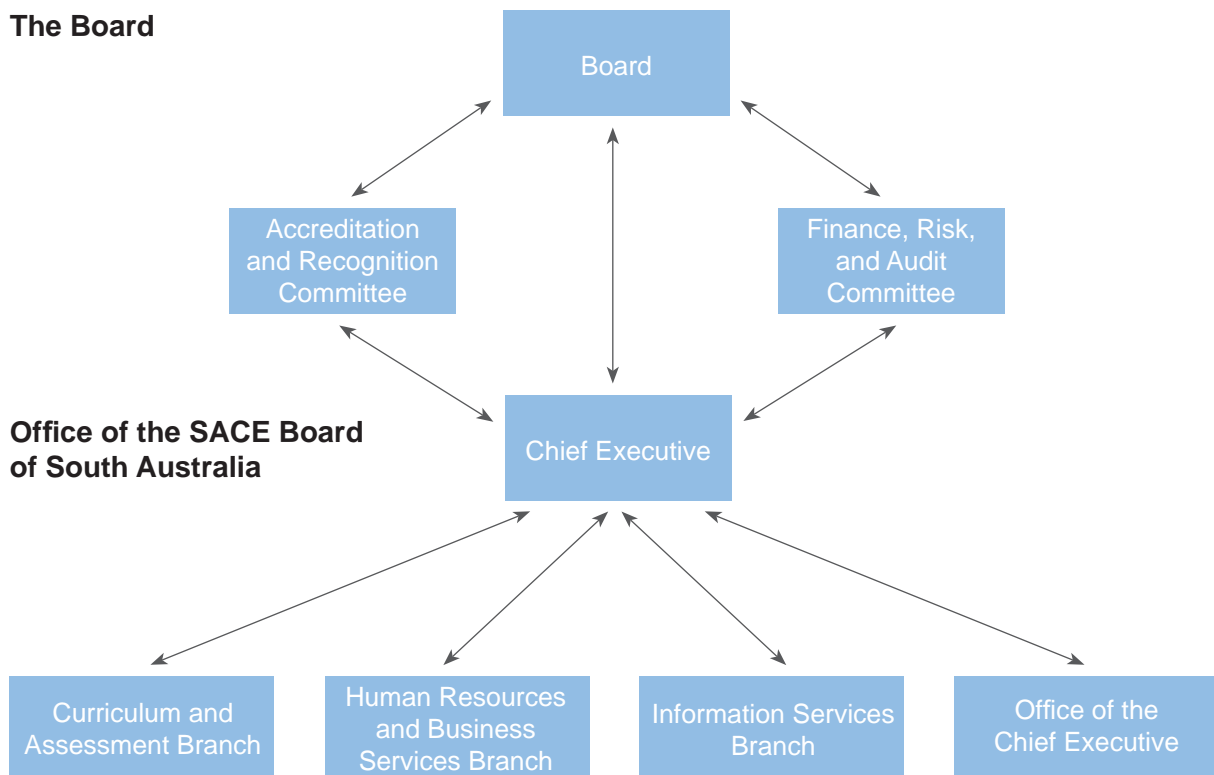
Figure 1 Board operational and committee structure.

THE OFFICE OF THE SACE BOARD

The Office of the SACE Board of South Australia is the organisational arm of the Board, led by the Chief Executive. 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. To achieve the outcomes and legislated functions of the Board, the Office has an organisational structure of 76.6 positions. The organisational structure is set out in Figure 2.

The organisational structure of the SSABSA office was maintained by the SACE Board for the remainder of 2008.
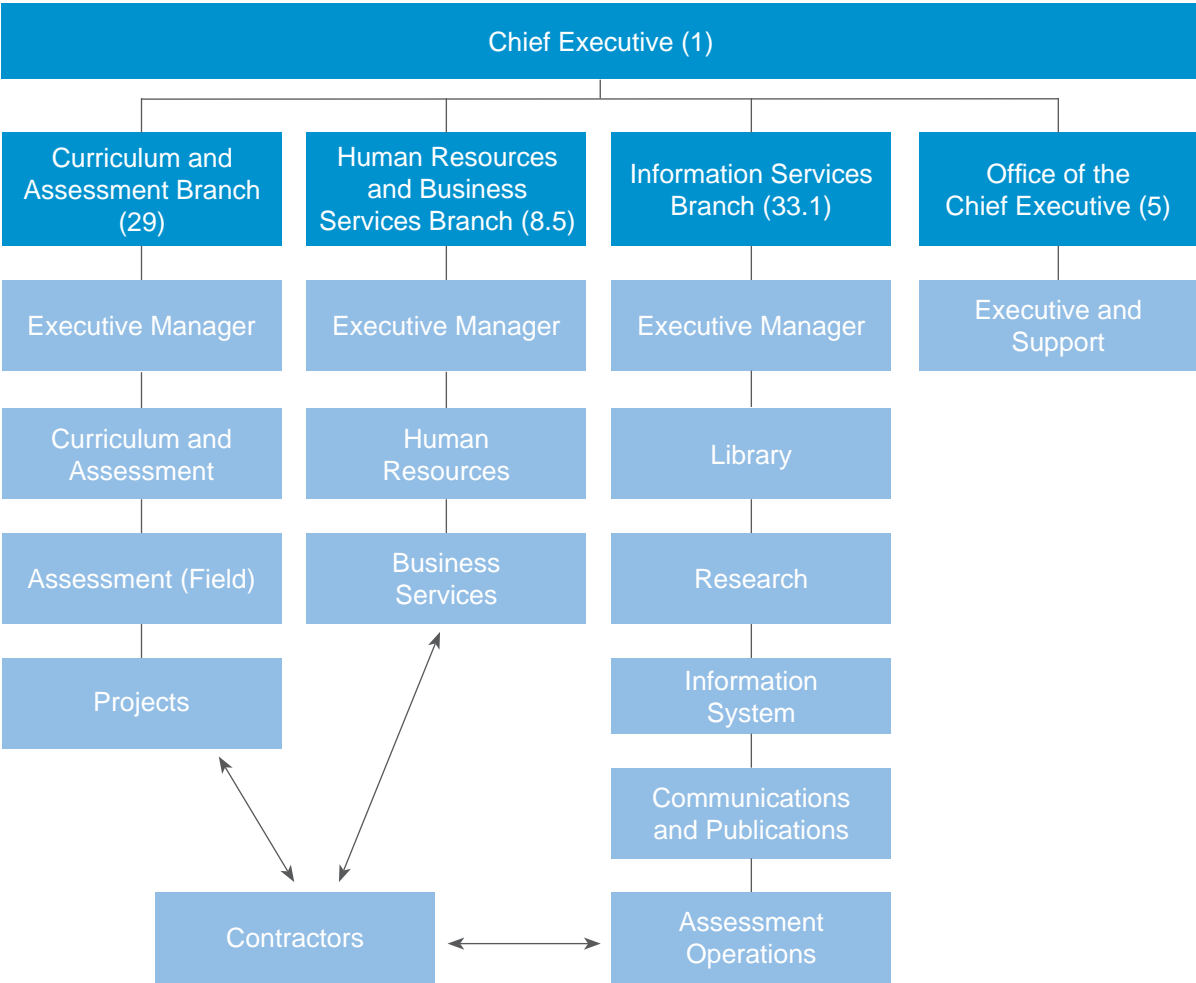
Figure 2 Organisational structure of the Office of the SACE Board.

TRANSITION TO THE SACE BOARD OF SOUTH AUSTRALIA

The SACE Board of South Australia was established to put into practice the principles and recommendations of the SACE Review. The changes resulting in the SACE Board of South Australia Act extend the role of the Minister of Education and align with changes to the South Australian Education Act in relation to the collection and recording of information about the participation of students of compulsory education age. The legislation also places a greater focus on consultation with the Minister, the three school sectors, and key stakeholders.

The key changes and strategic drivers shaping the transition from the former SSABSA to the SACE Board, and the mechanisms and processes that have been established for consultation with stakeholders, are presented below.

Key Changes

Establishment of the SACE Board of South Australia

The Senior Secondary Assessment Board of South Australia (Review) Amendment Bill 2007 was passed on 6 March 2008 and assented by the Governor at an Executive Council meeting on 13 March 2008. The final SSABSA Board meeting was held on 25 June 2008, with the Minister of Education in attendance. The SSABSA Board officially completed its term of office on 30 June 2008.

The SACE Board was gazetted on 26 June 2008, the official term of membership commencing 1 July 2008. The first meeting of the Board was held on 31 July 2008.

Each of the three school sectors nominates members for inclusion on the Board. Members, who were nominated by designated entities, cover a broad range of backgrounds, abilities, knowledge, and experience (including specific knowledge and expertise in senior secondary education) to enable the Board to carry out its functions.

Legislative Principles and Functions

The legislative principles introduced in the new Act (set out on page 3), underpin the work of the SACE Board.

Under the new Act, the SACE Board has maintained some of the functions of the former SSABSA, while adopting other significant new functions arising from the introduction of the reforms to the SACE and to the compulsory education age. The new functions of the SACE Board include:

- to establish the SACE
- to determine the requirements for the SACE
- to approve learning frameworks
- to assure the quality of processes and standards
- to prepare and publish information on the requirements of the SACE and criteria for the accreditation of learning frameworks
- to collect, record, and collate information on participation for compulsory education age students
- other functions not described elsewhere in the legislation.

Board Committee Structure

The former SSABSA Board had two standing committees: the Curriculum and Assessment Policy Committee and the Resources Policy Committee. The Curriculum and Assessment Policy Committee addressed the key result areas of curriculum, assessment, and equity, and considered the structure, content, certification, and review of existing and new curriculum. In this latter capacity it undertook analysis of research to assist in the curriculum development, review, and accreditation process. The Resources Policy Committee addressed the key result areas of income generation, management, community information, research, and systems. It also considered setting organisational targets and strategies and had oversight of risk management and the financial performance of the organisation.

With the creation of the SACE Board, two new standing committees have been established: the Accreditation and Recognition Committee and the Finance, Risk, and Audit Committee. The main functions of the Accreditation and Recognition Committee are to accredit learning frameworks and subjects, and to recognise courses that contribute to the SACE. The main functions of the Finance, Risk, and Audit Committee are to plan, monitor, and report on the effectiveness of the SACE Board in meeting its legislative obligations in relation to budget, risk management, and audit compliance.

Policy Framework

To be able to carry out its legislative responsibilities in implementing the new SACE, it was necessary for the SACE Board to develop a policy framework to inform its work. Three policies define the new SACE:

- The SACE Accreditation, Recognition, and Certification Policy defines the framework for the accreditation of subjects, recognition of learning, and certification of the requirements for completing the South Australian Certificate of Education.
- The SACE Learning and Assessment Design Policy defines the framework for designing learning and assessment in the SACE to meet students' needs, interests, and aspirations.
- The SACE Assuring Assessment Integrity Policy defines the framework for assuring the integrity of the assessment and reporting of student achievements in the SACE.

The policy framework explains how these policies relate to each other and their intent. It was developed to clarify what will be expected of schools as they implement the new SACE from 2009; in particular, the emphasis on respecting the diversity of learners' aspirations and abilities while ensuring the integrity of the SACE.

Strategic Drivers

The main strategic drivers leading to the establishment of the SACE Board were the recommendations of the SACE Review, released in a report in early 2006. On advice from the SACE Review Implementation Steering Committee, the Government adopted all but one of the twenty-six recommendations of the *SACE Review Final Report*. In 2006 the South Australian Government committed $54.5 million to the implementation of the SACE Review. The Government also explicitly linked the implementation of the *SACE Review Final Report* to its School-to-Work Strategy.

The Minister established the SACE Review Implementation Steering Committee to advise her on the implementation of the new SACE. The Chief Executive of SSABSA was invited to join this committee in July 2007.

Other key strategic drivers underpinning the work of the SACE Board in the latter half of 2008 include:

- the National Curriculum Board, whose responsibilities include setting content and achievement standards for national curriculum
- the Commonwealth Government's school retention targets of 85% by 2015 and 90% by 2020, and the allocation of $2.5 billion over 10 years for Trade Training Centres in all secondary schools across Australia.

Stakeholder Relationships — Consultation

The SACE Board of South Australia Act introduced a stronger emphasis on consultation and partnerships with key stakeholders than the Senior Secondary Assessment Board of South Australia Act. This emphasis applies in particular to the Minister and the three school sectors. It also extends to a number of other designated entities and to the obligation for the Board to report on the outcomes of the consultation process. The following provides a snapshot of the various mechanisms and processes that were established by the SACE Board in the latter half of 2008 to fulfil this commitment.

Principals in SACE Partnership Group

The Principals in SACE Partnership Group was established to build the partnership between the SACE Board and principals on behalf of their school communities. Membership of the group comprised nominees from the respective principals associations for each of the three school sectors.

Members of the Principals in SACE Partnership Group in 2008 included:

- Colin Minke, Tatachilla Lutheran College
- Cheryl Bauer, St John's Grammar School
- Heather Carey, Nazareth Catholic College
- Georgina Smith, St Francis De Sales College
- Susan Cameron, The Heights School
- Jan Paterson, Windsor Gardens Vocational College
- Ray Marino, Oakbank Area School.

The group met once in Term 3 and twice in Term 4. It assisted in planning the Principals

Forums and provided feedback on:

- the SACE Board Strategic Plan 2009–11
- the SACE Board's communication strategies for the new SACE
- issues about the proposed national curriculum
- the three policies for the new SACE
- the proposed quality assurance model for the new SACE.

In 2009 it is proposed to combine the SACE Board's Principals in SACE Partnership Group with the *future* SACE Office Principals Strategy Group, maintaining the core purpose of the group as a conduit between the Board and the three school sectors through their principals associations and peak bodies.

Principals Forums

The Principals Forums provide an opportunity for the Chief Executive and the Executive Managers of the SACE Board to meet with school principals from all three school sectors to present information, promote discussion, and invite feedback on SACE Board policies, initiatives, and other issues of importance and relevance to school communities. Forums were held in May and September. In each case, forums were held in northern and southern metropolitan locations to ensure convenient access for as many principals as possible. All principals across the state were invited to attend.

The forums covered the following topics:

- establishment of the SACE Board from July 2008
- development of the SACE Board policies for assuring the integrity of student work
- Special Provisions Policy and Procedures
- transition to the new SACE
- Compulsory Education Age legislation — impact and issues
- SACE Board Strategic Plan 2009–11.

Communication to Principals

Each term the Chief Executive writes to the principals in the three school sectors outlining the major issues and initiatives for the term. This letter is a key mechanism for informing principals of important developments and strategic issues, and is also a way in which the principals can provide comment and feedback to the SACE Board on those issues and initiatives.

In 2008, key themes covered in the letters to principals included:

- implementation of the new SACE

- accreditation of subjects for the new SACE, including the Personal Learning Plan;
- establishment of the SACE Board
- development of policies for the new SACE
- the Principals' Forums
- special provisions
- the 2008 SACE results release.

VET in SACE Advisory Group

In 2008 the VET in SACE Advisory Group was established to provide high-level advice to the SACE Board on the development of new policy and procedures for the recognition of vocational education and training undertaken as part of the new SACE.

Key stakeholders were represented on the Advisory Group by nominees of the following organisations and agencies:

- Business SA
- SA Unions
- Australian Council of Private Education and Training
- Department of Further Education, Employment, Science and Technology
- TAFE SA
- Catholic Education South Australia
- Association of Independent Schools South Australia
- Department of Education and Children's Services
- *future* SACE Office.

The group was established in November 2008 and met twice, in November and in early December. Advice provided by the group has informed the development of a draft Strategy for the Recognition of VET in the New SACE, presented to the Board in December 2008. The group will continue to meet in 2009.

In addition, Business SA was invited to facilitate consultation with industry and employer groups and organisations on behalf of the SACE Board to aid in the development of policy for recognising VET in the new SACE. Business SA held two forums for industry/employers and provided the SACE Board with reports detailing the findings of these forums.

SACE Board Strategic Plan 2009–11

During the year of transition to the SACE Board both Boards continued to work to the SSABSA Strategic Plan 2007–08.

In its first 6 months the SACE Board consulted extensively to assist with the development of the SACE Board of South Australia Strategic Plan 2009–11.

The Board endorsed the development of the Strategic Plan in July; thereafter, a project team comprising staff of the Office of the SACE Board and the *future* SACE Office coordinated the development of the Vision, Purpose, Values, and Strategic Priorities. These elements of the Strategic Plan were subject to review and scrutiny through a coordinated series of internal consultations with staff of the two offices (including a combined staff meeting in October), and external consultations with all stakeholders (including the school sectors, school associations, parent groups, government agencies, and other organisations and entities). All feedback has been documented and reviewed by the Chief Executive and the Board. It is expected that the Board will release the Strategic Plan in early 2009.

Subject Accreditation

During 2008 a number of subject reference groups and learning area committees were formed to provide expert advice to writers on adjusting existing SACE subjects to meet the requirements of the new SACE.

These groups and committees included subject experts, and representatives from the three school sectors, the Northern Territory Department of Employment, Education and Training, and the tertiary sector.

Subject consultations were conducted in a series of 3-week cycles during Terms 3 and 4. Further consultations are scheduled for Term 1, 2009.

Schools received information on each consultation round via *E-news* bulletins, letters to principals, subject-specific online groups, and the website of the *future* SACE Office. The designated entities identified in the SACE Board of South Australia Act were also invited to provide written feedback on each consultation draft. These included the school sectors, higher and further education sectors, employer and employee associations, and parent organisations.

Following collation and analysis of the feedback by an independent consultant and by the subject writers, further revisions were made to each draft before being presented to the relevant subject reference group or learning area committee for progressing to the Board for accreditation.

The following subject outlines and learning area outlines were accredited in 2008 by the SACE Board:

- Aboriginal Studies
- Ancient Studies and Classical Studies
- Australian and International Politics
- Child Studies
- English (Stage 1)
- English Communications
- English Pathways (Stage 1)
- English Studies
- Food and Hospitality
- Health
- Mathematics (Stage 1)
- Mathematical Applications
- Mathematics Pathways (Stage 1)
- Media Studies
- Outdoor Education
- Personal Learning Plan (Stage 1)
- Personal Learning Plan: Modified
- Philosophy
- Physical Education
- Research Project
- Scientific Studies
- Society and Culture
- Tourism.

Parent Groups

A Parent Reference Group was convened by the *future* SACE Office with involvement of the Communications Unit of the SACE Board. The Group comprises nominees of the three school sectors as well as the Isolated Parents Association. Early in 2008, a Parent Focus Group was held to receive feedback from parents on the form, timing, and content of communications with parents and students on the new SACE.

The Group also sought feedback from parents on publications about the new SACE produced for dissemination in all schools, including the Year 9 parent brochure and the Year 10 student information booklet.

Monthly meetings enabled parents to receive regular updates and information on developments and initiatives associated with the SACE, with particular reference to the introduction of the new SACE.

The *future* SACE Office Parent Reference Group will become part of the SACE Board consultation process with parents in 2009.

SSABSA STRATEGIC PLAN 2007–08

The SSABSA-developed Strategic Plan was established in the context of government education, social, and economic development priorities for South Australia.

Our Vision

Our vision is for the citizens of South Australia to be able to develop their full potential by being lifelong learners and active participants in local and global environments.

Our Mission

Our mission is to provide a SACE for all students that is personally enriching and prepares students for lifelong learning and active citizenship in a local and global environment.

Values

In doing this, we will be true to the following values:

- Accessibility
- Flexibility
- Creativity
- Integrity
- Equity
- Proactivity
- Excellence
- Quality
- Fairness
- Respect.

Our Aim

Our aim is to improve levels of student access, participation in learning, achievement, and completion of the SACE.

Targets have been set for all four components of the aim.

In 2008 we worked towards achieving this Aim by:

STRATEGY 1 — SACE Completion
Improving the SACE completion rate and paying attention to a more equitable distribution of SACE completion across the cohort.

STRATEGY 2 — Improving Relationships and Service
Building relationships and maintaining service.

In undertaking these strategies, the SACE Board of South Australia focused on the core business key result areas of:

- Assessment
- Community Information
- Curriculum
- Equity
- Income Generation
- Management
- Research
- Systems.

An Operational Plan guides the work of the Board and ensures that these activities (along with the resource allocations to these activities) are focused on the achievement of the SSABSA Aim.

ACHIEVEMENTS OF THE BOARD

KEY RESULT AREA — ASSESSMENT

Stage 1 Results

In January 2009, Statements of Results will be issued to nearly 40 000 students who completed Stage 1 studies in South Australia and the Northern Territory in 2008.

A number of assessment reports and feedback on the assessment processes in 2008 will be sent to schools.

Stage 2 Results Release

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

The December results release to students in South Australia, the Northern Territory, and Asia less than 4 weeks after the last external written examination marked the successful culmination of the assessment process. SACE Board staff worked with Australia Post to ensure that all students received their results in their letterboxes on the same day. Results were also available online.

The 2008 assessment cycle will conclude at the end of the clerical check period on 13 February 2009.

Examinations

The Year 12 external examinations commenced on Thursday 16 October 2008 with the nationally assessed languages offered collaboratively by the State boards of studies. Examinations involving the majority of students commenced on Monday 3 November 2008 and concluded on Friday 21 November 2008.

A total of forty-five examinations were set by the SACE Board, including six nationally assessed languages other than English for which the Board has the hosting responsibility. The Board

'borrowed' twenty-seven examinations from other states either through national agreements or bilateral arrangements.

Investigations

The SACE Board has eighteen Stage 2 subjects that have an externally marked investigation as part of their assessment scheme.

In these subjects students choose an issue for investigation, conduct research on this issue, and present the findings. Investigations are marked twice: first by the teacher, and then by an external marker appointed by the Board.

Liaison with Schools

The Office of the SACE Board worked closely with school staff, particularly SACE coordinators, to assist in the assessment process for students. This included registration, enrolment, and results.

The SACE Board helpdesk continued to support schools, particularly users of DATEX Online, to facilitate the transfer of student enrolment information and other student data to the Office of the SACE Board.

Assessment Field Officers (AFOs) visited schools across the State, suggesting support strategies for staff and students, particularly those at risk of not completing the SACE. Comprehensive information was provided to schools early in Term 1 about the achievements of their students in 2007. AFOs helped schools to analyse and use this information to improve the outcomes for students in 2008.

During the first semester each AFO supported about twenty-five schools, moderating and supporting them to prepare assessment plans for Stage 1 subjects and for Stage 2 Community Studies.

Some reorganisation of AFO work occurred in the second semester to make available the expertise of a number of AFOs for developmental work associated with the moderation processes of the new SACE.

The remaining AFOs were each assigned about thirty-five schools. New procedures for the management of Stage 1 assessment plans and Community Studies contracts were instigated without changing the support provided to schools or the delivery of workshops.

Using DATEX Online, the AFOs also facilitated SACE completion checks on a number of occasions and followed up any problems, particularly in the latter part of the year.

Moderation of School-based Assessment Components

Moderation as part of the final assessment process is conducted by visits to schools, statistical moderation, or central moderation. Central moderation required the collection of samples of student work from schools. The largest central moderation process occurred at the end of 2008 with more than 4500 class bags of student work being processed. The moderation was undertaken by 430 moderators in fifty-two teams at the Magill Campus of the University of South Australia and was completed by 5 December.

Workshops in Schools

A range of assessment workshops were offered to schools. These workshops were designed for individual schools (e.g. subject coordinators and members of subject faculties or curriculum committees) or school clusters (e.g. two or three key teachers from several schools in a region).

Workshops were offered in five areas:
- Information, including 'Introduction to the SACE' and 'Adapting Stage 1 Assessment Plans'
- Literacy Strategy
- Retention and Completion, including 'The Board's Priorities', 'Flexibility in the SACE', and 'Retaining Students at Risk'
- Assessment Strategies, including 'Assessment for Learning'
- Analysis of 2007 Student Achievement Data.

Schools showed most interest in workshops relating to flexibility in the SACE, which were tailored for the needs of individual schools.

During the year more than 750 teachers attended approximately fifty-five workshops. In most schools the AFOs worked with small groups of teachers to increase the flexibility

of assessment plans and to modify teaching programs for students at risk of not completing the SACE.

Initiatives in Assessment and Moderation

The Board's Operational Plan for 2008–09 includes a strategy to review assessment and moderation procedures. In 2008 the focus was on the principles of and procedures for central moderation and moderation by school visit. To support this strategy the SACE Board undertook a review of the guidelines provided to moderation panels with the aim of enhancing consistency of practices across subjects. Feedback forms were reviewed and modified to enable more detailed feedback to be provided where appropriate.

Moderation training workshops were held during Term 2 for teachers of Stage 2 Community Studies and Work Education. The focus of the workshops was to inform teachers of the principles and practices of the moderation process, to encourage them to join the moderation panels for these subjects, and to improve their understanding of the performance standards operating in each of the subjects.

School-based Assessment and External Assessment for Stage 2 of the New SACE

In this collaborative project staff of the Office of the SACE Board and the *future* SACE Office investigated issues resulting from the assessment model (70% school-based and 30% external) and developed a framework for Stage 2 assessment systems. This framework forms the basis of the assessment measurement model, which is being presented to stakeholders for consultation.

Extensive analysis was undertaken in order to determine the resource and management implications of Stage 2 assessment systems. This analysis included reference to the forms of external assessment, statistical processes for grading, the scale for reporting, risk management and mitigation strategies, scheduling and other logistical issues, possible changes to the volume of marking and moderation, and school-based implications.

KEY RESULT AREA — COMMUNITY INFORMATION

Media

A comprehensive media strategy was developed to raise the profile of the SACE during the 2008 examination and results period. Daily stories or photograph ideas were provided to the *Advertiser* throughout the examination period, and there was regular coverage by Messenger Newspapers and the country press. The examinations and results release were covered by all local radio news stations, the four Adelaide television news channels, the *Advertiser*, Messenger Newspapers, and *Education News*.

The 2008 Merit Ceremony was covered by television evening news and in the *Advertiser*.

Online Communities

The Office of the SACE Board manages some sixty online communities. This figure includes several closed groups that are not available for general viewing, such as those for Board members, SACE coordinators, and school principals, and for community learning.

Communication with Parents and Students

Parents of students enrolling in the SACE during 2008 were sent an introductory letter and information brochure entitled 'A head start to the SACE'.

Student fact sheets 'VET in the SACE', 'Special Provisions in the SACE', and 'Flexibility in the SACE' are available on the website. The updated 'Special Provisions in the SACE' fact sheet was also printed and distributed to first-time SACE students in early June.

Flyers explaining how to access results online were sent to South Australian and Northern Territory Stage 2 students.

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

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

Promotional material and a catalogue for the SSABSA Art Show were published and distributed in March.

Communication with Schools

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

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

Schools Data

Schools were provided with data at the time of the December 2008 results release so that they could support students in understanding and interpreting SACE results. The data included SACE completion information and class summary information.

Website

The website is the SACE Board's major public face and the Office of the SACE Board continued to update and revise the online facility for ease of use of teachers, students, and the general public.

In 2008, authors updated curriculum support materials, which were published online. Data Information Releases were posted on the website to support schools and other institutions in improving learning outcomes for students.

The website was used in conjunction with external publications to call for nominations for Chief Assessors and membership of assessment panels. The website also provided external access to job descriptions for vacancies at the Office.

The website was a valuable facility for showcasing students' work from the Art Show after the exhibition had finished.

Intranet

The SACE Board intranet was continually updated throughout 2008 to expedite communication of information between staff.

Publishing

Annual Publications

In 2008, information was delivered using a threefold strategy incorporating the website, a fortnightly electronic newsletter entitled *E-news*, and printed material distributed to SACE coordinators at the beginning of each term.

Staff prepared and distributed the following publications to support the administration of the SACE in schools:

- *SACE Operations Manual 2008*
- eight learning area manuals
- *Recognition of Community Learning: Guidelines 2008*
- *Flexible Learning Programs Manual 2008*
- seventy-four updated and/or new curriculum statements for Stage 1 and Stage 2 subjects, in electronic and hard-copy versions.

The changes proposed for the 2009 curriculum statements were posted on the website in August 2008.

Chief Assessors' reports for the 2007 assessment cycle were edited and published online early in 2008.

The *SSABSA Annual Report 2007* was prepared and posted on the website for schools and others to access. A limited number of hard copies were produced for key agencies.

Examination Papers and Related Materials

The production cycle for the 2008 external examinations began with the editing of the nationally assessed language papers in March, and ended with the printing of the last few papers in October. The Office of the SACE Board produced forty-five examination papers and nineteen compact discs for examined subjects.

A sample examination paper was prepared for Accounting Studies to illustrate a new examination format.

Copyright

Copyright clearance of third-party material in the 2007 examination papers was carried out expeditiously, enabling the timely release of the examination papers as leftover paper copies and on the website.

Merit Ceremony

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

In 2007 a total of 902 students from South Australia (763), the Northern Territory (39), and Asia (100) achieved outstanding scores in at least one subject.

On Tuesday 12 February 2008, more than 760 South Australian students and their parents and friends, as well as invited distinguished guests, attended the SSABSA Merit Ceremony in the grounds of Government House. These South Australian students achieved a total of 1056 Merit Certificates in the 2007 assessments.

The sixty-seven South Australian students who received Merit Certificates for outstanding achievements in three or more subjects were presented to His Excellency Rear Admiral Kevin Scarce AC CSC RANR, Governor of South Australia. The Honourable Jane Lomax-Smith, MP, Minister for Education, presented the prestigious Tennyson Medal for English to Ms Hope Lee and Merit Certificates to 123 students with outstanding achievements in two subjects. Ms Kate Vugts responded on behalf of all students.

The following special guests presented Merit Certificates to 573 students who achieved an outstanding result in one subject:

- Arts: Leigh Warren, Artistic Director, Leigh Warren and Dancers, and Emma Hack, Body Artist
- English: Christobel Mattingley, Author
- Health and Personal Development: Matthew Cowdrey, Paralympic Athlete, and John Hall, Chef and Owner, The Greedy Goose Restaurant
- Languages: Professor Nicholas Jose, Author and Chair of Creative Writing, University of Adelaide
- Mathematics: Ms Amie Albrecht, Mathematician
- Science: Dr Martin Westwell, Director, Flinders Centre for Science Education in the 21st Century
- Society and Environment: Ms Olivia Guarna, Coordinator and Industrial Officer, Young Workers Legal Service, and Dr Carla Litchfield, Conservation Psychologist

- Technology: Mr Scott Hicks, Managing Director, Adam Internet.

Music was provided by eight schools drawn from the three school sectors: Brighton Secondary School, Faith Lutheran School, Fremont–Elizabeth City High School, Kapunda High School, Marryatville High School, Mary MacKillop College, St John's Grammar School, and Woodville High School. The viceregal salute was played by the combined Special Interest Music Centres brass ensemble from the Department of Education and Children's Services specialist music schools.

The SACE Board expresses its appreciation to the following organisations for their support of the 2008 Merit Ceremony: Adelaide City Council, BankSA, Knispel Fruit Juices Pty Ltd (Nippy's), Piccadilly Springs, Regency International Centre for Hospitality, Leisure and Food Studies, Santos Ltd, South Australian Motor Sport Board, and St John Ambulance Australia SA Inc.

Transition to the New SACE

A key focus of the SACE Board's communications during 2008 was provision of community information about the development and implementation of the new SACE and communication of the legislative changes, including the changeover from Senior Secondary Assessment Board of South Australia to the SACE Board of South Australia.

In the media regular stories were published in the *Advertiser* and country newspapers, *Education News*, *Parents Say,* and *School Post.* Announcements about the new SACE attracted radio coverage and some television news coverage.

Student–parent communications for 2008 included a brochure for Year 9 parents and a fact sheet about university entrance requirements from 2011, published in August.

School communications about the new SACE included a package of information for teachers to use at parent information meetings, comprising a PowerPoint presentation, information for school curriculum handbooks, and a SACE planner for students, published in June. An online publication, *New SACE Update for Schools*, was published in November.

Management of the *future* SACE Office website was taken over by the Office of the SACE Board pending development of a new website for the SACE during 2009.

Library

The Library provided valuable information and background reading to further the research, policy-making, and professional development needs of the Office of the SACE Board. In 2008 these services were extended to staff of the *future* SACE Office.

The number of research queries and loans increased in line with growing staff numbers and the rise in project work.

Freedom of Information

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

KEY RESULT AREA — CURRICULUM

Community Consultation and In-service Activities

During SSABSA's final 6 months and the drafting of the SACE Board Strategic Plan 2009–10 the Board continued to work to 'improve levels of student access, participation in learning, achievement, and completion of the SACE' according to the aim of the SSABSA Strategic Plan 2007–08.

The community was consulted via curriculum and assessment committee meetings, teacher in-service workshops, online communities, assessment and moderation meetings, operational conferences, and specific-purpose meetings.

Subject Advisory Committees (SACs) met to oversee curriculum statements and support materials for fifty-six designated areas of study for Stage 1 and Stage 2 of the SACE. During Semester 1 of 2008, the Board conducted forty-one SAC meetings to which 584 members contributed. SAC members completed their term on 31 December.

Thirty-two workshops, were held for teachers who were teaching a particular subject for the first time, and 488 teachers attended.

New teachers of subjects with an externally marked investigation were invited to workshops that addressed marking against the criteria for judging student performance. Seven workshops were held, attended by 119 teachers.

In 2008, approximately sixty online communities brought teachers together. These groups are an invaluable forum for teachers to share information and ideas in a particular curriculum area or subject. Curriculum and Assessment Officers provided leadership and support, where appropriate, to members of these communities.

SACE coordinators provide an important link between schools and the SACE Board. Each year two rounds of conferences are held for SACE coordinators. The first round, conducted in February, is designed for new SACE coordinators. Five such conferences were held in 2008, attended by fifty-one SACE coordinators. The second round of conferences, held in September, targets all SACE coordinators and focuses on operational changes for the following year. In September 2008, eighty-five SACE coordinators attended six conferences.

Curriculum Statement Changes

Changes to the 2009 curriculum statements were approved for the following Stage 1 subjects: Geology and Mathematics.

Changes to the 2009 curriculum statements were approved for the following Stage 2 subjects: Business Studies, Chemistry, Classical Studies, Dance, Dance Studies, Drama Studies, English as a Second Language, Geology, Health Education, Japanese (background speakers), Latin (continuers), Malay (background speakers), Mathematical Methods, Music in Context, Music Technology, Nutrition, Physical Education, Studies of Societies, and Vietnamese (background speakers).

New and Redeveloped Subjects

The following new subjects were offered for the first time in 2008:

- Stage 1 and 2 Transport and Logistics (VET)
- Stage 2 Japanese (background speakers)
- Stage 2 Electrotechnology (VET).

The following redeveloped subjects were offered for the first time in 2008:

- Stage 2 Chinese (beginners and beginners A)
- Stage 2 French (beginners and beginners A)
- Stage 2 German (beginners and beginners A)
- Stage 2 Indonesian (beginners and beginners A)
- Stage 2 Italian (beginners and beginners A)
- Stage 2 Japanese (beginners and beginners A)
- Stage 2 Modern Greek (beginners and beginners A)
- Stage 2 Spanish (beginners and beginners A).

Recognition of Community Learning

The Recognition of Community Learning Policy identifies community learning in two ways:

- *Community-developed Program* — Community learning gained through a learning program that follows the formal, accredited curriculum of a community organisation
- *Self-directed Community Learning* — Community learning gained through experience(s) or learning that does not follow a formal, accredited curriculum. Activities include mentoring, volunteering, providing leadership in community projects, or performance at an elite level.

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

• Community Development
• Independent Living
• Performance
• Recreation Skills and Management
• Self-development
• Sports Skills and Management
• Volunteering
• Work Skills and Career Management.

Community-developed Programs

In 2008, the Australian Music Examinations Board Drama and Performance (Grades 6, 7, and 8) and Voice and Communication (Grade 8) syllabuses were granted recognition towards the SACE.

In 2008, 1021 South Australian students were involved in community-developed programs recognised by the SACE Board.

Self-directed Community Learning

Students are invited to have their community learning counted through the recognition of Self-directed Community Learning. This is carried out by interview.

Workshops were offered in Semester 1 to teachers interested in training as assessors of Self-directed Community Learning. A total of thirteen metropolitan and regional training workshops were delivered, with 210 attendees qualifying as school-based assessors.

Performance checklists for Stages 1 and 2 were implemented this year to assist assessors in judging the evidence provided by students during interviews. These checklists were published in *Recognition of Community Learning: Guidelines 2008.*

In 2008, 369 South Australian students were granted status in 1 or more units of Self-directed Community Learning.

Special Provisions in Curriculum and Assessment

The Special Provisions in Curriculum and Assessment Policy and Procedures, first put into practice in 2007, was modified after feedback and implemented in 2008.

The policy and associated procedures aim to ensure that students have fair opportunities to participate in assessment programs.

The granting of special provisions in school-based assessment components continues to be the responsibility of the school, but the SACE Board can provide advice to schools on the options best suited to different subjects and individual students. The SACE Board has the responsibility for granting special provisions for external assessment components.

In 2008 around 1350 students from 170 different schools in schools in South Australia and the Northern Territory were granted special provisions for a long-term impairment, misadventure, or use of moderated predicted examination marks.

Vocational Education and Training

The Recognition of VET Policy allows three options for recognising vocational education and training (VET) outcomes towards the SACE:

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

In 2008, 46% of students who completed the SACE included VET in their studies. More female students than male students undertook VET as part of their studies.

Of the 12 237 South Australian students who completed the SACE in 2008, about 900 would not have done so without stand-alone VET.

The SSABSA–VET suite of subjects included sixteen specific industry areas and allowed students to gain recognition for completion of relevant units of competency and for work experience within that industry.

AESOC Project

During 2006 the Ministerial Council on Education, Employment, Training and Youth Affairs established a working party, the Australian Education Systems Officials Committee (AESOC), to examine the feasibility of:

- a common scale for reporting all senior secondary results
- a quality assurance mechanism, which would ensure consistency of results for senior secondary certificates across Australia.

In February 2007 it was agreed to use English, Mathematics, Chemistry, French, and Drama in the feasibility study.

During 2008 English Studies, Chemistry, Specialist Mathematics, Mathematical Studies, and Mathematical Applications, were selected to be included in a trial to apply the findings of the initial feasibility study.

Samples of fifteen student portfolios across the grade bands, including school-assessed and external components, were submitted to the AESOC Project Officer for each of the designated subjects. Curriculum and Assessment Officers and additional subject experts participated in the trials during the first half of 2008.

The draft descriptors developed in 2007 for English Studies and Chemistry were tested on the samples of student portfolios and further modified to enable the development of a common reporting scale across various forms of assessment for each subject. In the same way, a common reporting scale was developed for each mathematics subject from which student portfolios were sampled.

In December the AESOC Project Officer worked with a group of Stage 2 English Communications moderators to compare samples of portfolios from English Communications against the national achievement scale and exemplars from the AESOC project.

Collaborative Curriculum and Assessment Framework for Languages

The SACE Board continued its commitment to the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), a national languages sharing arrangement under the auspices of the Australasian Curriculum, Assessment and Certification Authorities.

Officers of the SACE Board attended the annual CCAFL Conference in Melbourne on 28–29 February.

In 2008, twelve locally assessed languages, twenty-eight nationally assessed languages, and twelve interstate-assessed languages were available at Stage 2 level.

Eight language subjects developed by SSABSA and the Board of Studies NSW were offered for the first time at Stage 2 in 2008.

Curriculum Development and Management Project

This project was established in conjunction with staff from the *future* SACE Office to develop and implement processes for the accreditation and recognition of subjects and courses in the new SACE, and to manage the Board accreditation and recognition process.

The *future* SACE Office, through a process of consultation with key stakeholders, identified a set of nine learning areas that would encompass the subjects for the new SACE. These include:

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

The curriculum and assessment requirements for each of these learning areas are described through documents called learning area outlines and subject outlines. Nine learning area outlines will provide substantial flexibility for the development of local programs. More than sixty subject outlines will provide the basis for the development of programs in the various subjects.

The Accreditation and Recognition Committee of the SACE Board met for the first time in October 2008 to systematically consider the draft curriculum documents for accreditation. By December 2008, the Committee had recommended twenty-three documents to the Board for accreditation.

The subject outline for Stage 1 Personal Learning Plan was accredited for implementation in 2009. Board-approved draft of the learning area outlines and subject outlines for other subjects will be made available progressively in 2009 as the basis for implementation, and published for teaching at Stage 1 in 2010 and Stage 2 in 2011.

Students with Significant Disabilities Project

Staff from the *future* SACE Office and the SACE Board worked together to develop a modified subject outline for the Personal Learning Plan.

The modified subject outline of this subject will be available to students of the new SACE who have significant disabilities. The drafting and consultation process included in-service of practitioners via meetings and videoconferencing during the last part of 2008. The project also included the preparation of an assessment plan and guidelines for teachers.

In early 2009, the SACE Board will provide a series of nine subjects at Stage 1 and Stage 2 for students with significant disabilities, based on the learning area outlines.

Art Show

The twenty-sixth annual SSABSA Art Show was held from 31 March to 7 May at the Light Square Gallery, Adelaide Centre for the Arts. Selected for exhibition were 180 works by 156 students from eighty schools. The works displayed the widest aspects of the curriculum statements for art, craft, and design at Year 12. Moderators of the subjects volunteered their time to supervise the gallery and to provide advice to teachers, students, and other visitors to the gallery. Almost 7000 people visited the exhibition.

Following the exhibition, selected works were hung in offices of the Board, the *future* SACE Office, the Teachers Registration Board of South Australia, and the Minister for Education and Children's Services.

Dance Information Day

The Dance Information Day was held at the Adelaide Festival Centre on 18 February 2008. The audience, which comprised students and teachers of Stage 2 Dance and Dance Studies, included students from across the metropolis and from country areas. Subject experts presented material about the Stage 2 subjects in dance. Presentations included reflections on the value of the subject from a student, advice to students on techniques, fitness for the dancer, composition, different dance genres, choreography, and writing for dance.

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

Drama Information Day

A successful Drama Information Day was held at the Adelaide Festival Centre on 19 February 2008. The sell-out audience of 350 students and teachers from the three school sectors included students from metropolitan and country areas. The Board's Curriculum and Assessment staff and subject experts presented material from various sections of the Stage 2 subjects. Students from Marryatville High School, Mount Gambier High School, and St Ignatius College presented practical demonstrations of their 2007 Stage 2 work.

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

Extension Studies Expo

The Extension Studies Expo was held at Norwood Morialta High School over two days, on 7-8 February 2008. Most of these students and their teachers attended the Expo.

Prospective students of the subject appreciated the opportunity to hear presentations from a number of the 2007 students, ask questions about the variety of topics, and gain an understanding of the process followed. Several 2007 students agreed to mentor a 2008 student. Teachers of Extension Studies were able to see the variety of tasks undertaken by students and establish links with more experienced teachers of the subject.

Technology Show

The SSABSA Technology Show 2008, showcasing the work of the 2007 Stage 2 Design and Technology and Design and Technology Studies students, was held at the Drill Hall, Torrens Parade Ground, King William Road, Adelaide, from 1 May to 9 May 2008.

Thirty-five students from twelve schools representing all school sectors accepted the invitation to exhibit work. Work selected for exhibition was considered to be of a high standard against the criteria in the curriculum statement. The work reflected the wide range of contexts available to students within the curriculum framework.
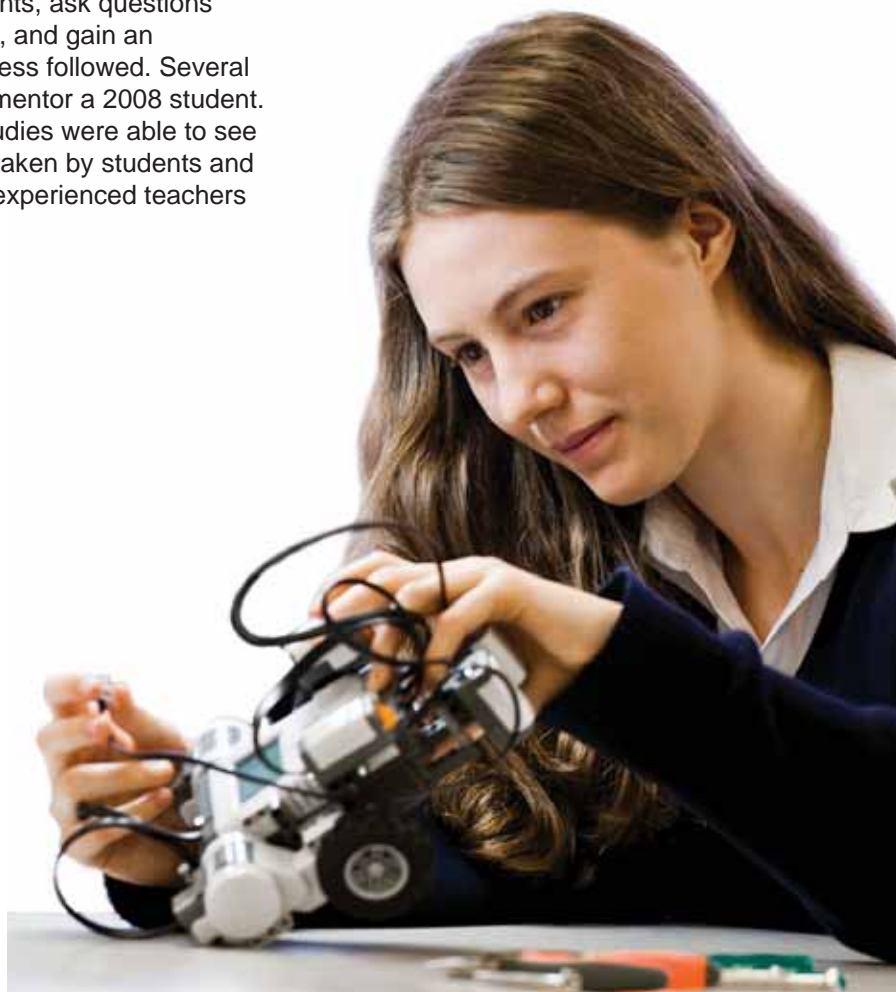
KEY RESULT AREA — EQUITY

Equity underpins the activities of the organisation and is addressed in each of the key result areas.

Specific strategies target SACE completion: helping known disadvantaged groups to complete the SACE. They include the Aboriginal Education Strategy and more equitable assessor representation. The SACE Assuring Assessment Policy aims to consolidate assessment equity for the entire student cohort.

Aboriginal Education Strategy

The principal aim of the Aboriginal Education Strategy (AES) is to work towards Aboriginal students achieving the same educational outcomes as non-Aboriginal students. The AES puts in place a number of plans to improve the access for, and participation of, Aboriginal students in the SACE.

A key indicator of the success of the AES is the number of Aboriginal students who successfully complete the SACE. In 2008, 133 Aboriginal students received the SACE.

The AES Reference Group met six times in 2008 and many workshops were conducted in consultation and collaboration with DECS District Offices, school staff, Aboriginal parents, Aboriginal community groups, and Aboriginal students to improve educational outcomes for Aboriginal students.

In 2008 a new approach was initiated to support the critical work of schools and sectors in assisting Aboriginal students to complete the SACE, and in doing so forge strong links to education and training pathways. Throughout the year the AFOs augmented and complemented the work of the Project Officer. They worked with SACE coordinators and key personnel to obtain up-to-date, accurate, and comprehensive information about Aboriginal students. The Research Section collated and enhanced this data to provide to school sector personnel, the Aboriginal Project Officer, and AFOs. They visited each school to help to put in place appropriate strategies to give students their best chance at success in the teaching year.

Other activities conducted as part of the AES in 2008, and which received positive feedback from the Aboriginal community groups, were:

- working with parent groups and community organisations to develop understandings of SACE Board programs;

- supporting cross-sector and cross-organisational initiatives that assist the integration of Aboriginal perspectives in the curriculum (e.g. oral History Project, work with the Kurruru Indigenous Youth Performance Arts Company, and the Tandanya National Aboriginal Cultural Institute Inc.);

- promoting the value of the SACE as a foundation to further qualifications and pathways by the publication of a SACE Completers Poster;

- conducting a Student Conference for Aboriginal students.

Assessors

The strategy to improve SACE completion pays attention to a more equitable distribution of SACE completion across the cohort. SACE Board staff encouraged increased involvement of teachers from lower socio-economic schools as assessors, to improve assessment understanding and thus outcomes for a wider group of students from these schools. SACE Board staff also supported all schools to track enrolments and completion requirements for students, with the view to broadening the range of offerings to students.

Moderation and Quality Assurance Systems

Staff from the Office of the SACE Board and the *future* SACE Office prepared the Assuring Assessment Integrity Policy, which was refined by feedback from extensive consultation with stakeholders. The project team developed models and procedures for quality assurance of school-based assessments, for both the implementation phase and ongoing use. It also developed professional learning programs in assessment and moderation of the Personal Learning Plan. These programs were delivered by the Moderation Quality Assurance Team of the *future* SACE Office. In 2009 they will be delivered by the Project Officers, Assessor Trainer.

The project team also developed a package of information for schools about the Personal Learning Plan, including guidelines, approvals documents, and general information. Preliminary work, which will be completed in 2009, was undertaken on a moderation and assessment schedule and information for schools for 2010.

KEY RESULT AREA — INCOME GENERATION

Grants from the South Australian Government as part of the education portfolio are the primary source of income for the SACE Board. This funding is supplemented by income from the delivery of the South Australian Matriculation (SAM) Program in Malaysia and China, and by services provided to the Northern Territory schools delivering the SACE.

Delivery of the SAM Program

The SAM Program has been delivered in Malaysia since 1984 and in China since 2005. The SAM Program now offers students fourteen accredited SACE subjects, all with external assessment.

Malaysia

In 2008 a total of 1768 students enrolled in the SAM Program in the following six SAM centres in Malaysia.

Taylor's College	1 166
Disted-Stamford College	103
INTI College	150
INTEC, Universiti Teknologi Mara	297
Olympia College	31
Institut Sinaran	21

The SACE Board awarded 131 Merit Certificates to 92 Malaysian students for outstanding achievement in a range of subjects.

In December 2008, twelve Malaysian teachers marked examination papers in Biology, Chemistry, Economics, English as Second Language Studies, Legal Studies, Malay (background speakers), Mathematical Studies, and Specialist Mathematics. This allowed these teachers to improve their understanding of the assessment process.

China

The SAM Program in China was first taught at Qianhuang Senior Middle School, Changzhou, in 2005. In 2008 the number of students enrolled in the SAM Program at Qianhuang Senior Middle School was 94.

Late in 2008, the Qianhuang Senior Middle School changed its name to SAM Program Centre in Qianhuang International College, under the direction of a new company, Shanghai BroadEdu Education Consultancy Co. Ltd, with Mr Zhang Wen Lei as director.

Staff of the Office of SACE Board continue to support the teachers in China by providing regular professional development and email support.

The SACE Board awarded six Merit Certificates to three Chinese students for outstanding achievement in a range of subjects.

SACE Board Visits Overseas

The Executive Manager, Curriculum Services, undertook the annual visit to the SAM schools in Malaysia. Four Curriculum and Assessment Officers delivered in-service training to teachers focusing on the subjects Legal Studies, Information Technology, English, and Psychology.

SSABSA had been contracted by the Singapore Examinations and Assessment Board to develop teaching and assessment syllabuses for Bahasa Indonesia and Arabic languages. SSABSA sent a team of seven languages experts to work on this project.

The Executive Manager, Curriculum Services, also travelled to the United Kingdom to present a paper at the International Association of Educational Assessment. He visited the Qianhuang Senior Middle School in China on the same trip.

Overseas Visitors

Mr Zhang Wen Lei, SAM Liaison Officer in China, visited the SACE Board in December 2008 to collect the Quianhuang Senior Middle School SAM results and to discuss recruiting South Australian teachers for the SAM Program in China.

At this time Mr Wen Lei, as Director of the Shanghai BroadEdu Consultancy Co. Ltd, the owner of the SAM Program Centre in Qianhuang International College, also signed a new Memorandum of Agreement with the SACE Board for delivery of the SAM program from 1 January 2009 to 31 December 2010.

Northern Territory

The SACE Board continued to deliver the Northern Territory Certificate of Education (NTCE) to students in the Northern Territory in 2008. Students in the Northern Territory study the same Stage 1 and 2 subjects as students in South Australia. The Memorandum of Agreement established between the Northern Territory Department of Employment, Education and Training (now the Northern Territory Department of Education and Training (NTDET)) and the SACE Board is partly a partnership and partly a service delivery agreement. Northern Territory personnel are involved in the delivery of the service in many different roles.

The 2008 NTCE results release was timed to coincide with the release of SACE results and included a support service provided by NTDET.

KEY RESULT AREA — MANAGEMENT

Financial Management

The Board has continued to focus on improving processes that will further enhance financial management within the SACE Board.

There is significant work still to be done. In recent months a number of Treasurer's Instructions have been amended to ensure appropriate and effective internal controls and the development within agencies and departments of policies and procedures. A number of these will affect the SACE Board, in particular TI 2 (*Financial Management*) and TI 28 (*Financial Management Compliance Program*). A reference group has been established to help agencies in developing, implementing, and maintaining a robust and transparent financial management compliance program.

In addition an internal audit program is being implemented to assist in the effective management of business and control issues by focusing on those areas that are most likely to prevent the SACE Board achieving overall goals.

In order to complete the results release process before Christmas, the SACE Board relies heavily on its workforce of assessors, moderators, and markers to certify the provision of accurate and timely results. The Human Resources and Corporate Services Group ensured that all claims submitted for payment were processed promptly and very few claims were outstanding at the end of December 2008.

Account Payment Performance

The table below summarises the Agency's accounts payable record for 2008.

Consultants

The SACE Board did not engage any consultants in 2008.

Contractual Arrangements

The SACE Board had no contractual arrangements during 2008 where the total value of the contract exceeded $4 million and the contract extended beyond a single year.

Fraud

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

The Board is committed to continuous improvement in all areas and consideration is being given to implementing either a policy or a set of procedures for fraud control. A copy of the DECS Fraud Control Policy has been obtained and is being looked at closely.

Should the need for a policy be agreed on its aims would be to:

- protect assets, interests, and reputation from fraud risk
- ensure a coordinated approach in dealing with suspected acts of fraud and corruption

Account Payment Performance

Particulars	Number of Accounts Paid	Percentage of Accounts Paid	Value in $A of Accounts Paid	Percentage of Accounts Paid
Paid by the due date	5487	97	6 523 753.68	94.7
Paid late but within 30 days of the due date	165	3	355 282.92	5.2
Paid more than 30 days after the due date	9	0	8 572.61	0.1

Overseas Travel

Number of Employees	Destination(s)	Reasons for Travel	Total Cost* to Agency ($)
1	United Kingdom	Chief Executive's study program	35 751
5	Singapore	Singapore Third Languages Project	34 335
5	Malaysia	SAM professional development visit	22 283
1	England and China	IAEA Conference; China professional development visit	19 628
12			111 997

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

- safeguard the privacy and rights of individuals who are subject to the operation of the policy
- ensure that the SACE Board meets its legal obligations with regard to fraud control.

Management of Human Resources

The Human Resources Section provides a comprehensive range of strategic and operational human resource management services to support the efficient and effective functioning of the SACE Board of South Australia.

Policies and Procedures

Policies and procedures relating to the management of human resources continued to be reviewed according to the policy framework. All human resources policies and procedures are made available to staff on the SACE Board intranet.

In 2008 the SACE Board organisational charts were reviewed, reconciled, and finalised. In 2009 all employees will have an updated and relevant Job and Person Specification in line with the organisational charts.

Disability Action Plan

Visitors and staff with disabilities can gain access to the Office of the SACE Board via a ramp at the front of the building and a lift. Toilets for people with disabilities are located on the first floor. The SACE Board of South Australia will be preparing a Disability Action Plan in 2009 to increase employees' awareness.

Leave Management

The Executive Managers of the SACE Board of South Australia are responsible for monitoring the leave balances of their employees. Those individuals who have a balance of annual leave higher than 20 days are encouraged to plan and take leave.

Average Days Leave Taken per Full-time Equivalent Employee

Leave Type	2005	2006	2007	2008
Sick Leave	8.3	7.8	7.4	3.5
Family Carer's Leave	0.6	1.2	1.1	0.1
Miscellaneous Special Leave	0.2	0.4	0.4	0.3

Occupational Health, Safety, and Injury Management

In 2008 the Occupational Health, Safety, and Welfare (OHSW) Committee met six times. The increased frequency of the meetings enabled the Committee, in liaison with other government agencies, to review all OHSW policy as part of the ongoing process of ensuring the SACE Board complies at all times with statutory requirements.

Staff continue to have access to an Employee Assistance Program as part of the organisational strategy to promote a harmonious and efficient working environment. The program provides a confidential service with professional counsellors who can assist staff with work-related or personal problems.

Thirty staff members took advantage of the Board's annual vaccination program.

The OHSW committee ensured that four First Aid Officers' qualifications were current and complied with requirements, and the defibrillator equipment was tested.

Thirteen staff members participated in workplace assessments to identify and promote improved systems of work to promote a healthier environment. As a result of the assessments, ergonomic equipment was made available to assist a number of members of staff. This process is ongoing, with further assessments planned for early 2009.

SACE Board staff and the building co-tenants continue to collaborate on emergency evacuation exercises. As required, the SACE

OHS Notices and Corrective Action taken

OHS legislative requirements	2006	2007	2008
Number of notifiable occurrences pursuant to OHS&W Regulations Division 6.6	0	0	0
Number of notifiable injuries pursuant to OHS&W Regulations Division 6.6	0	0	0
Number of notices served pursuant to OHS&W Act s35, s39, and s40 (default, improvement and prohibition notices)	0	0	0

Number of Executives by Gender, Classification, and Status at 31 December 2008

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

Board performed two emergency evacuation drills. All five Emergency Wardens received warden training and were issued with equipment.

New walkie talkies for emergency wardens were purchased. A new Chief Emergency Warden was appointed and undertook Chief Warden training off-site.

The building owner provided the SACE Board with a current asbestos register in May 2008. This will be updated in May 2009.

In collaboration with the building owners and by using better management practices for procuring and removing redundant equipment and stock, the level of weight on the first floor of the SACE Board's premises has been considerably reduced and is well under its weight-bearing capacity.

Annual testing of all portable electrical equipment was conducted in May 2008.

Achievements during 2008 included the:
• annual review of first aid personnel
• election of a new OHSW Committee and OHSW representatives
• finalisation of the hazardous substances register
• implementation of CHRIS OHSW reporting
• installation of an electronic security gate at the entrance to the car park.

Future planning in the OHSW area includes refining the CHRIS OHSW reporting implemented in 2000.

DECS has been managing SACE Board claims since July 2007. There were no workplace or workers compensation claims during 2008.

Recruitment and Selection Policy and Procedures

The Human Resources Section developed and implemented two policies relating to recruitment and selection in 2008. These documents are 'Redefined Positions' and 'Recruitment and Selection via Modified Procedures' and are available on the intranet for all employees to access. They accompany the existing Recruitment and Selection Policy and Manual.

Staff–Management Consultation Policy

The Staff–Management Consultation Policy is available on the intranet for all employees to access. It details the creation and role of the Consultation Committee, which represents all staff.

Training and Development

The SACE Board of South Australia is committed to encouraging staff members to pursue training and development opportunities that further their learning and career. Each employee, in consultation with his or her manager, has mapped training and development opportunities for 2008 that have been formalised in individual performance and development plans.

Leadership and Management Training Expenditure

Training and Development	Total	% of Total Salary Expenditure
Total training and development expenditure	$85 894	1.6%
Total leadership and management development	$31 650	1%

Accredited Training Packages by Classification

Classification	Number of Accredited Training Packages
TRN1	1
TRN3	1

Documented Review of Individual Performance Management

Employees with . . .	% of Total Workforce
a review within the past 12 months	45.65
a review older than 12 months	21.74
no review	32.61

Workforce Diversity

The workforce diversity of the SACE Board of South Australia is reflected in the following tables.

Employees, by Gender and Status

	Total Number of Employees
Persons	141.0
FTEs	118.2

Gender	% Persons	% FTEs
Male	39	41
Female	61	59

	Number of Persons
Separated from the agency	10
Recruited to the agency	25
On leave without pay at 31 December	9

Number of Employees with Ongoing Disabilities Requiring Workplace Adaptation

	Male	Female	Total	% of Agency
Total	0	0	0	0

Status of Employees in Current Position

FTEs	Ongoing	Short-term Contract	Long-term Contract	Casual (excludes agency staff)	Total
Male	7.0	17.9	9.0	14.2	48.1
Female	12.1	31.6	5.9	20.5	70.1
Total	19.1	49.5	14.9	34.7	118.2

Person	Ongoing	Short-term Contract	Long-term Contract	Casual (excludes agency staff)	Total
Male	7	19	9	20	55
Female	15	35	7	29	86
Total	22	54	16	49	141

Number of Employees by Salary Bracket

Salary Bracket	Male	Female	Total
$0–$46 399	5	22	27
$46 400–$58 999	5	10	15
$59 000–$75 499	17	22	39
$75 500–$94 999	25	31	56
$95 000 +	3	1	4
Total	55	86	141

Number of Employees by Age Bracket by Gender

Age Bracket (years)	Male	Female	Total	% of Agency	South Australian Workforce Benchmark*
15–19	0	1	1	0.7	6.7%
20–24	1	1	2	1.4	10.7%
25–29	3	6	9	6.4	9.8%
30–34	2	10	12	8.5	9.8%
35–39	8	13	21	14.9	11.1%
40–44	4	12	16	11.3	11.9%
45–49	3	9	12	8.6	12.3%
50–54	10	10	20	14.2	10.6%
55–59	15	10	25	17.7	9.1%
60–64	7	14	21	14.9	5.3%
65+	2	0	2	1.4	2.7%
Total	55	86	141	100.0	100.0

*Source: Australian Bureau of Statistics, *Australian Demographic Statistics, 6291.0.55.001 Labour Force Status (ST LM8) by Sex, Age, State, Marital Status — Employed — Total From Feb78 Supertable*, South Australia at June 2008.

Cultural and Linguistic Diversity

	Male	Female	Total	% of Agency	SA Community*
Number of employees born overseas	3	3	6	7.41	20.3%
Number of employees who speak language(s) other than English at home	0	0	0	0	16.6%

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

Aboriginal and/or Torres Strait Islander Employees

Salary Bracket	Aboriginal staff	Total staff	% Aboriginal	Target*
$0 – 46 399	0	27	0	2%
$46 399 – $58 999	0	15	0	2%
$59 000 – $75 499	1	39	2.6	2%
$75 500 – $94 999	0	56	0	2%
$95 000 +	0	4	0	2%
Total	1	141	1	2%

*Source: South Australian Strategic Plan

Operations Management

Governance — Strategic Plan Development

The period from 2009 to 2011 presents the SACE Board of South Australia with unique opportunities and challenges as it prepares for the transition to the new SACE while maintaining high quality products for students studying under the current system. To guide and support its planning and operational activities over this period, in 2008 significant work commenced on developing a new Strategic Plan for the SACE Board. (*See also under* Transition to SACE Board of South Australia on page 12.)

The SACE Board's Strategic Plan 2009–11 is structured around a statement of the Board's Vision, its Purpose, Values and key Strategic Priorities.

Extensive consultation with key stakeholders and designated entities occurred in 2008 to assist in shaping the Strategic Plan. In 2009 the SACE Board will develop success indicators and an evaluation strategy to ensure that the effectiveness of the Plan, and progress towards achieving its Strategic Priorities, can be monitored and measured.

A new Operational Plan will be developed in 2009 to assist the SACE Board in meeting its aims and strategies as it implements the SACE Board Strategic Plan 2009–11.

Project Management

In late July 2008, the Chief Executive commissioned a project team to develop:

- a consistent project management approach to guide, monitor, and support the achievement of key deliverables for the SACE Board
- cohesive and consistent risk assessment and mitigation procedures to guide management decision-making.

The development of a consistent approach has centred on the testing of project management documents with projects designated by the Chief Executive as collaborative. The refined and strengthened approaches and procedures will be adopted across the Office of the SACE Board in 2009.

AS/NZS ISO 9001:2000

The SACE Board of South Australia prides itself on its work as a quality organisation and is committed to retaining its certification to the international Quality Management System Standard AS/NZS ISO 9001:2000.

Following a 2-day on-site audit in May by representatives from Société Générale de Surveillance (SGS), the SACE Board was certified to Quality Management System Standard (AS/NZS ISO 9001:2000) for 3 years. Further audits will be undertaken by SGS over this 3-year period to verify continuing compliance with the SACE Board Quality Management Systems.

The Finance, Risk, and Audit Committee, which reports to the Board, ensures that the appropriate internal audit processes are in place to maintain the AS/NZS ISO 9001:2000 certification and that ongoing process-improvement opportunities are identified, analysed, and, where appropriate, implemented.

Records Management

The SACE Board continued to improve its records management systems and initiated the development of a records management policy, a records classification system, and a records disposal schedule. This has enabled the SACE Board to comply with State legislation and international standards.

In addition, as part of the SACE Board's commitment to continuous improvement of records management practices, an electronic document and records management system (EDRMS) was procured in 2008. The Board is in the process of implementing this system across the organisation.

Risk Management Register

The Finance, Risk, and Audit Committee of the SACE Board reviewed the former SSABSA Risk Management Register and updated it to make it consistent with the SACE Board's additional functions and responsibilities.

The updated Register addresses the risks associated with the transition from SSABSA to the SACE Board. It further addresses the strategic risks related to the development and implementation of the new SACE.

The strategic and operational risks identified in the Risk Management Register were translated into the specific project plans of the corresponding group in the Office of the SACE Board. The respective Executive Manager is responsible and accountable for ensuring the project plan provides effective mitigation of the identified risks.

The Finance, Risk, and Audit Committee oversaw the strengthening of the Board's internal audit strategy. The new internal audit strategy includes the development of an audit universe map for the SACE Board and construction of the 2009–11 Strategic Internal Audit Plan.

Refurbishment

In 2008, the SACE Board converted meeting rooms at its Greenhill Road premises to provide accommodation for a *future* SACE information technology project. To accommodate staffing needs for, among other things, the development and implementation of the new SACE, nine new workstations were built on Level 1 and another area on the same floor was identified as suitable for the construction of a further eight to ten workstations.

GoGO Environment Plan/Practices

In 2008 further work was undertaken to facilitate the development and implementation of an agency-wide approach to achieving the milestones set out in the State Government's Greening of Government Operations (GoGO) Action Plan.

In the first half of 2008 the working party (the Greening Implementation Group) developed the (then) SSABSA Greening Implementation Plan, which follows a structured approach of identifying the office and non-office business operations of the organisation and their environmental impacts.

These impacts were then captured under the eight GoGO Priority Areas in the form of objectives, actions, and tasks, identifying timeframes and responsibilities.

The eight GoGO Priority Areas are:
• administration policies and guidelines.
• buildings
• energy
• human resources
• procurement
• travel and fleet
• waste
• water and wastewater.

The SACE Board Greening Implementation Plan lists current activities under each of these areas and identifies ways in which operations might change to reflect 'green' practice and policy. Specific tasks are identified for each of the eight Priority Areas, along with timelines for completion (immediate, ongoing, medium, and long-term).

Energy

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

The use of virtualisation technologies has resulted in significant gains in energy efficiency; however, other approaches have also contributed to energy gains. Materials printed for external use in teacher workshops were printed double-sided, with colour printing used

only when essential. Air-conditioning units were monitored for effective and efficient use and switched off in rooms not in use. Similarly, lights and photocopiers were switched off when areas or machines were not required.

The SACE Board has begun to green the fleet by leasing smaller hybrid and other small vehicles and is developing a process for monitoring its carbon footprint in line with the Greening of Government Operations Framework (GoGO). These changes will be monitored closely to determine the reduction of carbon emissions.

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

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

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

Waste

In addition to the tasks identified in the plan, the Greening Implementation Group targeted the SACE Board's practice of using single-use plastic bags to transport student work to and from central moderation, and investigated the waste implications of light bulbs containing mercury and possible replacements.

Travel and Fleet

As part of the fleet review process, including vehicles and usage, the SACE Board is working to align with policy objectives recommended by Fleet SA.

SACE Board officers schedule school visits with a view to maximising time and fuel efficiency.

Water Efficiency and Wastewater

The SACE Board of South Australia is continuing to improve its energy efficiency process and in collaboration with the building owners, is working toward a high level of compliance with the required standards.

A recent Water Efficiency Assessment undertaken by SA Water revealed the SACE Board's energy use over most water outlets is less than the average flow. The SACE Board monitors water outlets regularly to identify ways of achieving greater efficiency.

Performance Against Annual Energy Use Targets

	Energy Use (GJ)*	GHG Emissions†	Business Measures (FTE)	Energy Intensity (GJ/FTE x 1000)	Efficiency Gains	Energy Intensity Target (GJ/FTE x 1000)
Base Year 2001	1669.75	0.27	68.6	24 304.4		
2008	1786.17	0.29	118.2	15 111.4	38%	
2014					24%	18 255.3

* Sum of all fuel types, expressed in GJ.

† Carbon dioxide equivalent.

KEY RESULT AREA — RESEARCH

Curriculum and Assessment Research

Subject and School Information Packages

Research staff provided subject-specific and school assessment information packages to all Curriculum and Assessment Officers and Assessment Field Officers. This information is used to support schools with the monitoring of student performance and SACE completion.

Ongoing analysis of participation in the SACE and impediments to SACE completion were a large component of this performance monitoring. Projects instigated by the Curriculum and Assessment Branch have been enhanced by the inclusion of detailed data on areas such as SACE participation and completion, completion rates, analyses of patterns of engagement, merit data, data analysis by gender, and analysis of specific assessment components.

The History of VET and the SACE

Research was commissioned into the history of the use of VET in the SACE. The Research Section assisted in the first phase of this analysis, extrapolating vast amounts of data on areas such as:

- longitudinal participation in the various forms of VET
- the use of VET in meeting the SACE requirements
- the most popular embedded VET modules and the SACE subject in which they were embedded.

Gender Performance in Stage 2 Assessment Components

Work has begun on a project to add dimension to previous SACE Board and SSABSA research conducted in the area of gender performance. The focus of this project has been the potential reasons for the national and international trend towards a performance imbalance between males and females. In particular, the SACE Board's Research Section is conducting a gender analysis of performance, based on Stage 2 assessment procedures. This analysis also includes a literature review of assessment practices that may impact on students' performance.

Teacher Workshop Evaluation

Feedback was sought from participants of Term 2 teacher marking workshops about the appropriateness of the format and content of these workshops. The findings will be used to improve professional development opportunities for schools.

Process Monitoring

Certification for the New SACE

To assist the work of the Certification Committee for the new SACE, information was sourced from Australasian Curriculum, Assessment and Certification Authorities (ACACA) agencies about the certification each distributes and the supporting documentation that is provided to students.

Special Provisions

Data were provided to SACE Board Management on the number of schools with special provisions applications from 2005 to 2007 and the number of applications approved in this period, disaggregated by socio-economic quartile. The data was used to ascertain the extent to which the new special provisions policy had helped to improve equitable access to special provisions across schools.

Publications

In 2008, several Data Information Releases were updated with 2007 data and made available on the SACE Board website. These include:

- 'Completion Rates for South Australian Students in 2003 to 2007 — Disaggregated by Location, Gender, Aboriginality, and Socio-economic Quartile'
- 'Student Participation in Stage 2 Mathematics as Part of Their SACE Studies 1997–2007'
- 'Student Participation in Stage 2 Science as Part of Their SACE Studies 1997–2007'
- 'Subject Mean Achievement Scores for the 2007 Processing Year Disaggregated by Gender'
- 'Student Participation in Vocational Education and Training (VET) as Part of Their SACE Studies'
- 'Profile of the 2003–2007 Stage 2 Cohorts of Students'.

Data and Information Requests

Research staff continued to provide support for a broad range of data requests from within and outside the Agency on an annual and ad hoc basis. The demand for data from schools and other institutions, both state and federal, remained constant throughout the year. Increasingly, data and analysis are being provided to support the work of the *future* SACE Office.

Some of the education stakeholders supplied with data were:

- Aboriginal Education Reference Group, Department of Education and Children's Services (DECS)
- Association of Independent Schools of South Australia (AISSA)
- Catholic Education South Australia (CESA)
- Curriculum and Assessment Branch, SACE Board of South Australia
- the Department of Education, Employment and Workplace Relations (DEEWR)
- Department of Education and Children's Services (DECS)
- Flinders University of South Australia
- *future* SACE Office
- Higher and Further Education Task Group, *future* SACE Office
- Northern Territory Board of Studies
- National Centre for Vocational Education Research (NCVER)
- Australian Education Systems Officials Committee (AESOC)
- *The Advertiser*
- The University of Adelaide
- Charles Darwin University
- University of South Australia
- several secondary schools.

Data sought annually included Aboriginal and non-Aboriginal SACE completers and potential completers for DECS schools, data to support DECS Secondary Mentoring Program, data on Science and Mathematics participation for the Department of Further Education, Employment, Science and Technology (DFEEST), student data for the Australian Electoral Commission, composition of assessment panels for the SACE Board, TER data for AESOC, and VET data for the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

Legislative Responsibilities

Education (Compulsory Education Age) Amendment Bill 2007

The SACE Board played a key role in providing data to assist with the planning, implementation, and operational implications of raising the compulsory education age. This included the Team Leader of the SACE Board Research Section representing several sub-groups that were exploring issues related to the implementation of the raised compulsory education age.

Annual Report Production

Research staff assisted in the provision of data necessary to produce the SACE Board's annual report; in particular, the tables and statistics displayed in Appendix G.

Results Release

During the results release, Research staff performed extensive integrity checking of data, responded to queries, assisted with printing and packing school registers of results, and prepared and printed candidate records.

Stakeholder Satisfaction

SACE Coordinators Survey and Forum Feedback

SACE coordinators from all schools were invited to complete an online survey. Feedback from the survey was used to develop a program for the annual 1-day SACE coordinators' forum.

Ninety-four schools responded to the survey. This represented a 20–30% higher response rate than received from surveys conducted from 2005 to 2007. A total of nine SACE coordinators attended the forum held at the Offices of the Board in June 2008 and a report was written summarising the issues raised from both sources. This feedback was used to improve the SACE Board's policies, processes, and practices.

Website Redevelopment

Feedback was received about the quality of the SACE Board website via online surveys from 276 external stakeholders and forty-one SACE Board staff. The feedback will assist the redevelopment of the website in 2009.

KEY RESULT AREA — SYSTEMS

Results Release

Processing of the 2008 results proceeded smoothly; students received their formal hard-copy documentation in the mail on the planned day. Australia Post synchronised delivery of formal hard-copy documentation to students in all areas.

In conjunction with the hard-copy delivery, students were able to log on to the SACE Board website and view their results online on 17 December. On the day of results release, approximately 10 000 students used this facility, with a considerable peak in usage around the publicised release times. The number of students accessing their results online was considerably more than in 2007.

Certification Project

The certification project has been a collaborative project of school-based people, sector representatives, and representatives of parents and business. The project has focused on transitioning to and investigating reporting options for the new SACE. A central part of the process has been discussion about who is being reported to and the purposes to which any documentation is potentially put. Because students complete the SACE over several years, achievement in both current and new SACE subjects will need to be reported on the certificate in such a way that the target audience can clearly understand the mix of terminology.

DATEX Online

Enhancements to, and development of, additional functionality of DATEX Online meant that a number of new versions of the system were released throughout 2008. The most significant changes were in preparation for the introduction of the Stage 1 subject Personal Learning Plan and the raising of the compulsory education age in South Australia in 2009.

Like Schools Data

The Like Schools data for 2007 were uploaded to the website in February 2008. School principals were able to access these pages in a secure browser environment using a personal identification number. Using these data, principals were able to compare their school's performance with that of other similar schools, and of all schools in the State.

Hardware

In 2008, a virtual network server infrastructure was implemented at the SACE Board. The support of Electronic Data Systems and Didata in this process is acknowledged. This server set-up created a robust environment in which the SACE Board could collect data and process results.

Java Development/Visual Basic Maintenance

The Java Certification System was updated and deployed in time to print the end-of-year results. Otherwise most activities related to maintaining existing systems and planning, developing, and implementing new systems in preparation for the new SACE.

Financial Statement for the Year Ended 31 December 2008

Income Statement
For the Year Ended 31 December 2008

	Note No.	2008 $'000	2007 $'000
Expenses			
Staff benefit expenses	4	8 839	8 629
Supplies and services	5	4 824	4 245
Replacement teachers	6	1 012	909
Depreciation and amortisation expense	7	303	305
Total expenses		**14 978**	**14 088**
Income			
Revenue from fees and charges	8	2 203	1 890
Interest revenues	9	344	303
Net gain from the disposal of assets	10	3	2
Replacement teachers write-back	11	145	121
Other income	12	599	589
Total income		**3 294**	**2 905**
Net cost of providing services		**11 684**	**11 183**
Revenues from/Payments to SA Government			
Revenues from SA Government	13	12 757	10 855
Net result		1 073	(328)
The net result is attributable to the SA Government as owner.		**1 073**	**(328)**

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

Balance Sheet
As at 31 December 2008

	Note No.	2008 $'000	2007 $'000
ASSETS			
Current Assets			
Cash and cash equivalents	25	2074	800
Receivables	15	583	469
Other financial assets	16	3882	3905
Other current assets	17	29	34
Total current assets		**6568**	**5208**
Non-current Assets			
Plant and equipment	18	905	608
Intangible assets	19	114	229
Total non-current assets		**1019**	**837**
Total assets		**7587**	**6045**
LIABILITIES			
Current Liabilities			
Payables	20	522	428
Replacement teachers	21	516	390
Staff benefits	22	770	644
Total current liabilities		**1808**	**1462**
Non-current Liabilities			
Payables	20	40	54
Staff benefits	22	726	589
Total non-current liabilities		**766**	**643**
Total liabilities		**2574**	**2105**
Net assets		**5013**	**3940**
EQUITY			
Retained earnings	24	3649	2738
Staff entitlement reserve	24	1364	1202
Total equity		**5013**	**3940**
The total equity is attributable to the SA Government as owner.			
Commitments for expenditure	23		

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

Statement of Changes in Equity
For the Year Ended 31 December 2008

	Note No.	Retained earnings $'000	Staff Entitlements Reserve $'000	Total $'000
Balance at 31 December 2006	24	3 156	1 112	4 268
Net result for 2007		(328)	–	(328)
Transfer (from) to reserve		(90)	90	–
Balance at 31 December 2007	**24**	**2 738**	**1 202**	**3 940**
Net result for 2008		1 073	–	1 073
Transfer (from) to reserve		(162)	162	–
Balance at 31 December 2008	**24**	**3 649**	**1 364**	**5 013**
All changes in equity are attributable to the SA Government as owner.				

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

Cash Flow Statement
For the Year Ended 31 December 2008

	Note No.	2008 $'000	2007 $'000
Cash Flows from Operating Activities			
Cash Outflows			
Staff benefit payments		(8 585)	(8 703)
Supplies and services		(5 475)	(5 125)
GST payments on purchases		(570)	(491)
GST remitted to Australian Taxation Office		(60)	(24)
Cash used in operations		**(14 690)**	**(14 343)**
Cash Inflows			
Receipts from fees and charges		2 151	1 565
Interest received		342	280
GST receipts on receivables		183	183
GST input tax credits		439	370
Other receipts		550	765
Cash generated from operations		**3 665**	**3 163**
Cash flows from SA Government			
Receipts from SA Government		12 758	10 800
Cash generated from SA Government		**12 758**	**10 800**
Net cash provided by operating activities	25	**1 733**	**(380)**
Cash Flows from Investing Activities			
Cash Outflows			
Purchases of plant and equipment		(485)	(218)
Cash used in investing activities		**(485)**	**(218)**
Cash Inflows			
Proceeds from sale of plant and equipment		3	2
Cash generated from investing activities		**3**	**2**
Net cash used in investing activities		**(482)**	**(216)**
Net increase (decrease) in cash and cash equivalents		**1 251**	**(596)**
Cash and cash equivalents at the beginning of the financial year		4 705	5 301
Cash and cash equivalents at the end of the financial year	25	**5 956**	**4 705**

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

NOTES TO FINANCIAL STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2008

Note 1 Objectives of the SACE Board of South Australia

Under amendments to the *Senior Secondary Assessment Board of South Australia Act 1983*, the Act was renamed the *SACE Board of South Australia Act 1983*. In addition, the new Act created the SACE Board of South Australia, which continued from 1 July 2008 the existence of the Senior Secondary Assessment Board of South Australia (SSABSA).

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

- establish a qualification to be called the South Australian Certificate of Education (SACE);
- determine the requirements for the achievement of the SACE;
- commission the development and review of courses and subjects; and
- accredit subjects and courses that will be recognised by the Board as being suitable for the purposes of the SACE.

As the SACE Board continued the operations of the SSABSA, one set of financial statements was prepared for the period 1 July 2008 to 31 December 2008.

The Board is predominantly funded from grants provided by the State Government of $12.76 million (2007: $10.86 million).

Note 2 Summary of Significant Accounting Policies

a) Basis of Accounting

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

Statement of Compliance

- Australian accounting standards include Australian equivalents to International Financial Reporting Standards and AAS 29 *Financial Reporting by Government Departments*. Australian accounting standards and interpretations that have recently been

issued or amended but are not yet effective have not been adopted by the Board for the reporting period ending 31 December 2008.

The preparation of the financial report requires:

- the use of certain accounting estimates and management to exercise its judgment in the process of applying the Board's accounting policies. The areas involving a higher degree of judgment or where assumptions and estimates are significant to the financial statements are outlined in the applicable notes; and
- compliance with the accounting policy frameworks issued pursuant to section 41 of the *Public Finance and Audit Act 1987*, by authority of Treasurer's Instruction 19 *Financial Reporting*. In the interest of public accountability and transparency the accounting policy frameworks require the following note disclosures:

  a) revenues, expenses, financial assets, and liabilities where the counterparty/ transaction is with an entity within the SA Government as at reporting date, classified according to their nature. No threshold for separate identification of these items applies.

  b) employees whose normal remuneration is $100 000 or more (within $10 000 bandwidths) and the aggregate of the remuneration paid or payable or otherwise made available, directly or indirectly, by the entity to those employees.

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

The Board's Income Statement, Balance Sheet, 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 Cash Flow Statement has been prepared on a cash basis.

The financial report has been prepared based on a 12-month operating cycle and is presented in Australian currency.

b) Comparative Information

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

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

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

c) Rounding

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

d) Taxation

The Board is not subject to income tax. The Board is liable for payroll tax, fringe benefits tax, goods and services tax, emergency services levy, land tax equivalents, and local government rate equivalents. GST is reported as follows:

• When the GST incurred on a purchase of goods or services is not recoverable from the Australian Taxation Office, the GST is recognised as part of the cost of acquisition of the asset or as part of the expense item applicable.
• Receivables and payables are stated with the amount of GST included.

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

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

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

e) Income and Expenses

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

Income and expenses have been classified according to their nature in accordance with Accounting Policy Framework II *General Purpose Financial Reporting Framework* paragraph APS 3.5 and have not been offset unless required or permitted by a specific accounting standard.

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

Income

The following are specific recognition criteria.

Revenue from SA Government

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

Fees and Charges

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

Interest Revenues

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

Disposal of Non-current Assets

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

Replacement Teachers Write-back

Income from the Replacement Teachers Write-back comprises the reduction in the Replacement Teachers Liability due to unclaimed salary reimbursements. Note 11 contains further details.

Other Income

Other income mainly comprises reimbursements

of salaries of seconded staff and contract revenue. These amounts are included in Miscellaneous Income in Note 12.

Expenses

Staff Benefits

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

Superannuation

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

Replacement Teachers Expense

The expense for replacement teachers represents the cost to schools of staff to replace teachers involved in Board activities. These costs are reimbursed by the Board upon submission of claims by schools.

f) Current and Non-current Classification

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

The Board has not recognised its Library as an asset in the financial report. The Library is predominantly a collection of books and journals and a range of historical documents, including records of student assessment results, examination papers, and Chief Assessors' comments.

g) Cash and Cash Equivalents

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

Cash and cash equivalents include an interest-bearing bank account and a short-term, highly

liquid investment account. Interest is calculated based on average daily balances of the interest-bearing funds. The interest rates applying at 31 December 2008 were 1.90 % and 5.46 % (2007: 6.35% and 6.98%).

h) Receivables

Receivables include amounts receivable from trade debtors and other accruals.

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

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

i) Other Financial Assets

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

j) Non-current Asset Acquisition and Recognition

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

k) Depreciation and Amortisation of Non-current Assets

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

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

Changes in the expected useful life or the expected pattern of consumption of future

economic benefits embodied in the asset are accounted for prospectively by changing the time period or method, as appropriate, which is a change in accounting estimate.

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

The Board lists as expenses, items of plant and equipment with an initial purchase price below $1000 except where that item is part of a group of like assets that have a combined value in excess of $1000.

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

Class of Assets	Depreciation Method	Useful Life
Furniture and Fittings	Straight Line	3–10 years
Equipment	Straight Line	5–10 years
Computer Equipment	Straight Line	1–8 years
DATEX Software	Straight Line	5 years

l) Intangible Assets

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

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

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

m) Payables

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

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

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

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

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

n) Staff Benefits

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

Wages, Salaries, Annual Leave, and Sick Leave

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

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

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

Long Service Leave

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

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

Provisions

Provisions are recognised when the Board has a present obligation as a result of a past event, when it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation, and when a reliable estimate can be made of the amount of the obligation.

When the Board expects some or all of a provision to be reimbursed, the reimbursement is recognised as a separate asset, but only when the reimbursement is virtually certain. The expense relating to any provision is presented in the Income Statement net of any reimbursement.

Provisions are measured at the present value of management's best estimate of the expenditure required to settle the present obligation at the balance sheet date. If the effect of the time value of money is material, provisions are discounted for the time value of money and the risks specific to the liability.

o) Leases

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

p) Insurance

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

Note 3 Financial Risk Management

Risk management is carried out by Corporate Services, and risk management policies and practices are in accordance with Australian Risk Management Standards and internal written policies approved by the Board.

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

The Board has no significant concentration of credit risk. The Board has policies and

procedures in place to ensure that transactions occur with customers who have an appropriate credit history.

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

Note 4 Staff Benefit Expenses

	2008 $'000	2007 $'000
Salaries and wages	5 000	4 770
Casual salaries examiners	1 341	1 196
Casual salaries moderators	646	782
Casual salaries other	39	53
Long service leave	189	113
Annual leave	320	369
Employment oncosts — superannuation	773	805
Employment oncosts — other	393	461
Fringe benefits tax	73	65
Board fees	65	15
Total staff benefits costs	**8 839**	**8 629**

	2008	2007
Remuneration of Staff		
The number of staff whose remuneration received or receivable falls within the following bands:		
$100 000 to $109 999	4	–
$110 000 to $119 999	–	2
$120 000 to $129 999	–	1
$130 000 to $139 999	2	–
$140 000 to $149 999	–	1
$180 000 to $189 999	–	1
$240 000 to $249 999	–	–
$250 000 to $259 999	–	–
$260 000 to $269 999	1	–
Total number of staff	**7**	**5**

The table includes all staff who received remuneration of $100 000 or more during the year. Remuneration of staff reflects all costs of employment including salaries and wages, superannuation contributions, fringe benefits tax, and any other salary sacrifice benefits, but excludes leave entitlements paid on termination. The total remuneration received by these staff for the year was $949 000 (2007: $580 000).

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

Note 5 Supplies and Services

	2008 $'000	2007 $'000
Supplies and services provided by entities within the SA Government		
Office accommodation charged by DTEI	754	719
Computing charges	199	280
Fleet management costs	152	141
Other	109	68
Total supplies and services – SA Government entities	**1 214**	**1 208**
Supplies and services provided by entities external to the SA Government		
Contractors	1 336	941
Travel and accommodation	423	403
Printing	320	302
Postage, courier and freight	270	249
Motor vehicles transport	213	210
Computing and communication	169	113
Equipment hire	119	127
Staff development	93	75
Repairs and Maintenance	83	66
Stationery and office supplies	76	59
Software (expensed)	75	116
Rent (other)	66	55
Hospitality	65	58
Security	63	62
Other	239	201
Total supplies and services non-SA Government entities	**3 610**	**3 037**
Total supplies and services	**4 824**	**4 245**

Note 6 Replacement Teachers

	2008 $'000	2007 $'000
Temporary replacement teachers	869	863
Fraction release teachers	143	46
Total replacement teachers	**1 012**	**909**

This expense relates to expenses incurred by the Department of Education and Children's Services and the other school sectors for the release of teachers to undertake duties for the SACE Board. See also Note 21 for details of the unclaimed funds up to 31 December 2008.

Note 7 Depreciation and Amortisation Expense

	2008 $'000	2007 $'000
Depreciation		
Plant and equipment		
Leasehold improvements	33	35
Equipment	49	42
Computer equipment	106	113
Amortisation		
Intangible Assets		
DATEX software	115	115
Total depreciation and amortisation	**303**	**305**

Note 8 Revenues from Fees and Charges

	2008 $'000	2007 $'000
Fees and Charges Received/Receivable from Entities External to the SA Government		
Overseas students studying in South Australia	406	309
South Australian Matriculation Program	785	622
Northern Territory	1 012	959
Total fees and charges from non SA Government entities	**2 203**	**1 890**
Total fees and charges	**2 203**	**1 890**

Candidates' fees collected during 2008 include students in Malaysia and China who entered the Board's assessment program, students from the Northern Territory, and amounts collected from overseas students studying in South Australia.

Note 9 Interest Revenues

	2008 $'000	2007 $'000
Interest received/receivable from entities external to the SA Government	72	45
Interest received/receivable from entities within the SA Government	272	258
Total interest revenues	**344**	**303**

Note 10 Net Gain from Disposal of Assets

	2008 $'000	2007 $'000
Plant and Equipment		
Proceeds from disposal	3	2
Less net book value of assets disposed	–	–
Net gain from disposal of plant and equipment	**3**	**2**

Note 11 Replacement Teachers Write-back

During 2008, $144 530 was written-back (2007: $121 000) against the liability for replacement teachers. The write-back relates to outstanding amounts raised prior to 31 December 2007, for which the Department of Education and Children's Services and private schools have not sought reimbursement.

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

Note 12 Other Revenues

	2008 $'000	2007 $'000
Contributions from SA Government Entities		
Miscellaneous income	192	317
Total contributions from SA Government entities	**192**	**317**
Contributions from entities external to the SA Government		
Assessment fees	18	17
Miscellaneous income	312	498
Replacement certificates	16	14
Sale of publications	7	6
Scaling grant	54	54
Total contributions from entities external to the SA Goverment	**407**	**272**
Total other revenues	**599**	**589**

Note 13 Revenues from SA Government

	2008 $'000	2007 $'000
Revenues from SA Government		
Operating grant	12 703	10 748
Scaling project	54	54
Social inclusion project	–	53
Total revenues from SA Government	**12 757**	**10 855**

The State Government Operating Grant for 2008 has twelve payments, which includes an amount of $1 035 000 relating to January 2009 paid in advance. The Operating Grant for 2007 also had twelve payments including an amount of $903 500 relating to January 2008.

Note 14 Auditor's Remuneration

	2008 $'000	2007 $'000
Audit fees paid or payable to the Auditor-General's Department	42	44
Total audit fees — SA Government entities	**42**	**44**

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

Note 15 Receivables

	2008 $'000	2007 $'000
Current		
Receivables	423	358
Accrued revenue	134	93
GST receivable	26	18
Total current receivables	**583**	**469**
Government / non-government receivables		
Receivables from SA Government entities		
Receivables	14	36
Accrued revenues	72	78
Total receivables from SA Government entities	**86**	**114**
Receivables from non-SA Government entities		
Receivables	14	322
Accrued revenue	7	15
Other	86	18
Total receivables from non-SA Government entities	**497**	**355**
Total receivables	**583**	**469**

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

Bad and doubtful debts
The Authority has recognised a bad and doubtful debt expense of $1 671 in the Income Statement.

Note 16 Other Financial Assets

	2008 $'000	2007 $'000
Current		
Investments with SAFA	3 882	3 905
Total current investments	**3 882**	**3 905**

Note 17 Other Current Assets

Current	2008 $'000	2007 $'000
Prepayments	29	34
Total other current assets	**29**	**34**

Note 18 Plant and Equipment

	2008 $'000	2007 $'000
Plant and Equipment		
Furniture and fittings at cost	213	213
Accumulated depreciation	213	213
Furniture and fittings at fair value	–	–
Leasehold improvements at cost	525	503
Accumulated depreciation	276	243
Leasehold improvements at fair value	**249**	**260**
Equipment at cost	849	707
Accumulated depreciation	557	507
Equipment at fair value	**292**	**200**
Computer equipment at cost	916	662
Accumulated depreciation	552	514
Computer equipment at fair value	**364**	**148**
Total plant and equipment	**905**	**608**

a) Reconciliation of Carrying Amount

	Carrying Amount $'000	Additions $'000	Disposals $'000	Depreciation Expense $'000	Carrying Amount $'000
Furniture and fittings	–	–	–	–	–
Leasehold improvements	260	22	–	33	249
Equipment	200	141	–	49	292
Computer equipment	148	322	–	106	364
Total furniture and fittings, leasehold improvements, equipment, and computer equipment	**608**	**485**	**–**	**188**	**905**

Note 19 Intangible Assets

	2008 $'000	2007 $'000
DATEX Software		
DATEX software at cost	1 269	1 269
Accumulated amortisation	1 155	1 040
Total intangible assets	**114**	**229**

a) Reconciliation of Carrying Amount

	Carrying Amount $'000	Additions $'000	Disposals $'000	Amortisation Expense $'000	Carrying Amount $'000
DATEX software	229	—	—	115	114
Total intangible assets	**229**	**—**	**—**	**115**	**114**

Note 20 Payables

	2008 $'000	2007 $'000
Current		
Creditors	41	44
Accrued expenses	379	287
Employment oncosts	102	97
Total current payables	**522**	**428**
Non-current		
Employment oncosts	40	54
Total non-current payables	**40**	**54**
Government / non-government payables		
Payables to SA Government entities		
Creditors	–	6
Accrued expenses	137	194
Employment oncosts	142	151
Total payables to SA Government entities	**279**	**351**
Payables to non-SA Government entities		
Creditors	41	38
Accrued expenses	242	93
Total payables to non-SA Government entities	**283**	**131**
Total payables	**562**	**482**

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.

Note 21 Replacement Teachers

	2008 $'000	2007 $'000
Current		
Temporary replacement teachers	495	384
Fraction release teachers	21	6
Total replacement teachers — payables	516	390

The liability for replacement teachers represents the unclaimed portion of funds at 31 December 2008.

Note 22 Staff Benefits

	2008 $'000	2007 $'000
Current		
Annual leave	474	462
Long service leave	48	43
Accrued salaries and wages	248	139
Total current staff benefits	**770**	**644**
Non-current		
Long service leave	726	589
Total non-current staff benefits	**726**	**589**
Total staff benefits	**1 496**	**1 233**

The total current and non-current staff expense (i.e. aggregate staff benefit plus related on-costs) for 2008 is $1 638 000 (2007: $1 384 000).

Note 23 Commitments

	2008 $'000	2007 $'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	764	811
Later than 1 year but not longer than 5 years	338	1 149
Total operating lease commitments	**1 102**	**1 960**

The Board's operating leases are for office accommodation, equipment and leased vehicles. Office accommodation is leased from REM. The leases are non-cancellable with terms ranging up to 5 years with some leases having the right of renewal. Rent is payable in the month it is due.

The operating lease expenses incurred by the Board in 2008 were $806 000 (2007 $822 000).

	2008 $'000	2007 $'000
Remuneration commitments		
Commitments for the payment of salaries and other remuneration under employment contracts in existence at the reporting date but not recognised as liabilities are payable as follows:		
Within 1 year	4 947	4 253
Later than 1 year but not longer than 5 years	3 852	3 078
Total remuneration commitments	**8 799**	**7 331**

Amounts disclosed include commitments arising from executive and other service contracts. The increase in commitments reflects the changed nature of the organisation in preparation for the new SACE. There is a greater emphasis on short-term contracts to meet business needs. The Board does not offer remuneration contracts greater than 5 years. .

Note 24 Equity

	2008 $'000	2007 $'000
Accumulated surplus	3 649	2 738
Staff entitlement reserve	1 364	1 202
Equity as at 31 December 2008	**5 013**	**3 940**

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

Note 25 Cash Flow Reconciliation

	2008 $'000	2007 $'000
Reconciliation of Cash — Cash at Year End as per:		
Cash Flow Statement	5 956	4 705
Balance Sheet	5 956	4 705
Cash on hand and at bank	2 074	800
Deposits with SAFA	3 882	3 905

For the purposes of the Cash Flow Statement, '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 Cash Flow Statement is reconciled to the related items in the Balance Sheet as follows:

	2008 $'000	2007 $'000
Reconciliation of Net Cash Provided by Operating Activities to Net Cost of providing Services:		
Net cash provided by (used in) operating activities	1 733	(380)
Less revenues from SA Government	(12 758)	(10 800)
Add/less non-cash items		
Depreciation and amortisation expense	(303)	(305)
Replacement teachers write-back	145	121
Gain from sale of non-current assets	3	2
Changes in assets/liabilities		
Increase in receivables	115	255
Decrease in prepayments	(5)	(54)
(Increase) decrease in payables	(80)	78
(Increase) decrease in staff benefits	(263)	27
Decrease in replacement teachers	(271)	(127)
Net cost of providing services	**(11 684)**	**11 183**

Note 26 Remuneration of Board and Committee Members

The Members and Deputy Members of the SSABSA Board who received remuneration for services during the 2008 calendar year were:

Senior Secondary Assessment Board of South Australia January – June 2008

Presiding Member:	Adjunct Assoc. Prof. P.K. Wright
Deputy Presiding Member:	Assoc. Prof. A.R. Vicary

Member	Deputy Member
Assoc. Prof. S. Alagumalai	Mrs. K. Agostinetto
Dr. P. Bartholomaeus	Assoc. Prof. G.T. Crisp
Ms. H. Carey	Mrs. T. Cruikshank
Dr. J. Clark	Dr. D. Glenn
Mr. D. Frith	Dr. R. Hosking
Ms. J. Lundberg	Ms. R. Le
Mr. B. Meatheringham	Dr C.J. MacIntyre
Ms. S.J. Powell	Mrs. D. Manolas
Mr. L. Saegenschnitter	Mr. R.D. Nussio
Assoc. Prof. A. Scarino	Ms. H.F. O'Brien
Ms. S.A. Schubert	Assoc. Prof. D.M. Panton
Em. Prof. R.G. Storer	Dr. C. Smith
Prof. D. Turnbull	Mrs. G. Woolford
Mrs. J. Zerna	

The following SSABSA Committee Members received remuneration during the 2008 calendar year:

Curriculum and Assessment Policy Committee

Ms. H Carey	Em. Prof. R.J. Storer
Dr. J Clark	Adjunct Assoc. Prof. P.K. Wright
Ms. S.J. Powell	Ms. H.F. O'Brien
Assoc. Prof. A. Scarino	Ms. H. Lambert (Co-opted)

Resources Policy Committee	Executive
Dr. P Bartholomaeus	Adjunct Assoc. Prof. P.K. Wright (Presiding Member)
Mr. D. Frith	Assoc. Prof. A.R. Vicary (Deputy Presiding Member)
Ms S.A. Schubert	
Assoc. Prof. A.R. Vicary	
Adjunct Assoc. Prof. P.K. Wright	

The Members and Deputy Members of the SACE Board who received renumeration for services during the 2008 calendar year were:

SACE Board of South Australia July – December 2008:

Chair:	Adjunct Assoc. Prof. P.K. Wright
Deputy Chair:	Prof. Peter Lee

Member	Deputy Member
Ms. J. E. Danvers	Mr. P. Daw
Mr. D. Frith	Mr. R. Eley
Mr. R. Heath	
Prof. M. Israel	
Ms. H.F. O'Brien	
Prof. S. Richardson	
Ms. P. Ronan	

The following Committee Members received remuneration during the 2008 calendar year:

Accreditation and Recognition Committee
Mr. R Heath
Ms. P. Ronan
Adjunct Assoc. Prof. P.K. Wright
Finance, Risk, and Audit Committee
Mr. D. Frith
Prof. Peter Lee
Mr. P. Daw

	2008 $'000	2007 $'000
Income paid or due and payable to or on behalf of Board members	65	15
Remuneration of Board members	**2008**	**2007**
The number of Board members whose remuneration received or receivable falls within the following bands:		
$1 to $9 999	37	27
$10 000 to $19 999	1	–
Total number of Board members	**38**	**27**

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 $68 000 including $3 000 paid to a superannuation plan for Board/Committee members.

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

Unless otherwise disclosed, transactions between members are on conditions no more favourable than those that it is reasonable to expect the entity would have adopted if dealing with the related party at arm's length in the same circumstances.

Note 27 Financial Instruments/Financial Risk Management

Categorisation of Financial Instruments

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

Balance Sheet Line Item	Category of Financial Asset and Financial Liability	2008		2007		Note
		Carrying Amount $'000	Fair Value $'000	Carrying Amount $'000	Fair Value $'000	
Financial assets						
Cash and cash equivalents	Cash and cash equivalent	2074	2074	800	800	
Receivables (1)	Loans and receivables (at cost)	583	583	469	469	15
Other financial assets	Held to maturity investments (at cost)	3882	3882	3905	3905	16
Financial liabilities						
Payables (1)	Financial liabilities (at cost)	522	522	428	428	20

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

Credit Risk

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

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

Financial Assets Analysis

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

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

Financial Assets Item	Current (Not overdue)	Overdue for < 30 days	Overdue for 30–60 days	Overdue for > 60 days	Total
	$'000	$'000	$'000	$'000	$'000
2008					
Not impaired					
Receivables	557	–	16	10	583
Other financial assets	3 882	–	–	–	3 882
Impaired					
Receivables	–	–	–	–	–
Other financial assets	–	–	–	–	–
2007					
Not impaired					
Receivables	429	37		3	469
Other financial assets	3 905	–	–	–	3 905
Impaired					
Receivables	–	–	–	–	–
Other financial assets	–	–	–	–	–

Maturity Analysis of Financial Assets and Liabilities

All financial assets and liabilities mature within 1 year.

Liquidity Risk

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

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

Market Risk

The Board has no interest-bearing liabilities at the end of the reporting period. There is no exposure to foreign currency or other price risks.
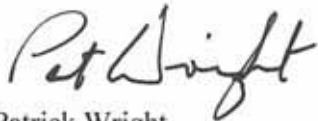
A sensitivity analysis has not been undertaken for the interest rate risk of the Board. It has been determined that the possible impact on profit and loss or total equity from fluctuations in interest rates is immaterial.

Certification of the Financial Report

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

- complies with relevant Treasurer's Instructions issued under Section 41 of the *Public Finance and Audit Act 1987* and relevant Australian Accounting Standards;
- are in accordance with the accounts and records of the Board; and
- presents a true and fair view of the financial position of the SACE Board of South Australia as at 31 December 2008 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 report have been effective throughout the reporting period.

Patrick Wright
Presiding Member

Date: 18 - 3 - 09

Paul Kilvert
Chief Executive

Date: 18.3.09

Glenn Best
Accountant

Date: 18.3.09

INDEPENDENT AUDITOR'S REPORT

TO THE PRESIDING MEMBER
SACE BOARD OF SOUTH AUSTRALIA

As required by section 31 of the *Public Finance and Audit Act 1987* and section 19A(3) of the *SACE Board of South Australia Act 1983,* I have audited the accompanying financial report of the SACE Board of South Australia for the financial year ended 31 December 2008. The financial report comprises:

- An Income Statement;
- A Balance Sheet;
- A Cash Flow Statement;
- A Statement of Changes in Equity;
- A Summary of Significant Accounting Policies and other explanatory notes; and
- A Certificate by the Presiding Member, and Chief Executive and the Accountant.

The Responsibility of the Board for the Financial Report

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

Auditor's Responsibility

My responsibility is to express an opinion 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 complies with relevant ethical requirements relating to audit engagements and plans and performs the audit to obtain reasonable assurance 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 risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal controls relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the Board, as well as the overall presentation of the financial report.

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

Auditor's Opinion

In my opinion, the financial report presents fairly, in all material respects, the financial position of the SACE Board of South Australia as at 31 December 2008, and its financial performance and its cash flows for the year then ended in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987* and Australian Accounting Standards (including the Australian Accounting Interpretations).

S O'Neill
AUDITOR-GENERAL
20 March 2009

Appendix A: The SSABSA Board and its Standing Committees

January–June 2008

A transitional SSABSA Board was appointed from July 2007 to the end of June 2008. The SSABSA Board comprised the Chief Executive and twenty-five other members,[1] each with a deputy. Members were appointed by the Governor.

In 2008 the SSABSA Board met four times, in the months of February, March, May, and June.

Two standing committees helped the SSABSA Board in the organisation of business. The Curriculum and Assessment Policy Committee was responsible for the key result areas of curriculum, assessment, and equity, and undertook analysis of research in relation to the certification and review of existing and new curriculum. The Resources Policy Committee was responsible for the key result areas of income generation, management, community information, research, and systems. A small Executive Group arranged the business of the Board. The members of these three groups are listed in the following tables.

The SSABSA Board established a curriculum committee structure to advise on matters relating to its curriculum statements. A number of Subject Advisory Committees (SACs) reported through the Chief Executive to the Curriculum Assessment Policy Committee.

Curriculum Project Groups were established for specific tasks.

Members of the Subject Advisory Committees are listed in Appendix C.

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[1] The Senior Secondary Assessment Board of South Australia Act specified that the Board should comprise the Chief Executive and twenty-six other members; however, one of the 26 entities designated by legislation had disbanded.

Members of the Senior Secondary Assessment Board of South Australia as at 30 June 2008

Presiding Member	Adjunct Assoc. Prof. P.K. Wright
Deputy Presiding Member	Assoc. Prof. A.R. Vicary
Chief Executive	Dr P.F. Kilvert

Nominating Agency	Member	Deputy Member
Chief Executive of the Department of Education and Children's Services	Ms S. Cameron Ms J. Scott Ms T. Rogers Mr B.W. Stratfold	Ms M. Klem Mr W. Parker Mr G. Petherick Vacant
Chief Executive of the Department of Further Education, Employment, Science and Technology	Ms C. Harrison	Ms A.E. Doolette
Council of The University of Adelaide	Assoc. Prof. S. Alagumalai Prof. D. Turnbull	Assoc. Prof. G. Crisp Dr C. MacIntyre
Council of the Flinders University of South Australia	Em. Prof. R.G. Storer Dr J. Clark	Dr D. Glenn Dr R. Hosking
Council of the University of South Australia	Assoc. Prof. A.R. Vicary Assoc. Prof. A. Scarino	Assoc. Prof. D.M. Panton Dr C. Smith
Association of Independent Schools of South Australia (AISSA)	Mr L. Saegenschnitter	Vacant
South Australian Commission for Catholic Schools [Inc.]	Ms H. Carey	Ms H.F. O'Brien
South Australian Association of State School Organisations Incorporated	Dr P. Bartholomaeus	Mrs D. Manolas
Australian Education Union (SA Branch)	Mr C. Dolan Ms J.D. Bone-George	Ms T. Carellas Vacant
Independent Education Union (SA)	Ms J.E. Lundberg	Mr R.D. Nussio
South Australian Association of School Parents' Clubs Incorporated	Mrs J. Zerna	Mrs G. Woolford
The Federation of Catholic School Parent Communities (SA)	Mr B.J. Meatheringham	Mrs K. Agostinetto
Training and Skills Commission	Vacant	Ms S. Jeremic
SA Unions	Adjunct Assoc. Prof. P.K. Wright Ms S.A. Schubert	Vacant Vacant
Business SA	Ms S.J. Powell Mr D. Frith	Mrs T. Cruikshank Ms R. Le
Commissioner for Equal Opportunity	Ms L.R. Matthews	Ms A. Burgess

Members of the SSABSA Executive Group and Standing Committees

Executive Group	Curriculum and Assessment Policy Committee
Adjunct Assoc. Prof. P.K. Wright (Presiding Member)	Ms S. Cameron (Chairperson)
Assoc. Prof. A.R. Vicary (Deputy Presiding Member)	Ms J. D. Bone-George
Ms S. Cameron	Ms H. Carey
Ms L.R. Matthews	Dr J. Clark
Mr B.J. Meatheringham	Ms W. Engliss
Dr P.F. Kilvert	Mrs H. Lambert (March to June)
	Ms H.F. O'Brien
	Ms. S.J. Powell
	Ms T. Rogers
	Assoc. Prof. A. Scarino
	Em. Prof. R.G. Storer
	Mr B.W. Stratfold
	Adjunct Assoc. Prof. P.K. Wright
	Dr A. Mercurio (*ex officio*)
	Dr P.F. Kilvert
	Resources Policy Committee
	Mr B.J. Meatheringham (Chairperson)
	Dr P. Bartholomaeus
	Mr D. Frith
	Ms S. Jeremic
	Ms M. Klem
	Ms S.A. Schubert
	Ms J. D. Scott
	Assoc. Prof. A.R. Vicary
	Adjunct Assoc. Prof. P.K. Wright
	Mr G. Benger, JP (*ex officio*)
	Dr P.F. Kilvert

Appendix B: The SACE Board and its Standing Committees

July–December 2008

The Board of the SACE Board of South Australia was appointed from July 2008. The Board comprises the Chief Executive and eleven other members, along with three deputy members. Members are appointed by the Governor.

The Board met six times, in each month from July to December. Deputy Board members normally attend Board meetings only in the absence of their designated Board members. However, Deputy Board members are invited by the Presiding Member to attend Board meetings as observers if they wish.

The SACE Board is helped by two standing committees in the organisation of business. The Finance, Risk, and Audit Committee ensures that the Board meets its legislative and governance obligations in relation to budget, risk management, and audit compliance. The Accreditation and Recognition Committee recommends to the Board the accreditation of

SACE subjects and the recognition of other learning on the basis of Board-approved policies. The Presiding Member and Deputy Presiding Member of the Board, along with the Chief Executive, meet once a month to set the agenda for the Board meetings.

Curriculum Project Groups are established by the Office of the SACE Board for specific tasks identified by the Board or the Office, continuing the practice of the previous Board.

A new curriculum committee system will be established in 2009 for the implementation of the new SACE.

Members of the SACE Board and its standing committees are listed in the accompanying tables. Members of the Learning Area Committees and Subject Reference Groups are llisted in Appendix C.

Members of the SACE Board of South Australia as at 31 December 2008

Presiding Member	Adjunct Assoc. Prof. P.K. Wright
Deputy Presiding Member	Prof. P.L. Lee
Chief Executive	Dr P.F. Kilvert
Members	Ms S.E. Barton Johnson Ms J.E. Danvers Mr D. Frith Mr R. Heath Prof. M. Israel Ms A. Millard Ms H.F. O'Brien Prof. S. Richardson Ms P. Ronan
Deputy Members	Mr P. Daw Mr R. Eley Ms P. Parha

Members of the SACE Board Standing Committees

Finance, Risk, and Audit Committee	
MEMBER	**OBSERVER**
Mr D. Frith (Chair)	Dr P.F. Kilvert (Chief Executive)
Prof. P.L. Lee	Ms. J.K. Raymond (Executive Manager, Human Resources and Corporate Services — August to September)
Mr P. Daw	Ms C. Mills (Executive Manager, Human Resources and Corporate Services — October to December)
Ms M. Mukerjee (October to December)	
Dr P.F. Kilvert	Mr G. Benger (Executive Manager, Information Services)

Accreditation and Recognition Committee	
MEMBER	**OBSERVER**
Adjunct Assoc. Prof. P.K. Wright (Chair)	Dr P.F. Kilvert (Chief Executive)
Mr R. Heath	Dr A. Mercurio (Executive Manager, Curriculum Services)
Ms P. Ronan	Ms. J.K. Raymond (Executive Manager, Moderation Services)
Ms D.J. Baron	Ms W. Engliss (Director, future SACE Office)
Mrs H. Lambert	Ms K. Cooper (Manager, Learning and Assessment Design Team)
Assoc. Prof. S.M. Pyke	
Ms J.D. Scott	

Appendix C: Subject Committee Lists, 2008

The purpose of this appendix is to acknowledge publicly the many people who have given professional service and advice to the Board throughout the year.

Listed here are the Subject Advisory Committees (SACs) for the current SACE, and the Learning Area Committees and Subject Reference Groups of the *Future* SACE Office.

Subject Management Structure

The subject management structure is shown below, with each SAC listed under its learning area.

Arts
- Dance SAC
- Drama SAC
- Music SAC
- Visual Arts SAC

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

Health and Personal Development
- Community Studies SAC
- Health SAC
- Home Economics SAC
- Nutrition SAC
- Outdoor Education SAC
- Physical Education SAC
- Work Education SAC

Languages
- Australian Languages SAC
- Chinese SAC
- French SAC
- German SAC
- Indonesian SAC
- Italian SAC
- Japanese SAC
- Modern Greek SAC
- Spanish SAC
- Vietnamese SAC
- Curriculum Project Groups

Mathematics
- Mathematics SAC

Science
- Biology SAC
- Chemistry SAC
- Contemporary Issues and Science SAC
- Geology SAC
- Physics SAC
- Psychology SAC

Society and Environment

- Aboriginal Studies SAC
- Accounting SAC
- Agriculture and Horticulture SAC
- Ancient and Classical Studies SAC
- Australian Studies SAC
- Business Studies SAC
- Economics SAC
- Geography SAC
- History SAC
- Legal Studies SAC
- Media Studies SAC
- Philosophy SAC
- Politics SAC
- Religion SAC
- Small Business Enterprise SAC
- Studies of Societies SAC
- Sustainable Futures SAC
- Tourism SAC
- Women's Studies SAC

Technology

- Design and Technology SAC
- Information Processing and Publishing SAC
- Information Technology SAC

Various Learning Areas

- Extension Studies/Integrated Learning SAC
- SACE Board–VET Reference Group

SUBJECT ADVISORY COMMITTEES

Subject Advisory Committees are listed alphabetically under learning areas.
Note: (c.) indicates corresponding/country/interstate/overseas member.

Arts

Dance

Ms L. Haines (Chairperson)
Ms R. Callan
Ms D. Caputo
Ms D. Isles
Ms P. Johnston
Ms A. Kimber
Ms M. Michael
Ms C. Obst
Ms J. Quinn
Ms K. Skinner
Ms J. Swan
Ms A. Young
Ms L. Wills (Executive Officer, SACE Board of SA)

Drama

Ms H. McCarthy (Chairperson)
Ms C. Backler
Mr M. Butler
Ms J. Calder
Ms S. Crawford
Mr G. Elliott
Mr M. Gray
Mr D. Hill
Mr J. Holmes
Ms T. Langley
Mr R. Masters
Ms C. Schultz
Mr R. Seidel
Mr J. Henriks (Executive Officer, SACE Board of SA)

Music

Mr J. Henriks (Chairperson)
Dr M. Carroll
Ms C. Coen
Ms F. Dennis
Ms L. Duncan (c.)
Ms B. Elsegood
Ms K. Fitton
Ms L. Herring
Mr A. Hubmayer
Ms V. Lakeman
Ms E. Levendis
Ms J. Newsome
Mr D. Pereira
Mr D. Pope
Ms S. Rodger
Ms J. Rosevear
Ms B. Sedgley
Mr A. Sils
Mr J. Henriks (Executive Officer, SACE Board of SA)

Visual Arts

Mr J. Henriks (Chairperson)
Ms C. Backler
Ms T. Beasley
Mr J. Caskey
Mr M. Cheffirs
Mr R. Corso
Ms A. Fairey
Ms M. Feneley (c.)
Mr I. Hamilton
Mr P. Hughes
Mr T. Jeffrey
Mr V. Jurevicius
Ms S. Kuhl (c.)
Mr A. Noll
Mr D. Northcote
Ms A. Poland
Ms G. Stattin
Mr J. Henriks (Executive Officer, SACE Board of SA)

English

Communication for the Hearing-impaired

Ms S. Cracknell
Ms P Marks (Executive Officer, SACE Board of SA)

English

Ms A. Robertson (Chairperson)
Mr G. Bayly-Jones
Ms K. Brindal
Ms E. Casagrande
Ms P. Cashen
Mrs M. Donovan
Ms T. Dorian
Dr K. Douglas
Ms J. Dupe
Ms J. Fox (c.)
Ms A. Fusco
Ms M. Howley
Mr A. Hughes
Mr R. Jackson
Mr G. Jeffery (c.)
Ms R. Kerin
Ms P. Marks
Dr R. Phiddian
Mrs C.S. Quek-Lai
Dr P. Skrebels
Ms M. Smith
Mrs J. Storer
Ms C. Went
Mr J. Freeman
Ms P. Marks (Executive Officer, SACE Board of SA)

English as a Second Language

Ms S. Emberson (Chairperson)
Ms R. Antenucci
Ms D. Burke
Ms C.L. Ellul
Ms S. Goldfain
Ms D. Isles
Ms D. Lange
Ms B. Lemke (c.)
Ms P. Marks
Mrs S. Narayan
Mrs C.S. Quek-Lai
Ms A. Rooney
Ms Lisa Wills (Executive Officer, SACE Board of SA)

Health and Personal Development

Community Studies

Ms C. Bennett (Chairperson)
Ms D. Carter
Ms E. Casagrande
Ms L. Ey
Mr K. Grant
Ms K. Lee
Ms A. Parsons
Ms M. Richards
Mrs G. Rogers
Ms M. Urbano
Ms R. Williams
Mr J. Holgate (Executive Officer, SACE Board of SA)

Health

Mr D. Bayer (Chairperson)
Ms C. Bennett
Mr G. Evreniadis
Mrs J. Grove
Ms T. Knott
Mrs B. Lipparelli
Ms A. McAskill
Ms S. Schell
Mrs D. White
Mrs B. Telfer (Executive Officer, SACE Board of SA)

Home Economics

Mrs B. Telfer (Chairperson)
Ms L. Allwright
Mrs C. Both
Ms K. Dodgson
Ms P. Greaves
Ms T. Knott
Ms J. Longbottom
Mr S. MacDiarmid
Ms M. McDonald (c.)
Ms S. Melhuish
Miss J. Parashakis
Ms S. Richards
Mrs M. Roberts
Ms D. Watkinson
Mrs D. White
Mrs B. Telfer (Executive Officer, SACE Board of SA)

Nutrition

Ms K. Magee (Chairperson)
Mrs L. Barritt
Dr S. Craig
Mrs J. Cresp
Mr C. Evans
Ms I. Lindemann
Ms M. Oliver
Ms A. Palombaro
Mrs S. Quong (c.)
Ms J. Richards
Mr M. Rumsby
Ms K. Smith
Ms J. Thomas
Ms S. Warren
Ms D. Whitington
Mr B. LeCornu (Executive Officer, SACE Board of SA)

Outdoor Education

Mr G. Begg (Chairperson)
Mr G. Allen
Mr P. Cosentino
Mr C. Davidson
Mr M. Dennis (c.)
Ms J. Engelhardt
Mr M. Meredith
Mr S. Polley
Mr P. Pritchard
Mr A. Quinn
Mr S. Jordan (Executive Officer, SACE Board of SA)

Physical Education

Mr C. Daw (Chairperson)
Mr P. Baldock (c.)
Mr R. Baldock
Mr A. Berzins
Ms S. Cibich
Mr C. Davidson
Mr D. Hicks
Mr C. Johncock
Mr B. Jordan
Mr J. Mason
Dr B. Nicholls
Ms M. Omand
Ms W. Piltz
Mr D. Price
Mr M. Randall
Ms R. Roennfeldt
Ms J. Sutherland
Mr G. Urbani
Mr B. LeCornu (Executive Officer, SACE Board of SA)

Work Education

Ms L Ey (Chairperson)
Ms J. Blight
Ms L. Cash
Mr T. Ey
Ms S. Lively
Ms K. Mackey-Smith

Ms M. Rego
Ms S. Risk
Mrs C. Searle
Dr M. Simons
Mr W. Turville
Ms M. Urbano
Mr P. Willis
Ms L. Ey (Executive Officer, SACE Board of SA)

Languages

Australian Languages

Dr R. Amery
Ms R. O'Connor
Mr G. Tunstill
Ms C. Warren
Mr G. Wilson
Ms T. Zerk
Ms J. Calder (Executive Officer, SACE Board of SA)

Chinese

Mr P. Wilson (Chairperson)
Mrs S. Andrews
Ms T. Chen
Ms M. Foster
Ms W. Huang
Ms L. Jin
Ms M. Lam
Ms M. Latif (c.)
Ms K. Purvis
Mr A. Scrimgeour
Ms X. Wang
Mr M. Williss
Ms L. Wong
Mrs Y. Yao
Mr S. Yusoph
Dr N. Zhang
Mr R. Lance (Executive Officer, SACE Board of SA)

French

Mr C. Thorburn (Chairperson)
Ms L. Benoist
Mrs J. Bird
Ms D. Castle
Mr A. Cleggett
Mr J. Dalen
Ms C. Emblem
Ms M. Jarema
Mr A. McKenzie
Ms C. Merckel
Mrs K. Paul
Dr P. Poiana
Ms J. Taylor
Ms M. Treleaven
Mrs A. Vandepeer
Mr R. Lance (Executive Officer, SACE Board of SA)

German

Mr M. Venz (Chairperson)
Ms M. Crotty
Mrs P. Doyle (c.)
Mr D. Ganama
Mr E. Hebart
Ms M. King
Mrs J. Makai
Mr H. Ohlendorf
Ms K. Ohlhaber
Ms T. Roberts
Mr D. Schmidt-Duncan
Ms M. Smith
Ms G. Walldorf-Davis
Ms L. Ey (Executive Officer, SACE Board of SA)

Indonesian

Ms K. Hatch (Chairperson)
Ms I. Batten (c.)
Ms B. Burr
Ms Firdaus
Ms S. Letcher
Ms H. Pedler
Ms M. Pilla
Ms C. Thiem
Ms B. Ward
Mr R. Lance (Executive Officer, SACE Board of SA)

Italian

Dr F. Coassin (Chairperson)
Ms C. Bamford
Ms A. Benedetti
Mrs K. Bernardi
Mrs A. Chiera-Macchia
Mrs T. Cimmino
Mr R. D'Onofrio
Ms A. Mauro
Ms N. Mercurio
Ms A. Peek
Ms P. Puglia
Mrs C. Tridente
Ms A. Zocchi
Mr R. Lance (Executive Officer, SACE Board of SA)

Japanese

Ms L. Wright (Chairperson)
Ms M. Beck
Mrs E. Eckermann
Ms J. Francis
Ms Y. Fujiwara
Mr H. Haga
Ms J. Harris
Ms L. Lycett
Mr G. Nielsen
Ms A. Parsons
Ms Y. Shaw (c.)
Dr K. Taguchi
Mrs R. Thomas
Mr R. Lance (Executive Officer, SACE Board of SA)

Modern Greek

Ms V. Papapetros (Chairperson)
Ms M. Batzavalis
Mr G. Frazis
Mrs E. Glaros
Mrs L. Karamanis
Ms M. Kouzionis
Dr M. Palaktsoglou
Ms A. Sideri
Ms L. Ey (Executive Officer, SACE Board of SA)

Spanish

Ms M. McEwen (Chairperson)
Ms B. Candeloro
Ms L. Cereceda
Ms D. Di Palma
Mr F. Diaz-Martinez
Ms M. Franco
Mr E. Giandomenico
Mrs G. Godfrey
Mr P. Martin-Clark
Ms C. Ryan
Mr R. Lance (Executive Officer, SACE Board of SA)

Vietnamese

Sr T.N. Tran (Chairperson)
Dr T.M. Dang
Ms T.T.V. Dang
Mr A. Hoang
Mr L.L. Le
Ms P. Ngo
Mr P.V. Nguyen
Mr M.H. Tran
Mr T.D. Tran
Mr R. Lance (Executive Officer, SACE Board of SA)

Mathematics

Mathematics

Mr K. Linke (Chairperson)
Mr D. Andrew
Dr P. Andrew
Mr J. Bament (c.)
Mr J. Baxter
Mr S. Becker
Dr J. Clark
Mr R. Davey
Mr A. Harradine
Mr J. Harris
Ms G. Hoffman
Ms T. Hogan (c.)
Ms A. Ind
Ms D. Isles
Ms J. Kellaway
Mr A. Lupton
Ms K. Manuel
Mr D. Martin
Ms H. Parrington
Ms J. Raymond
Mr J. Roberts

Mr B. Schenk
Ms R. Williams
Dr A. Wolff
Mrs D. Woodard-Knight
Ms L. Wills (Executive Officer, SACE Board of SA)

Science

Biology

Mr M. Rumsby (Chairperson)
Mrs L. Barritt
Mrs J. Brooks
Mrs A. Bullock
Mr D. Carter
Dr S. Craig
Mr A. Crierie
Dr K. Daniels
Mr P. Donnelly
Mr J. Glistak (c.)
Ms G. Hoffman
Assoc. Prof. G. Howarth
Ms A. LeCornu
Mr B. LeCornu
Ms Y. Loke
Ms A. Pascoe
Mr P. Perry
Mr J. Rothgrew
Assoc. Prof. I. Stupans
Mr R. Templeman
Mr P. Walwyn
Ms D. Whitington
Dr A. Wood
Ms L. Ey (Executive Officer, SACE Board of SA)

Chemistry

Ms R. Pillans (Chairperson)
Mr B. Atherton
Mrs H. Brown
Assoc. Prof. M. Buntine
Mr R. Cadd
Ms S. Davey
Mr C. Evans
Ms M. Ferguson
Mr I. Kershaw
Ms D. Kingston
Mr Y.K. Leong
Dr M. de Lima
Mrs A. Murray
Mr C. Nikkerud
Dr M. Perkins
Dr S. Pyke
Mrs S. Quong (c.)
Mrs M. Scicluna
Mrs G. Stock
Mr B. LeCornu (Executive Officer, SACE Board of SA)

Contemporary Issues and Science

Mr W. Chambers (Chairperson)
Mrs L. Barritt
Ms P. Collins
Mr R. Drogemuller

Dr V. Dunaiski
Ms K. Elliott
Mr J. Glistak (c.)
Ms S. Hodgson (c.)
Ms G. Hoffman
Mr P. Perry
Mrs S. Savage
Mr J. Shanahan
Mrs K. Shean
Ms K. Turton
Mr S. Jordan (Executive Officer, SACE Board of SA)

Geology

Mrs C. Pyle (Chairperson)
Mr L. Altman
Dr K. Barovich
Ms L. Bird
Ms J. Bosch
Dr I. Clark
Mr I. Harkiss
Mr C. Mutton
Dr B. Nicholls
Mrs K. Nussio
Mr P. Perry
Dr M. Tingay
Ms D. Whitington
Mr P. Wood
Mr S. Jordan (Executive Officer, SACE Board of SA

Physics

Mr D. Jeffrey (Chairperson)
Assoc. Prof. K. Abhary
Ms L. Bird
Ms P. Collins
Mr T. Collins
Ms S. Cornell
Mr R. Drogemuller
Mr C. Gambell
Mr C. Jordison
Mr A. Olesnicky
Mr B. Parsons
Mr F. Perera
Dr J. Quinton
Mr C. Ross
Dr P. Veitch
Mr R. Victory
Mrs J. Wedding
Mr B. White
Mr B. LeCornu (Executive Officer, SACE Board of SA)

Psychology

Mr G. Slater (Chairperson)
Mrs Z. Abiad-Tan
Ms I. Atherton
Mr A. Berzins
Mrs K. Cutts
Ms M. Hartstone
Mr J. Kaye
Dr C. Litchfield

Ms Y.M. Loke
Mr I. McMahon
Ms L. Murphy-Konopka
Mr P. Perry
Mrs S. Quong (c.)
Dr J. Robinson
Mr G. Sara
Mrs D. Skelly
Ms P. Spencer
Dr L. Storm
Mr C. Wilson (c.)
Ms R. White
Mr B. LeCornu (Executive Officer, SACE Board of SA)

Society and Environment

Aboriginal Studies

Ms J. Hodgkinson (Chairperson)
Ms F. Blanch
Ms J. Burford
Ms L. Cash
Ms N. Catalano
Ms J. Gregory
Ms L. Hughes
Ms H. Monaghan
Mr L. Nash
Ms A. Pring
Ms M. Sired (c.)
Mr J. Sloan
Ms C. Uren
Mr A. Wilson
Ms B. Telfer (Executive Officer, SACE Board of SA)

Accounting

Ms K. Buckley (Chairperson)
Mr G. Bailey
Ms O.M. Choo
Mr S. Copeland
Mr M. Demosthenous
Mr G. Malkin
Mr A. Naidoo
Ms R. Sih
Ms J. Stewart
Ms I. Toumazos
Ms M. Urbano
Mr B. LeCornu (Executive Officer, SACE Board of SA)

Agriculture and Horticulture

Mr P. Smith (Chairperson)
Mrs L. Barritt
Mr D. Cresswell
Mr G. Gatley
Mr M. Jurgs
Mr R. Templeman
Ms J. Verhoef
Mr D. Walter
Ms N. Wehr
Mr C. Rothenberg (Executive Officer, SACE Board of SA)

Ancient and Classical Studies

Ms M. Constable-Gray (Chairperson)
Ms R. Bywaters
Ms C. Fine-Clementi
Ms K. Fisher
Ms C. Flenley
Dr B. Harding
Ms C. McEwen
Ms H. Monaghan
Mr P. Stewart
Ms A. Thornton
Ms C. Went
Ms L. Ey (Executive Officer, SACE Board of SA)

Australian Studies

Dr B. Harding (Chairperson)
Mr J. Cousins (c.)
Dr K. Douglas
Dr P. Gale
Ms E. Grant
Mr S. Hawkins
Ms J. Hodgkinson
Ms A. Pring
Mr J. Richardson
Ms C. Tomlian
Mrs B. Telfer (Executive Officer, SACE Board of SA)

Business Studies

Ms H. Thomas (Chairperson)
Ms M. Cordera
Mr M. Demosthenous
Ms C. Flight
Ms V. Iammarrone
Mrs V. Lackey
Mr S. McCulloch (c.)
Ms M. Pierson
Mr C. Stain
Mr S. Tanti
Ms M. Todd
Ms H. Thomas
Mr R. Williams (Executive Officer, SACE Board of SA)

Economics

Ms K. Needs (Chairperson)
Mrs B. Chaustowski
Ms O.M. Choo
Ms N. Da Metto
Mr M. Henderson
Ms W. Jacobs
Mr J. Poyzer
Ms M. Urbano
Ms R. Walter
Mr A. Wilkins
Ms R. Williams (Executive Officer, SACE Board of SA)

Geography

Mr J. Cousins (Chairperson)
Mr D. Chapple
Ms K. Farnan
Mrs A. Forster

Mr J. Holgate
Mr M. McInerney
Mr M. Manuel
Mr J. Risk
Mr R. Shepherd
Mrs R. Shepherd
Ms R. Sleeman
Mrs S. Stuart
Mr B. LeCornu (Executive Officer, SACE Board of SA)

History

Mrs J. Farrall (Chairperson)
Mrs H. De Blasio
Ms P. Fabian
Dr L. Fenwick
Dr C. Fort
Ms K. Kildare
Ms R. McCall
Mr M. McInerney
Ms L. MacLeod
Ms E. Mountford
Ms A. Rooney
Ms M. Smith
Mr P. Stewart
Ms C. Uren
Mrs B. Telfer (Executive Officer, SACE Board of SA)

Legal Studies

Mr P. Cavouras (Chairperson)
Mr R. Aukett
Mr G. Bailey
Ms P. Cavanagh
Mrs B. Chaustowski
Ms N. Da Metto
Ms C. Ellul
Mr S. Hennessy
Ms N. Mardon
Miss H. Michaelis
Mrs H. Peake
Mr F. Rieuwers
Mr M. Simpson
Mr C. Stain
Mr S. Jordan (Executive Officer, SACE Board of SA)

Media Studies

Mr G. Brindal (Chairperson)
Dr C. Anyanwu
Mr T. Burns
Mr G. Lomax
Dr K. Orr Vered
Mr G. Saunders
Mrs L. Thornton (c.)
Mrs C. Webber
Mr S. Jordan (Executive Officer, SACE Board of SA)

Philiosophy

Mrs B. Telfer (Chairperson)
Mr F. Dorr
Mrs J. Farrall
Prof. P. Jewell
Prof. S. Knight

Mr P. Lavskis
Ms H. Manning-Bennett
Dr D. Rawnsley
Mr J. Richardson
Mr J. Robertson
Ms P. Whiley
Mrs B. Telfer (Executive Officer, SACE Board of SA)

Politics

Mr M. Allen (Chairperson)
Mr L. Cook
Prof. Y. Corcoran-Nantes
Mr C. Lancione
Mr G. Parker (c.)
Mr I. Plisko
Mr J. Robertson
Ms M. Smith
Mr M. Vaughan
Mrs B. Telfer (Executive Officer, SACE Board of SA)

Religion

Mr M. O'Donoghue (Chairperson)
Sr J. Armour
Mr M. Barresen
Mr G. Bowyer
Ms J. Coffey
Prof. R. Crotty
Ms R. Hennig
Ms A. Imtoual
Dr B. Kameniar
Mr T. McDevitt
Mr M. Nankivell
Ms S. Rivers-Young
Mr C. Samuel
Mrs S. Sifa
Ms L. Ey (Executive Officer, SACE Board of SA)

Small Business Enterprise

Mr H. Sturitis (Chairperson)
Ms R. Sih
Ms O. Wrzensinska
Ms R. Williams (Executive Officer, SACE Board of SA)

Studies of Societies

Ms C. Tomlian (Chairperson)
Ms V. Grantham
Mr M. Krips (c.)
Ms G. Lockley (c.)
Ms F. Sutton
Mrs K. Teague
Mrs C. Thompson
Mr M. Wildy
Ms R. Williams (Executive Officer, SACE Board of SA)

Sustainable Futures

Mr M. Manuel (Chairperson)
Miss S. Alderson (c.)
Mr P. Allen
Dr D. Bardsley
Mr S. Burville
Ms F. Davies

Mr A. Fraser
Mr B. Germein
Mr D. Greenshields
Dr M. Lane
Dr W. Meyer
Mr T. Nottle
Ms S. Pitman
Ms J. Schmidt
Mr J. Shankar-Noble
Mrs F. Smith
Mr R. Smith
Ms S. Stuart
Ms M. Tassell
Mrs V. Upton
Mr J. Holgate (Executive Officer, SACE Board of SA)

Tourism

Mr P. Allen (Chairperson)
Ms C. Athanasos
Mrs J. Boothby
Ms F. Botting
Mr D. Chapple
Dr J. Davies
Ms M. Davis (c.)
Ms C. Fanning
Mr R. Kirkby
Mrs A. Martin
Ms S. Melhuish
Mr D. O'Neill
Mr J. Holgate (Executive Officer, SACE Board of SA)

Women's Studies

Mrs B. Telfer (Chairperson)
Ms A. Bourke
Dr H. Brook
Ms A. Channing
Prof. Y. Corcoran-Nantes
Ms P. Cramond
Ms K. Fisher
Ms J. Gregory
Ms S. Morrison
Ms C. Tomlian
Ms P. Walden
Ms K. Zilm
Mrs B. Telfer (Executive Officer, SACE Board of SA)

Technology

Design and Technology

Mr S. Read (Chairperson)
Mr T. Carr
Mr R. Corso
Mr T. Curtis
Mr A. Izzo
Mr B. James
Mr O. McArdle
Mr I. McEgan
Mr A. Noll
Mr T. Smith
Mr C. Taylor (c.)
Mr R. Yon
Mr J. Henriks (Executive Officer, SACE Board of SA)

Information Processing and Publishing

Mr D. Roberts (Chairperson)
Ms J. Amor
Dr C. Anyanwu
Ms S. Barker
Mrs M. Gill
Ms S. Magarey (c.)
Ms A. Rayson
Mrs E. Tapp
Mr J. Henriks (Executive Officer, SACE Board of SA)

Information Technology

Mr P. Mitchell (Chairperson)
Mr B. Alexander
Ms B. Hender
Mr P. Langshaw
Mr L. Marsden
Mr D. Menzies
Ms Y. Murtagh
Mr St. O'Connor
Ms J. Ruiz
Mr H. van der Wijngaart
Ms J. Zucco
Mr J. Holgate (Executive Officer, SACE Board of SA)

Various Learning Areas

Extension Studies and Integrated Learning

Ms R. Williams (Chairperson)
Mr B. Atherton
Ms J. Calder
Ms E. Casagrande
Ms J. Cook
Ms T. Dorian
Ms L. Ey
Ms A. Harvey
Ms S. Heath

Mr J. Green
Mr S. Inglis
Mr S. Johnston
Ms J. Lenain
Mr K. McHugh
Mr W. Parker
Ms A. Parsons
Dr J. Rice
Ms M. Richards
Ms C. Schultz
Mr B. Skinner
Mrs K. Teague
Mrs C. Thompson
Ms S. White
Ms R. Williams (Executive Officer, SACE Board of SA)

SACE Board–VET Reference Group

Mr B. Stanton (Chairperson)
Mr G. Bassani
Ms M. Bawden
Ms A. Bridges
Ms M. Cole
Mr K. Darwin
Mr B. Fitzsimons
Ms P. Francis
Mr G. Gatley
Ms L. Hilditch
Mr G. Lomax
Ms S. Melhuish
Ms J. Ruiz
Mr B. Rungie
Ms M. Short
Dr M. Simons
Mr L. Smith
Ms J. Sutherland
Ms M. Urbano
Mr P. Willis
Ms L. Ey (Executive Officer, SACE Board of SA)

LEARNING AREA COMMITTEES (*FUTURE* SACE OFFICE)

Learning Area Committees are listed alphabetically under learning areas.
Note: (c.) indicates corresponding/country/interstate/overseas member.

Arts

Dr J. Aland
Dr C. Anyanwu
Ms C. Backler
Mrs M. Baker
Ms C. Berry
Ms J. Calder
Mr G. Cox
Ms F. Dennis
Mr M. Gray
Mr R. Masters
Mr P. Hughes
Ms C. O' Neill
Ms C. Schultz

Business, Enterprise, and Technology

Ms M. Bawden
Mr S. Copeland
Ms M. Cordera
Mr P. Coulter
Ms L. Ey
Mrs C. Flight
Mrs B. Hender
Mrs T. Heys
Mr C. James
Mr N. Lamont
Mr O. McArdle
Ms K. Needs
Ms J. Riccio
Mr B.L. Spry
Mr C. Stain
Mr S. Tanti
Ms H. Thomas
Ms M. Urbano

Creative Arts

Ms C.Berry
Mrs J.M. Revesz

Cross-disciplinary Studies

Mr T. Burns
Mrs J.R. Cook
Ms T. Dorian
Ms S. Duong
Mr J. Green
Mrs S. Hodgson
Ms S. Howlett
Mr S. Inglis
Ms A. Mirasgentis
Dr S. Owen
Mr A. Russell

Ms M. Simons
Mrs C. Webber
Ms R. Williams

English

Ms Adrienne Barrett
Mrs Kay Brindal
Ms E. Burbrook
Ms P. Cashen
Ms S. Cracknell
Mr J. Freeman
Ms S. Goldfain
Ms M. Howley
Ms P. Marks
Mr J. Sarev
K. Scott
Ms D. Schriever
Dr P. Skrebels
Ms B. White

Health and Physical Education

Mr G. Allen
Mr D. Bayer
Mrs S. Cibich
Ms J. Conole
Ms M. Ebbeck
Ms J. Engelhardt
Mrs J. Grove
Ms A. Harvey
Ms P. Knott
Ms F. Lewis
Mr J. Mason
Mr G. McPhilips
Mrs S. Melhuish
M. Pangyres
Ms W. Piltz
Ms J. Stirratt
Mrs D. White

Humanities and Social Science

Mr P. Allen
Mr R. Aukett
Mr G. Bowyer
Mr G. Brindal
Mrs T. Duggin
Ms K. Fisher
Dr P. Gale
Ms V. Grantham
Ms A. Harvey
Mr M. McInerney
Ms S. Morrison
Ms A. Pring

Mrs B. Telfer
Ms M. Truscott
Ms C. Uren
Mr M. Vaughan

Languages

Ms M. Beck
Ms S. Bradshaw
Mr R. Lance
Mr Luan Ly Le
Ms M. Foster
Ms M. Kosciuk
Ms G. Marafioti
Mr F. Martinez
Mrs N. Mercurio
Ms K. Ohlhaber
Mrs K. Petric
Mr L. Rego
Mrs J. Taylor
Mr A. Scrimgeour
Mr P. Wilson

Mathematics

Dr C. Aldous
Mr D. Andrew

Dr J. Clark
Mr M. Darrell
Mr A. Harradine
Mrs I. Heath
Mrs A. Ind
Mr K. Linke
Ms P. McEvoy
Ms H. Parrington
Mr W. Schenk
Mr J. Shanahan
Ms C. Slattery
Dr A. Wolff

Science

Ms J. Brooks
Dr K. Daniels
Mrs S. Hodgson
Ms L. Jefferies
Ms K. McGuigan
Mrs K. Magee
Mr S. Pyke
Mr C. Rothenberg
Ms S. Savage
Mr T. Stone
Ms I. Stupans
Mr P. Veitch
Prof. M. Westwell

SUBJECT REFERENCE GROUPS (*FUTURE* SACE OFFICE)

Subject Reference Groups are listed alphabetically under learning areas.
Note: (c.) indicates corresponding/country/interstate/overseas member.

Arts

Dance

Ms C. Berry
Ms J. Calder
Ms R. Callan
Ms S. Calver
Ms A. Kimber
Ms C. Obst
Ms T. Simpson
Mrs K. Skinner
Ms M. Spaven
Ms J. Swan
Ms C. Underdown
Ms A. Young

Drama

Ms C. Backler
Ms A. Baltutis
Ms C. Berry
Mr M. Butler
Ms J. Calder
Ms S. Crawford
Mr T. Crawford
Mr J. Forrest
Mr M. Gray
Mr E. Harrison
Mr D. Hill
Mr S. Kelly
Ms C. Mac
Ms H. McCarthy
Mr R. Masters
Ms A. Reichstein
Mr R. Seidel
Mrs K. Sheldon

Music

Ms C. Berry
Ms L. Brunner
Ms K. Cooper
Mrs E. Cox
Mr G. Cox
Ms F. Dennis
Mrs L. Duncan
Ms B. Elsegood
Ms A. Fisher
Ms K. Fitton
Ms S. Harding
Ms E. Harlock-Lea
Mr J. Henricks
Mr A. Hubmayer
Mrs V. Lakeman
Mrs J. Leadbeater
Ms J. Leahy
Ms E. Levendis
Mr D. Pope
Ms S.D. Schell

Visual Arts

Dr J. Aland
Ms T. Beasley
Ms C. Berry
Mr M. Cheffirs
Ms M. Feneley
Mr J. Henricks
Ms J. Jarvis
Mr A. Jeffrey
Mr D. Northcote
Mrs D. Russell
Ms R. Stephenson
Ms L. Stocco

Business, Enterprise, and Technology

Accounting

Ms K. Buckley
Mr S. Copeland
Dr R. Davidson
Ms M. Delis
Ms K. Needs
Mr M. Noble
Mr J. Prakash
Ms R. Sih
Mrs J. Stewart

Design and Technology

Mr G. Bassani
Mr R. Corso
Mr P. Coulter
Mr M. Hardy
Mr G. Hettner
Mr C. James
Mr N. Lamont
Ms L. Mayes
Mr O. McArdle
Mr I. McEgan
Mrs B. Parr
Mr M. Pearce
Mr S. Read
Mr S. Reidy
Mr S. Robertson
Mr P. Sachs
Mr D. Salisbury
Mr R. Yon

Industry and Workplace Practices

Mr M. Aubrey
Ms L. Ey
Mr B. Fitzsimons
Ms C. Goble
Ms L. Hilditch
Mr G. Lomax
Ms D. Long

Ms G. McDonald
Ms K. Mackey-Smith
Ms A. Mirasgentis
Ms M. Rego
Ms S. Risk
Mr W. Turville
Ms M. Urbano
Ms M. Wall
Mr P. Willis
Ms B. Workman
Mr R. Yon

Information Processing and Publishing

Dr C. Anyanwu
Ms J. Amor
Mrs R. Blythman
Mrs G. Iannicelli
Ms K. Needs
Ms A. Rayson
Mr D. Roberts
Ms L. Rogers
Ms L. Sander

Information Technology

Ms Oi Mei Choo
Ms K. Cooper
Mr R. Corso
Mrs B. Hender
Ms C. Kellaway
Mr L. Marsden
Mr D.C. Menzies
Mr P. Mitchell
Ms K. Murphy
Ms K. Rowe
Mr D. Stevenson
Mr K. Varley

Cross-disciplinary Studies

Community Studies

Ms C. Bennett
Ms D. Carter
Ms E. Casagrande
Ms S. Duong
Ms S. Howlett
Mr S. Inglis
Mrs K. Lee
Ms P. Marks
Mrs A. Parsons
Mr P. Perry
Ms R. Siney
Mr B. Whiteman
Ms R. Williams

Integrated Learning

Ms S. Duong
Mr J. Green
Ms S. Howlett
Mr S. Inglis
Mrs Sum Lock

Mrs A. Mirasgentis
Mrs A. Parsons
Ms M. Richards
Mr A. Russell
Mrs C. Webber

Research Project
(formerly the Extended Learning Initiative)

Ms L. Bawden
Mr P. Carter
Mr J. Cogan
Mrs J.R. Cook
Ms S. Cracknell
Mr J. Debnam
Ms T. Dorian
A. Francis
Ms J. Heath
S. Hickey
Mrs S. Hodgson
Mr S. Inglis
Mrs K. Lee
Ms J. Lenain
Mr B. Lucas
Ms K. McGuigan
A. Moyle
Mrs A. Parsons
Ms M. Rego
J. Sampson
Ms S. Spence
Ms K. Teague
C. Thompson
H. Tinsley

English

English Communications

Mrs M. Baker
Mrs A. Bishop
Mr J. Freeman
Ms M. Howley
Mr S. Kelly
Mr L. Kruytbotsch
Ms R. Madden
Ms G. Maguire
Ms P. Marks
Mr R. Moss
Ms F. Roma

English Studies

Mrs K. Brindal
Mr M. Butler
Ms P. Cashen
Mrs J. Fox
Mr J. Freeman
Mr S. Kelly
Dr M. McEvoy
Ms P. Marks
Assoc. Prof. A. Nettlebeck
Assoc. Prof. R. Phiddian
Ms A. Reid
Mrs J. Storer

English as a Second Language

Ms D. Burke
Ms S. Emberson
Mr J. Freeman
Mrs K. French
Miss M. French
Ms S. Goldfain
Mrs D. Isles
Ms D. Lange
Mr M. Marshall
Mrs S. Narayan
Ms R. Sadler
Mr G. Scrimgeour
Mr S. Smith
Ms L. Wills
Ms B. White

Health and Physical Education

Child Studies / Food and Hospitality

Ms J. Bray
Ms K. Dodgson
Ms M. Ebbeck
Ms A. Harvey
Ms L. Jarvis
Ms P. Knott
D. Long
Ms J. Longbottom
Ms A. Mott
Mrs B. Telfer

Outdoor Education

Mr G. Allen
Mr R. Begg
Ms J. Engelhardt
Ms A. Harvey
Mr S. Jordan
Mr M. Meredith
Mr S. Polley
Mr P. Pritchard
Mr M. Woolfall

Physical Education

Mrs S. Cibich
Mr B. Dalby
Mr C. Davidson
Mr C. Daw
Mrs J. Grove
Ms A. Harvey
Mr D. Hicks
Mr C. Johncock
Mr J. Mason
Mrs B. Parr
Mr D. Price
Mr C. Rothenberg

Humanities and Social Sciences

Aboriginal Studies

N. Blenkinsop
Ms J. Burford
J. Davidson
Ms J. Hodgkinson
Ms L. Hughes
Mr N. Mifsud
Mrs H. Monaghan
Mr L. Nash
Mr G. Passmore
Ms A. Pring
Ms M. Sired
Ms M. Tilbrook
Ms C. Uren
Ms C. Warren

Ancient and Classical Studies

Ms R. Bywaters
Ms M. Constable-Gray
Prof. R. Crotty
Ms K. Fisher
C. Flenley
Dr B. Harding
Ms S. Howlett
Ms A. Pring
Mrs B. Telfer

Australian and International Politics

M. Allen
Mr L. Cook
Mrs T. Duggin
Mr W. Hallwas
Ms A. Pring
Mrs B. Telfer
Mr M. Vaughan
Mr A. Vicary

Economics

Mr C. Burrows
Mrs B. Chaustowski
Mrs T. Duggin
Mrs C. Flight
Mr G. Gronthos
Mr M. Henderson
Ms W. Jacobs
Ms K. Needs
Mr M. Noble
Ms A. Pring
Mr I. Sharp
Ms M. Urbano
Ms R. Williams

Environmental Studies

Mr P. Allen
Mr B. Germein
Mr J. Holgate
Mr M. McInerney
Mr J. Noble
Mr T. Peacock
Ms A. Pring
Mrs S. Robertson
Ms J. Schmidt
Mr R. Smith
Ms S. Stuart
Ms M. Tassell

Geography

Dr S. Benger
Ms K. Farnan
Mr J. Holgate
Mr M. McInerney
Mr M. Manuel
Dr A. Maude
Mrs A. Piggott
Ms A. Pring
Mrs R. Shepherd
Mr R. Shepherd
R. Sleeman
Ms S. Stuart
Ms M. Tassell

Histories

Mr A. Buxton
Mr C. Chidgey
Mr L. Cook
Mrs H. De Blasio
Ms L. Dougherty
Mrs P. Fabian
Mrs J. Farrall
Mrs M. Fisher
Dr P. Gale
Ms F. Isles
Mr M. Krips
Mrs L. MacLeod
Mr M. McInerney
Ms A. Pring
Mrs B. Telfer
Ms C. Uren

Legal Studies

Mr R. Aukett
Ms P. Cavanagh
Mr P. Cavouras
Mrs B. Chaustowski
Mr J. Freeman
Mr S. Hennessy
Mr S. Jordan
Mrs N. Mardon
Mr J. McCall
Ms A. Pring
Mr M. Simpson

Media Studies

Dr C. Anyanwu
Mr D. Bradley
Mr G. Brindal
Mr T. Burns
Mr J. Freeman
Mr S. Jordan
Mr G. Lomax
Mr C. McKenzie
Mr H. Postema
Ms A. Pring
Ms E. Semmens
Mr A. Tucker
Mrs C. Webber
Mr B. Whiteman

Philosophy

D. Crossman
Dr S. Knight
Ms H. Manning-Bennett
Ms A. Pring
D. Rawnsley
Mr J. Richardson
Ms C. Schultz
Mr P. Sage

Religion Studies

Dr J. Armour
Mr M. Borresen
Mr G. Bowyer
Dr S. Craig
Prof. R. Crotty
Dr H. Foster
Ms A. Harvey
Dr A. Imtoual
Mr T. McDevitt
Mrs G. Morphett
Mr M. O'Donoghue
Ms A. Pring
Ms E. Semmens
Ms K. Teague
Ms J. Thomson

Society and Culture

P. Bosco
Ms V. Grantham
Ms A. Harvey
Ms J. Jury
Mr M. Krips
Mr P. Leverenz
Ms H. Monaghan
Ms A. Pring
Ms L. Securo
Mrs F. Sutton
Ms K. Teague
Mrs C. Tomlian
Ms D. Velliaris
Ms A. Vincent

Tourism

Mr P. Allen
Miss C. Athanasos
Mrs C. Fanning
Ms P. Hansford
Ms B. Hunt
Mr S. Inglis
Mr R. Kirkby
Ms H. McPherson
Ms J. Macri
Mrs S. Melhuish
Ms A. Pring
Ms. A. Stefopoulos
Mr G. Way

Women's Studies

Dr Y. Corcoran-Nantes
Ms P. Cramond
Ms K. Fisher
Ms S. Howlett
Ms S. Morrison
Ms N. Smibert
Mrs C. Tomlian
Ms J. Tree
Ms C. Uren

Languages

Languages — Beginners Level

Mrs K. Bernardi
Ms S. Bradshaw
Ms B. Burr
Ms D. Castle
Mrs E. Eckermann
Ms M. Franco
Mr E. Giandomenico
Mr R. Lance
Ms L. Lycett
Mr F. Martinez
Ms H. Pedler
Mr J. Van Dalen
Mr P. Wilson

Languages — Background-speakers Level

Ms S. Bradshaw
Ms G. Brunoli
Ms T. Chen
Ms L. Jin
Ms M. Lam
Mr R. Lance
Mr R. Lemar
Mrs C. Lock
Mr Luan Ly Le
Mrs C. Pak
Ms S. Pakrou
Mr A. Scrimgeour
Sister T. Tran
Ms Van Dang Has
Mr S. Yusoph

Languages — Continuers Level

Ms A. Benedetti
Ms S. Bradshaw
Mrs. T. Cimmino
Ms L. Karamanis
Mr R. Lance
Ms J. Lange
Ms M. McEwen
Mrs Phuong Ngo
Mrs K. Paul
Ms H. Pedler
Ms H. Pietrzak
Mr P. Poiana
Mrs D. Popovic
Ms K. Purvis
Ms Y. Shaw
Mr C. Thorburn
Mr M. Venz
Ms L. Wright

Mathematics

Mathematics

Mr D. Andrew
Mr A. Harradine
Mrs T. Hogan
Mrs A. Ind
Ms D. Isles
Mr D. Jeffrey
Ms C. Kellaway
Ms J. Kellaway
Mr K. Linke
Mr A. Lloyd
Mr A. Lupton
Ms K. Manuel
Ms H. Parrington
Ms C. Plummer
J. Roberts
Mr W. Schenk
Mr M. White
Dr A. Wolff

Numeracy

Mr D. Andrew
Mr J. Bleckly
Dr K. Brady
Ms H. Dolan
Mr J. Jackaman
Mr K. Linke
Mr W. Morony
Mr I. Muster
Ms C. Plummer
Ms L. Seacombe
Ms C. Slattery
Ms L. Wills

Sciences

Agriculture and Horticulture

Mrs L. Barritt
Ms J. Brooks
Ms L. Jefferies
Mr M. Jurgs
Mr M. Nitschke
Mr C. Rothenberg
Mr P. Smith
Mr R. Templeman
Mr D. Walter

Biology

Ms J. Brooks
Ms A. Bullock
Mr W. Chambers
Dr K. Daniels
Ms L. Ey
Mr J. Glistak
Assoc. Prof. G. Howarth
Ms A. LeCornu
Mr B. LeCornu
Mr P. Perry
Mr M. Rumsby
Mr J. Shanahan
Ms A. Taylor
Mr P. Walwyn

Chemistry

Mr B. Atherton
Ms J. Brooks
Prof. M. Buntine
Mrs S. Davey
Dr N. Davis
Ms A. Donnelly
Dr V. Dunaiski
Mr C. Evans
Ms D. Kingston
Ms M. McClure
Mrs A. Murray
Ms R. Pillans
Ms R. White

Geology

Mr L. Altman
Mrs L. Bird
Miss J. Bosch
Ms J. Brooks
Mr P. Perry
Mrs C. Pyle
Mrs S. Robertson
Mr T. Stone
Ms D. Whitington

Nutrition

Mrs L. Barritt
Ms J. Brooks
Dr S. Craig
Mr C. Evans
Ms P. Francis
Ms A. Fullarton
Ms K. McGuigan
Mrs K. Magee
Ms K. Smith
Mrs B. Telfer
Ms D. Whitington

Physics

Ms K. Bond
Ms J. Brooks
Mr M. Darrell
Mr R. Drogemuller
Mr C. Gambell
Mr D. Jeffrey
Mr C. Jordison
Mr B. Lecornu
Mr G. Little
Ms K. McGuigan
Dr J. Quinton
Mr T. Stone
Mr P. Veitch
Mr R. Victory
Mrs J. Wedding
Mr M. Wilcock

Psychology

Mrs Z. Abiad-Tan
Mrs I. Atherton
Mr A. Berzins
Ms J. Brooks
Mrs K. Cutts
Ms A. Donnelly
Ms M. Hartstone
Ms L. Jefferies
Mr P. Jessen
Mr I. McMahon
Ms G. Pelekani
Mr C. Rothenberg
Mr J. Rothgrew
Dr C. Semmler
Mr G. Slater
Ms P. Spencer

Appendix D: Accredited Subjects, 2008

STAGE 2

Full-year (2 units)

Arts

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

English

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

Health and Personal Development

Community Services and Health (VET)
   Community Services and Health A
   Community Services Health B
Community Studies
   Arts and the Community
   Business and the Community
   Communication and the Community
   Design, Construction, and the Community
   Environment and the Community
   Foods and the Community
   Health, Recreation, and the Community
   Lifestyle and the Community
   Mathematics and the Community
   Science and the Community
   Technology and the Community
   Work and the Community
Health Education
   Health Studies
Home Economics
   Early Childhood Studies
   Food and Hospitality Studies
   Nutrition Studies
   Textile Studies
Hospitality (VET)
   Hospitality — Kitchen Operations A
   Hospitality — Kitchen Operations B
Integrated Learning
   Integrated Learning I
   Integrated Learning II
Nutrition

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

Languages

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

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

Mathematics

Mathematical Applications
Mathematical Methods
Mathematical Studies
Specialist Mathematics

Science

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

Society and Environment

Aboriginal Studies
Accounting Studies
Agricultural and Horticultural Science
Agriculture and Horticulture
   Agricultural and Horticultural Applied Technologies
   Agricultural and Horticultural Enterprise
   Agricultural and Horticultural Management
   Agricultural and Horticultural Principles
   Agricultural and Horticultural Studies
Australian and International Politics
Australian History
Business Services (VET)
   Business Services A
   Business Services B
Business Studies
Classical Studies
Conservation and Land Management (VET)
   Conservation and Land Management A
   Conservation and Land Management B
Economics
Financial Services (VET)
   Financial Services A
   Financial Services B
Geography

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

Technology

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

Various Learning Areas

Extension Studies
   Extension Studies A
   Extension Studies B

Half-year (1 unit)

Arts

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

English

English Communications

Health and Personal Development

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

Work Education
   Work Studies A
   Work Studies B

Languages

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

Mathematics

Mathematical Applications

Science

Psychology

Society and Environment

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

Technology

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

STAGE 1

All Stage 1 subjects can have 1- or 2-unit programs developed from them.

Arts

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

English

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

Health and Personal Development

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

Languages*

Albanian (continuers)
Arabic (continuers)
Armenian (continuers)
Auslan (continuers)
Australian Languages
Bosnian (continuers)
Chinese (background speakers)
Chinese (beginners)
Chinese (beginners) A
Chinese (continuers)
Croatian (continuers)
Dutch (continuers)
Filipino (continuers)
French (beginners)
French (beginners) A
French (continuers)
German (beginners)
German (beginners) A
German (continuers)
Hebrew (continuers)
Hindi (continuers)
Hungarian (continuers)
Indonesian (beginners)

Indonesian (beginners) A
Indonesian (continuers)
Italian (beginners)
Italian (beginners) A
Italian (continuers)
Japanese (background speakers)
Japanese (beginners)
Japanese (beginners) A
Japanese (continuers)
Khmer (continuers)
Korean (background speakers)
Latin (continuers)
Macedonian (continuers)
Malay (background speakers)
Maltese (continuers)
Modern Greek (beginners)
Modern Greek (beginners) A
Modern Greek (continuers)
Persian (background speakers)
Polish (continuers)
Portuguese (continuers)
Punjabi (continuers)
Romanian (continuers)
Russian (background speakers)
Russian (continuers)
Serbian (continuers)
Sinhala (continuers)
Spanish (beginners)
Spanish (beginners) A
Spanish (continuers)
Swedish (continuers)
Tamil (continuers)
Turkish (continuers)
Ukrainian (continuers)
Vietnamese (background speakers)
Vietnamese (continuers)
Yiddish (continuers)

Mathematics

Mathematics

Science

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

Society and Environment

Aboriginal Studies
Accounting
Agriculture and Horticulture
Ancient Studies
Australian and International Politics
Australian Studies
Business Services (VET)
Business Studies

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

Conservation and Land Management (VET)
Economics
Financial Services (VET)
Geography
History
Legal Studies
Media Studies
Philosophy
Retail (VET)
Studies in Religion
Studies of Societies
Sustainable Futures
   Sustainable Futures I
   Sustainable Futures II
Transport and Logistics (VET)
Tourism
Tourism Operations (VET)
Women's Studies

Technology

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

Appendix E: Prizes and Awards, 2008

PRIZEWINNERS

Alliance Française de l'Australie du Sud Prize for French
Danielle Fitzpatrick

Annie Montgomerie Martin Prize and Medal for French
Danielle Fitzpatrick

Annie Montgomerie Martin Prize and Medal for Modern
History subjects
Athena Rose Taylor

Association of Ukrainians in South Australia Prize for
Ukrainian
No prize awarded

*Australian Hellenic Educational Progressive Association
Prize* for Modern Greek
Theofilaktos Tsiflidis

*Australian Institute of Physics (South Australian Branch)
Bronze Bragg Medal* for Physics
Danielle Fitzpatrick

Azhar Abbas Memorial Trust Prize for Indonesian
Xiang Wen Lee

Campbell Award for students attending government schools
No prize awarded

Classical Association of South Australia Prize for Classical
Studies
Henry Alexander Kurtze

Co-ordinating Italian Committee Prize for Italian
Giandomenico Bolognese

Don Maynard Music Prize
Jasmine Lorraine Pater

*Economics Teachers Society of South Australia Award for
Excellence* in Economics
Sarah Elizabeth Duncan

Geological Society of Australia Prize for Geology
No prize awarded

Hardwicke College Prize for Biology
Alexandra Fawcett

John Lewis Medal and Prize for Geography
Caroline Anna Auricht

Shevchenko Prize for Ukrainian
No prize awarded

Tennyson Medal for English Studies
Phoebe Mary Paterson de Heer

Way College Prize and Medal for Chemistry
Xiang Wen Lee

SPECIAL AWARDS

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

ACMA SA Award for Excellence in Chinese (Continuers) —
Australian Chinese Medical Association, SA Inc.

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

*Australian Hellenic Educational Progressive Association
Award* for Modern Greek

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

BETA SA Award for Excellence in Accounting Studies,
Business Studies, Small Business Enterprise, and
Information Processing and Publishing — Business and
Enterprise Teachers Association of South Australia

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

JAFA Award for Excellence in Japanese — Japan Australia
Friendship Association

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

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

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

Royal Australian Chemical Institute Award for Chemistry

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

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

Stage 2 Vietnamese Excellence Award — Vietnamese
Farmers Association

State Theatre South Australia Award for Excellence in Drama
for Drama subjects

Appendix F: Merit List, 2008

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

Subjects are arranged alphabetically under learning areas.

Arts

Art Practical

Nicole Jane Fielke
Alexandra Eileen Grigg
Anja Halstead
Chuk Yu (Vanese) Lo
Ellen Kate O'Callaghan
Ben Allan Parslow
Kelly Joy Ploenges
Rian Coleman Smit

Dance

Simone Lapka
Lucy Adelaide Stephens

Dance Studies

Jamila Ansaar
Jesse Scales
Joanna Thomas

Design Practical

Alexandra Kate Abrahams
Sarmad Akkach
Jie Gao
Alexander Kindlen-Cheung
Logan Niblock
Cherie Elise Saba
Bridget Annie Slaven

Drama

Peter Beaglehole
Natasha Watzdorf

Drama Studies

Laura Catherine Checkley
Lucy Clare Fry
Joanna Lecia Matthews
Louise Ashleigh Metherell
Peta Louise Noonan
Millicent Osti
Phoebe Mary Paterson De Heer
Hannah Elizabeth Sadauskas
Becky-Dee Trevenen

Music

Composing and Arranging

Henry William Moncrieff

Ensemble Performance

James Anthony Bowman
Georgina Chadderton
Jack Hugo Cunningham
Aaron Deanshaw
Kyra Jillian Evanochko
Adam Glen Harrison
Thomas Edmund Helps
Martin Charli Holoubek
Marilyn Kourbelis
Kassandra Ladas
Ella Moeck
Jasmine Lorraine Pater
Caroline Anne Phillips
Eric Adrian Santucci
Helen Rose Seppelt
Sophia Rosalind Sarre Thompkins
Alice Anne Meegan Turner
Liam Shaw Weedall
Yue Zhu

Music in Context

Prudence Kathleen Buckland
Benjamin Alan Clohesy
Daniel William Clohesy
Edward Michael Koltun
Imogen Jane McDougall Telfer

Music Individual Study

Thomas Boehm
Mark Griffiths
Martin Charli Holoubek
Claire Melita Hueppauff
Luke Morris
Vanetta Louise Polyak
Jenna Kate Pridham
Damian Peter Rault
Anneka Michelle Smith
Jeffrey Peter Tabe

Music Technology

Jenna Danielle Miltenoff
Henry William Moncrieff

Musicianship

Tully Brookes
Aaron Deanshaw
Martin Charli Holoubek
Thomas Chong Ern Khoo
Ka Hay (Florence) Lee
Ryan William Mifsud
Robin Parkin
Jasmine Lorraine Pater
Tharani Perera
Daniel John Schricker

Performance Special Study

Robert Vincent Edgar
Harrison Aljian Edwards
Thomas Chong Ern Khoo
Zoe Komazec
Ka Hay (Florence) Lee
Matthew Ramos James Lykos
Alan Lingling Xu

Solo Performance

Mark Bollella
James Anthony Bowman
Georgina Chadderton
Giovanni Aurelio Clemente
Jack Hugo Cunningham
Thomas Edmund Helps
Martin Charli Holoubek
Thomas Chong Ern Khoo
Jasmine Lorraine Pater
Tobias Robert William Pearce
Caroline Anne Phillips
Helen Rose Seppelt
Rachel Ann Vidoni
Kiara Walker
Hollie Wickstein
Alan Lingling Xu

Visual Arts Studies

Lillian Louise Chester
Nicole Costa
Jasmin Ellery
Tennyson Mitchell Jaensch
Tess Linford
Caitlin Lloyd
Catia Gaetana Malvaso
Nicole Miller
Annika Moisio-Agar
Eleanor Kirstie Hawes Noir
John Michael Patsakios
Jenna Michelle Pippett
Adil Soh-Lim
Eleanor Vallelonga

English

English as a Second Language

Danlu Guo
Elle Ka Hang Kwok

Xin Hang Li
Shu Ning Zhang
Qi Chao Zhu

English as Second Language Studies

Adeline Chan May Chee
Carmen Lee Wai Minh
Caryn Boey Su-Lynn
Yen Mii Chan
Cheah Kit Yee
Yuen Shin Cheah
Chua Sher Hann
Remina Li Sheen Doh
Wan Jasmine Zaleha Bt Ghazali
Gitanjali Subramani
Hsu Chia Jie
Khor Chee Seng
Lee Mei Hooi
Lee Sheng Yi
Ng Yi Ling
Siok Shen Ng
Kok Keong Ngo
Thang (Paul) Ngo
Sang Geng Ong
Yu Jie Ong
Ngoc Linh Pham
Rachel Lim Cui Ai
Sara Lee De Menezes
Sherene Ng Khai Lynn
Siow Yi Huan
Sonia Simran Kaur Bhullar
Chi Hau Tan
James Jin Liang Tan
Melissa Ai Lin Tan
Shu Ning Teoh
Tiffany Foo Sze Yee
Valerie Lee Sze Weii
Varsha A/P Sivalingam
Zhengmiao Wang
Priscillia Wong
Yieng Ling Wong
Rui Ming Yap
Yanjun Ye

English Communications

Georgina Bishop
Patrick Cameron Black
William Henry Botha
Hilary Josephine Campbell
David Clayton
Karina Conway
Liam Matthew Cook
Cameron Robert Cooke
Rebecca Anne Cox
Dina Daradan
Ellie Kate Davis
Emma Joy Davis
Sarah Elizabeth Day
Brittany De Groot
Matthew Downton
Sarah Elizabeth Duncan
Kate Rose Ferragamo

Jennifer Elizabeth Game
Lauren Gibbons
Amelia Gontar
Emma Jane Grace
Madeleine Lauren Griguol
Andrea Gronke
Andrew Harry Handley
Stephanie Jane Hellmann
Alex-Anne Hemphill
Skye Hoklas
Annabel Lucy Keynes
Henry Alexander Kurtze
Brett John Lacy
Stephanie Jade Lamont-Friedrich
Olivia Lewis
Jess Liddiard
Jessica Alison McCole
Will Allen McIntosh
Angelina Marie Mammone
Natalie Lina Montarello
Max Remon Moon
Alice India Mott Lake
Rebecca Clare Mott Lake
Elizabeth Mary Munday
Anthony Mysak
Maria Radimissis
Reannen Laurae Ryles
Rebecca Ellen Seidl
Kaylie Simpfendorfer
Jelena Solujic
Alexander Robert Stanley
Thuy Tran
Leia Urbani
Mia Angelia Vassallo
Sam MacKenzie Wightman
Tiffany April Williams

English Studies

Felicity Kathleen Anderson
Andrei Cosmin Apostol
Kirsten Antonia Ball
Jack Batty
Rebekah Ru-Xian Chew
Grace Helen Chipperfield
Joel Augustine Dignam
Richard Christopher Dobek
Hiranya Kumari Ekanayake
Kate Engelke
Georgia Fairweather
Olivia Fantis
Alexandra Fawcett
Grace Finnie
Molly Fitzgerald
Danielle Fitzpatrick
Victoria Emily Gillis
Kathryn Anne Grocke
Courtney Hall
Bridget Heijkoop
Catherine Elizabeth Keogh
Arista Kontos
Emma Michele Lane
Pantelia Marinakis
Louise Ashleigh Metherell

Sarah Fox Michelmore
Jemima Meaghan Nicholas
William Frank Nixon
Dominic Robert Parker
Robin Parkin
Phoebe Mary Paterson De Heer
Hannah Elizabeth Sadauskas
Kathryn Schultz
Aleksandra Sladojevic
Monica Mary Stokes
Douglas Montgomery Stuart
Athena Rose Taylor
Samantha Teague
Elise Nicole Thompson
Sebastian David Tonkin
Jonathon Simon Tsianikas
Ilona Rohais Goffet Wallace
Casey Morton Walsh
Coco Li-Lien Wong
Cathaya Yong

Health and Personal Development

Community Studies

Arts and the Community

Natasha Kendal Evele
Sharryn Fensom
Maryanne Lynch
Lillian Mathayalma Marika
Samantha Joy Price
Alison Riddell
Brenda Shannon
Elizabeth Sharpe
Tara Elizabeth Shem
Alana Lee Stagg
Marrathindi Melissa Wunungmurra

Arts and the Community I

Felicity Crowe
Parul Sethi

Arts and the Community II

Felicity Crowe

Business and the Community

Sophie Theodoros

Business and the Community II

Ashleigh Kathleen Benson

Communication and the Community

Nicholas Algar
Stacey Joan Evanoff
Jarrad Bradley Huckshold
Katrina Jean Schutze
Vanessa Susan Scoble
Kelly Turnbull

Design, Construction, and the Community

Elke Rose Chambers
Melissa Jane Sperling
Angus Whaite

Design, Construction, and the Community I

Wendy Valma Rush

Environment and the Community

Sarah Kate Appelbee

Foods and the Community

Aaron Tod George Mavrokefalos

Health, Recreation, and the Community

Valma Joan Coad
Ben Michael Gallard
Ashley Michael Jones
Shannon Kate Joyce
Zoe Jayne Laidlaw
Janelle Megan MacKenzie
Samantha Rowley
Jade Alex Seskis
Trent Aaron Smart
Lori Jane Symons
Elizabeth Jean Telfer

Health, Recreation, and the Community I

Jordan Ella Meade
Christopher Miler

Lifestyle and the Community

Emanuel William Ellis-Yolmen
Kara Louise Kellam-Stock
Maryanne Lynch
Danielle McCallum

Lifestyle and the Community I

Dudley James Afford
Valma Joan Coad

Mathematics and the Community

Nadia Procter

Technology and the Community

Meghan Shepherd
Gerard Wood

Work and the Community

Zoe Jayne Laidlaw
Mathew James Colin Longman
Alana Jayne McGregor
Darcy Robert Preston
Yalda Siddiqui

Work and the Community I

Lisa Carly Hoppo
Tamyka Jean Grace Swan

Health Education

Health Studies

Jaymie Nicole Dumican
Fay St Clair-Burke

Home Economics

Early Childhood Studies

Charlotte Boylan
Emma Jayne Butterfield
Madeline Amanda Carolan
Charlotte Anne Fordham
Georgina Fried
Margaux Jane Fricker Hardy
Breanna Christina Hassam
Stephanie Timotheou
Kelsey Margaret Trezise
Lucinda Alexandra Warden
Christie Lee Wilkinson

Food and Hospitality Studies

Christine Jayne Carlin
Sofie Kate Coleman
Josie Francis
Emma Louise Kaye
Kate Louise Marks
Chelsea Jayne Mitchell
Sarah Kate Mullighan
Alice O'Leary
Reannen Laurae Ryles
Cherie Elise Saba
Rachel Candice Saba
Lucy Kathryn Smith
Adele Sheree Thomas
Emily Frances Webb

Nutrition Studies

Camilla Brown

Integrated Learning

Integrated Learning I

Georgia Margaret Germein

Integrated Learning II

Ashley James Mullins

Nutrition

Vanessa Alvaro
Helena Lee Carapetis
Danika Jane Carty
Jessica Rae Fishburn
Sarah Jane Greenslade
Sarah Jane Hart
Amy Claire Johnston
Sarah Elizabeth Lister
Lucy Jayne Nixon
Tiffany April Williams
Jordana Leah Zoanetti

Outdoor and Environmental Education

Outdoor and Environmental Studies

Alexander Kindlen-Cheung

Outdoor Education II

Shane Librandi
Kerry-Anne Phillips

Physical Education

Desiri Beytell
Andrew Edward Bolt
Camilla Brown
Daniela Cavuoto
Phoebe Custance
Emma Cate Darcy
Bradley Ryan Davis
Jasmin Ellery
Lauren Gibbons
Hannah Grist
Bree Hanna
David James Harrington
Sally Kate Jones
April Kaeding
Shannon Raha Lambert
Samuel Lawrence Lewis
Joshua Kyle Lowrie
Joseph McCallum
Stephen David Millar
Perry Mitris
Francesco Battiste Monterosso
Kate Moody
Aaron Tyler Mullins
Jack Eamonn Nelligan
Camilla Nott
Nicolle Pattichis
Sarah Louise Perkins
Tori Hamilton Plunkett
Stephanie Joy Rodert
Alice Schilling
Julia Simmons
Jarred Stamoulis
Edward Paul Tikoft
Theophilos Toumazos
Sarah Traeger
Reece Turner
Rebecca Louise Vial
Jack Wellington
Nicole Wills

Sport and Recreation (VET)

Sport and Recreation B

Leesha Alexandra Doecke
Lauren Marie Dutton
Alexander Robert Fulwood
Samuel David Smith

Work Education

Vocational Studies A

Nicholas Algar
Eulaly Rebecca Allen
Enya Belperio
Renee Duckworth
Stewart James Brian Germaine
Alexandra Paige Kuchel
Kristina Stacey Schubert
Tyson James Scott

Vocational Studies B

Megan Bleeze
George Donald Bretag-Norris
Nicole Ann Calder
Ashlee Faul
Margaux Jane Fricker Hardy
Cassandra Hay
Kaylene Jane Hill
Scott Robert Newman
Eleanor Kirstie Hawes Noir
Sean O'Hara
Stefan Martin Szacinski
William Russell Thurlow

Work Studies A

Kyerin Grundy
Samantha Laura Parker

Work Studies B

Samantha Laura Parker

Languages

Chinese (background speakers)

Longfei Li
Yanjun Ye
Qi (Barbara) Zang

Chinese (continuers)

Michelle Tu
Huilin Zhou

French (continuers)

Danielle Fitzpatrick
Lara Gardner
Ningxi Li
Xenia Dorothea Newland

German (continuers)

Jessica Claire Burns
Brett John Lacy
Danielle Lutze
Alexandra Wilson Weiland

Indonesian (beginners)

Sophie Elise Flaherty

Indonesian (continuers)

Xiang Wen Lee
Jyaes Andreas Tan

Italian (continuers)

Gerardo Benedetto Bolognese
Elise Fantin
Cassandra Felice Toni Polese

Japanese (continuers)

Jasmine Lorraine Pater
Yumiko Tomo
Yuwei (Nicole) Zeng

Malay (background speakers)

Nur Izdihar binti Azman
Pei Yee Teo

Modern Greek (continuers)

Theofilaktos Tsiflidis

Persian (background speakers)

Mohammad Ali Azimi
Iqbal Hussain Safari

Spanish (continuers)

Camila Valeria Orlandi

Vietnamese (continuers)

Loan Phuong Nguyen

Mathematics

Mathematical Applications

Madelaine Aird
Jack Batty
Sarah Marie Best
Daniel Huw Blood
Lauren Elizabeth Bruins
Matthew Russell Bruorton
Nicole Klara Chladek
Madeleine Clise
Madeleine Jane Deere
Samantha Kate Diamond
Jie Gao
Sheehan Xian Li Tian Gardiner
Hannah Grist
Emma Jane Hames-Gipps
Dannika Elizabeth Harris
Mitchell Thomas Hartley
Courtney Elizabeth Paige Hunt
Jessi Ellyn Hunt
Julia Isabel

Samantha James
Krzysztof Kaczmarek
Ryan Manser
Holly May
Nicola Lee Pearson
Hannah Claire Rohrlach
Gabrielle Margaret Sare
Kiri Marie Turner
Anne Kate Van Der Giessen
Lucille White
Renee Michelle Whitington
Alanna Wood
Mia Dawn Zaccardo

Mathematical Methods

Sarah Elizabeth Duncan
Nicole Rosemary Fisher
Mitchell Thomas Hartley
Jack Sinclair Heithersay
Stephanie Hodby
Yvonne (Jia Yi) Hsieh
Brodie Kathleen Ingham
Emma Jane Scott Johnson
Samuel Lawrence Lewis
Trudy Ying Hua Lin
Danielle Lutze
Kirrily Martin
Aaron Tyler Mullins
Christopher Panousakis
Sarah Louise Perkins
Peter Steven Pham
James Henry John Rischbieth
David Alexander Russo
Aaron Tai
Benjamin David Wright

Mathematical Studies

Anderson Agusto
Charlotte Grace Allan
Andrew Koay Yi Jie
Kim Avina
Ethan Todd Barden
Hywel Anthony Bennett
William Henry Botha
Catherine Anne Browne
Karen Bui
Elsa Burnell
Andrew Bede Burnheim
Ying Cai
Eleanor Cannon
Sally Jane Carne
Chan Wei Jian
Song Lim Cheah
Hon Weng Chin
Kay-Li Choo Yii Leng
Joshua Stuart Collins
Philip Jonathon Curran
Olivia D'Arrigo
Matthew George Dawson
Thomas Luke Eglinton
Louise Kay English
Elaine Forrest

Amelia Gontar
Danlu Guo
Shuang Guo
Alexandria Jennifer Harvey
Wen Yi Hong
Samantha Monique Iannella
Madeleine Iles
Julian Jaber
James Timothy Penfold Jolly
Sin Yoo Kam
Chee Shin Khoo
Yeekyeong Kwon
Brett John Lacy
Ho-Cheer Lam
Thai Thuy Trang Le
Lee Sher Min
Xiang Wen Lee
Lim Chia-Yang
Wei Lian Lin
Dennis Liu
Yu-Hsuan Liu
Li Lu
Phillip Thomas McKenzie
Brian Allan Maddocks
Mah Chun Ho
Matthew Sek Yan Weng
Franco Daniel Mignone
Caitlin Eleanor Morrison
Xenia Dorothea Newland
Ng Xin Yi
Tun Lee Ng
Van Phuong Kim Ngo
Yeang Juang Ngui
Tu Nhat Nguyen
Nicholas Cheng Peng-Hao
Yu Jie Ong
Alana Jade Overmeyer
Hannah Pham
Hannah Louise Phelps
Anurag Purkayastha
Qiao (Rebecca) Qin
Thomas Phillip Ranieri
Vincent Sebastian Schlegel
Kathryn Schultz
Thomas Sheldrick
Mali Shen
Han Zhong Sia
Siow Yi Huan
David Matthew Skene
G'deona Susana Soeharyo
Adil Soh-Lim
Michal Stanek
Bronte Luke Stolz
Lachlan James Tape
Samantha Teague
Mingmei Teo
Brendan Sean Thomas
Sebastian David Tonkin
Truc Thanh Tran
Katie Trinh
Benjamin Craig Turner

Nicholas John Van Ruth
Misha Wakerman
Kai Yang (Justin) Wan
Zhengmiao Wang
Michael Waskiel
James Peter Watson
Coco Li-Lien Wong
Yieng Ling Wong
Elaine Yiyun Wu
Yunchen Xu
Yanjun Ye
Andros Shiyao Zhu
Qi Chao Zhu
Fedja Zulfic

Specialist Mathematics

Robert Mark Albanese
Kim Avina
Catherine Anne Browne
Eleanor Cannon
Song Lim Cheah
Hon Weng Chin
Joshua Stuart Collins
Philip Jonathon Curran
Julian Dean
Thomas Luke Eglinton
Shuang Guo
Sophie Hollitt
Sin Yoo Kam
Chee Shin Khoo
Ho-Cheer Lam
Xiang Wen Lee
Wei Lian Lin
Dennis Liu
Phillip Thomas McKenzie
Matthew Sek Yan Weng
Lingze Meng
Tun Lee Ng
Duc-Minh Nguyen
Tu Nhat Nguyen
Alana Jade Overmeyer
Hannah Louise Phelps
Anurag Purkayastha
Qiao (Rebecca) Qin
Chloe Roberts
Lachlan Kenneth Scott
Thomas Sheldrick
Mali Shen
Siow Yi Huan
Soh Chiaw Ker
Run Jie Soo
Yeong Fatt Thai
Rebecca Megan Thompson
Kai Yang (Justin) Wan
Zhengmiao Wang
Coco Li-Lien Wong
Yunchen Xu
Yanjun Ye
Xi (Alan) Zhang

Science

Biology

Elysia Su-Anne Ang
Anis Mursyeedah binti Che Rahim
Hao Lin (Stephanie) Bai
Kirsten Antonia Ball
Cameron Robert Bastow
Billie Charles-Britton
Grace Helen Chipperfield
Simone Marie Combe
Timothy Michael Davies
Philip James Davis
Grant Jonathon Elson
Elise Fantin
Alexandra Fawcett
Fazrul bin Mohd Hanizan
Grace Finnie
Louise Fraser
Anna Lee Gatsios
Madeleine Lauren Griguol
Hannah Grist
Ngoc Hoang Ha
Courtney Hall
Kate Eleanor Hall
Hani Nadhrah binti Zakaria
Bridget Heijkoop
Adrian John Hockley
Hsu Chia Jie
Emma Jane Jacobs
Sin Yoo Kam
Suat Yong Kee
Chee Shin Khoo
Carmen Knowles Navarro
Iona Koennecke
Siang Ming Kok
Henry Alexander Kurtze
Rachel Emma Ladd
Olivia Lewis
Danna Li
Wan Lin Lim
Trudy Ying Hua Lin
Kate Lomax
Walter Michael Marsh
Jessica Alison McCole
Rebecca McEwen
Sarah Fox Michelmore
Faten Khalilah binti Mohd Noor
Katelyn Louise Mudge
Saileshree A/P Muthusamy
Jeng Pang Ng
Earanee Kate Niedzwiecki
Nurul Ain binti Norman Dunsah
Evan Papps
Amaran Parasuramar
Esther Mai Pearson
Ellen Margaret Pedler
Tharani Perera
Xin Wei Quek
Emma Lauren Redden
Gokilavani A/P Sekarchandran

Laura Jane Sharley
Amy Jay Sierakowski
Aleksandra Sladojevic
Jessica Steel
Chi Hau Tan
Shu Ning Teoh
Toh Yi Jean
Theophilos Toumazos
Polly Tran
Varsha A/P Sivalingam
Jessica Louise Wallis
Wan Zaireen Hani binti Wan Mohd Najib
Lloyd Thomas Weir
Christopher James Williams
Samuel Williams
Connie Giing Yin Wong
Yieng Ling Wong
Zhi Wan Wong
Rui Ming Yap
Yong Zi Fen

Chemistry

Vanessa Alvaro
Ang Jia Yean
Maya Araki
Caroline Anna Auricht
Hao Lin (Stephanie) Bai
Paul Anthony Bandarian
Alan Bauman
Daniel Bonini
William Henry Botha
Elsa Burnell
Eleanor Cannon
Sally Jane Carne
Rebekah Ru-Xian Chew
Julian Dean
Annie Do
Lauren Louise Firth
Danielle Fitzpatrick
Louise Fraser
Amelia Gontar
Madeleine Lauren Griguol
Shuang Guo
Aakriti Gupta
Ngoc Hoang Ha
Bridget Heijkoop
Sophie Hollitt
Ellen Mary Jones
Joshua Kartika
Suat Yong Kee
Iona Koennecke
Ho-Cheer Lam
Ka Hay (Florence) Lee
Xiang Wen Lee
Leow Mei Yi
Olivia Lewis
Trudy Ying Hua Lin
Dennis Liu
Megan Claire Lonergan
Phillip Thomas McKenzie
Brian Allan Maddocks
Natalie Lina Montarello
Caitlin Eleanor Morrison

Xenia Dorothea Newland
Alana Jade Overmeyer
Evan Papps
Tharani Perera
Hannah Louise Phelps
Rachel Lim Cui Ai
Alice Robinson
Vincent Sebastian Schlegel
Mali Shen
G'deona Susana Soeharyo
Monica Mary Stokes
Chi Hau Tan
Samantha Teague
Mingmei Teo
Rebecca Megan Thompson
Sophie Li-Ping Thoo
Sebastian David Tonkin
Liam Neil Tothill
Jessica Louise Wallis
Casey Morton Walsh
Alexandra Wilson Weiland
Alex Wilson
Yieng Ling Wong
Rui Ming Yap
Timothy Yip
Andros Shiyao Zhu

Physics

Thomas John Abbot
Andrew Koay Yi Jie
Caroline Anna Auricht
Hao Lin (Stephanie) Bai
Jack Dylan Baker
Hywel Anthony Bennett
Lisa Blinco
Catherine Anne Browne
Eleanor Cannon
Sally Jane Carne
Rebekah Ru-Xian Chew
Rebecca Chow
Olivia D'Arrigo
Julian Dean
Thomas Luke Eglinton
Grant Jonathon Elson
Alexandra Fawcett
Danielle Fitzpatrick
Louise Fraser
Peter Andrew Gambell
Amelia Gontar
Aakriti Gupta
Rosemary Claire Hallam
Brian Andrew Hamilton
Sophie Hollitt
Rungrueng Kovitwanichkanont
Ho-Cheer Lam
Xiang Wen Lee
Morgan Ian James Lee-Dean
Phillip Thomas McKenzie
Brian Allan Maddocks
Scott Charles Marschall
Claire Miller

Xenia Dorothea Newland
Van Phuong Kim Ngo
Elvis Nguyen
Hoang-Mai Thi Nguyen
Tu Nhat Nguyen
Alana Jade Overmeyer
Evan Papps
Hannah Louise Phelps
Elizabeth Anne Phillips
Sebastian Robert Joseph Riebolge
Kate Elizabeth Robertson
Vincent Sebastian Schlegel
Thomas Sheldrick
Michal Stanek
Tan Chor Yeng
Jin Jack Tan
Liam Neil Tothill
Sal Ging Vong
Jessica Louise Wallis
Casey Morton Walsh
Kai Yang (Justin) Wan
Alexandra Wilson Weiland
Jack Wellington
Alex Wilson
Yieng Ling Wong
Huilin Zhou

Psychology

Felicity Kathleen Anderson
Kathryn Baumeister
Tessa Jane Bilney
Phoebe Bowden
Phoebe Anne Chesser
Grace Helen Chipperfield
Lauren Louise Firth
Monika Ann Holmwood
Samantha James
Amy Claire Johnston
Kimberley Oh Chin Lynn
Carolyn Lake
Shannon Raha Lambert
Lee Mei Hooi
Olivia Lewis
Anna McLaughlin
Pantelia Marinakis
Sasha Miles
Annabelle Louise Miller
Imogen Sabrina Nicholas
Eunice Ern-Lin Pak
Deryn Kelly Paton
Alice Robinson
Domenica Scuteri
Kate Alexandra Somers
Edward Paul Tikoft
Liana Van De Veerdonk
Eliza Weekes
Samuel Williams
Nicole Wills

Society and Environment

Aboriginal Studies

Aimee Fuller

Accounting Studies

Robert Mark Albanese
Elysia Su-Anne Ang
William Henry Botha
Jacinta Cheesman-Smyth
Tsz Yan (Janice) Chen
Hon Weng Chin
Su Ling Ching
David Clayton
Mia Therese DalCollo
Rafael Arthur Dance-Hooi
Jenna Louise Dikih
Melvin Sau Jin Goh
Wen Yi Hong
Tyler Jordan Hosie
Samantha Monique Iannella
Julia Isabel
Ellen Mary Jones
Olivia Lewis
Lim Shi Ying
Lum Kok Huat
Francesco Battiste Monterosso
Aaron Tyler Mullins
Gashini A/P Muniandy
Ng Aishan
Ng Pei Jin
Kok Keong Ngo
Hannah Pham
Mei Chee Phua
Stacey Roberts
Siow Yi Huan
Soh Chiaw Ker
Sri Komathy A/P Athiyan Chetti
George Thomolaris
Toh Yi Jean
Shunsuke Tokimoto
Ellen Kelsey Trueman
Yap Cheng Yah
Yanjun Ye

Agriculture and Horticulture

Agricultural and Horticultural Enterprise

Luke Eric Dohnt

Australian and International Politics

Victoria Alice Beal
William Frank Nixon

Australian History

Stephanie Jacob
Shannon Raha Lambert

Business Studies

Emma Kate Burpee
Madeleine Clise
Sarah Elizabeth Day
Monica Kate Dayman
Millicent Downing
Sarah Elizabeth Duncan
Scott Alan Faulder
Terri Ellen Harding
Georgia Ruth Berkeley Hiller
Julia Isabel
Abbey Amanda James
Emma Jane Scott Johnson
Nicole Kleanthi
Ka Hay (Florence) Lee
Kirrily Martin
Sarah Anne Maxwell
Holly May
Perry Mitris
Gemma Marie Myhill
Jack Eamonn Nelligan
Edwina Nicholson
Francesca Phung
Sharon Anne Reid
James Gary Rivett
Georgie Spooner
Jordan Lynne Walker-Roberts

Classical Studies

Felicity Kathleen Anderson
Sian Cain
Harriet Victoria Flavel
Madeleine Lauren Griguol
Henry Alexander Kurtze
Rebecca McEwen
Amelia Marie Rose Skaczkowski

Economics

Calum Cunningham
Matthew George Dawson
Sarah Elizabeth Duncan
Jasmine Khoo Li Ting
Li Yee Lau
Law Bee Chiy
Lee Mei Hooi
Liew Jia Jiun
Lum Kok Huat
Matthew Sek Yan Weng
Francesco Battiste Monterosso
Ng Xin Yi
Yu Jie Ong
Sin Fang Yun
Siow Yi Huan
Aleksandra Sladojevic
Soh Chiaw Ker
Victoria Yap
Mordecai Kelly Wait
Yap Cheng Yah
Timothy Yip

Geography

Bryn Adams
Caroline Anna Auricht
Sarah Alexandra Bate
Kathryn Louise Johnson
Sarah Keelan
Hannah Rose Leadbeter
Emily Anne Lukins
Elizabeth Matthews
James Gary Rivett
Alice Robinson
Lisa Sachse
Kaitlin Grace Scheer
Kate Sewell
Aleksandra Sladojevic
Jelena Solujic
Sophie Li-Ping Thoo

Justice in Society

Justice in Society

Themis Micah Scanlon

Legal Studies

Tara Kim-Cheng Alexander
Sam Capurso
Harrison Andrew Darcy
Lauren Louise Firth
Victoria Emily Gillis
Hannah Virginia Hannaford Gunn
Christopher James Hender
Tyler Jordan Hosie
Yvonne (Jia Yi) Hsieh
Julia Isabel
Tennyson Mitchell Jaensch
Rebecca McEwen
Dena Paterson
Ngoc Linh Pham
Kate Anna Sandercock
Katherine Smiley
Sarah Danielle Smith
Misha Wakerman
Claire Alison Whittington
Casimir Loki Zichy-Woinarski

Modern History

Jack Batty
Victoria Alice Beal
Charlotte Boylan
Alannah Jane Brown
Grace Helen Chipperfield
Sarah Elizabeth Duncan
Hiranya Kumari Ekanayake
Lisa Michelle Findlay
Hannah Virginia Hannaford Gunn
David James Harrington
Sarah Hender
Rose Kingsnorth Hewett
Harry Hill-Smith
Walter Michael Marsh
Patrick Brian McCann
Rebecca McEwen

Louise Ashleigh Metherell
Sarah Fox Michelmore
Peta Louise Noonan
Millicent Osti
Esther Mai Pearson
Athena Rose Taylor
Rebecca Megan Thompson
Daniel William Thorpe

Philosophy

Phoebe Bowden
Joel Augustine Dignam
Megan Howard
Truc Thanh Tran
Mordecai Kelly Wait

Religions in Australia

Thomas David Dose
Stephanie Jade Lamont-Friedrich
Linh Phuong Nam Nguyen

Small Business Enterprise

Angela Nicole Dimopoulos

Studies of Religion

Lachlan Prickett

Studies of Societies

Sally Jane Carne
Karina Conway
Sarah Jane Cutting
Lauren Louise Firth
Blaze Emery Gleeson
Quynh Hoang
Emma Jane Jacobs
Alana James
Amy Claire Johnston
Hailey Louise Koch
Beau David Lee
Jessy Anita Lightburn
Ha Lu
Daisy Isabella MacLeod
Sharon Anne Reid
Stephen Szuster
Liana Van De Veerdonk

Tourism

Sarmad Akkach
Vanessa Alvaro
Hayley Patricia Anderson
Renae Beaty
Andrea Laurice Calilung
Hebbie-Rose Clarke
Emily Jane Ferrier
Karla Maree Fiorita
Rebecca Lauren Jackson
Billie Jade Logan
Emily Maree Merrett
Nicole Miller
Amy Ann Niedorfer

Magdalena Palacz
Ellen Margaret Pedler
Michelle Terese Reynolds
Hannah Claire Rohrlach
Rachel Candice Saba
Sarah Danielle Smith
Sarah Louise Stephens
Emily Ka Ling Tam
Ellen Kelsey Trueman
Tegan Lee Whitehead

Women's Studies

Tracy Breed
Amie Elizabeth Hartland
Ellen Jean Mitchell
Rebecca Ellen Seidl
Lucelle Ann Taylor

Technology

Design and Technology

Communication Products A

Isobel Jean Bishop
Tiffany Zoe Co
Ryan Humphreys
Jessica Kate Lanthois

Design and Technology Studies

Jie Gao
Jarred Kenneth Williams

Information Processing and Publishing

Business Documents

Louisa Peggy Battista
Ellen Kayla Beames
Emily Dawn Case
Fiona Joy Jarzabek
Ashlie Jane Michell
Vanessa Jean Webster

Desktop Publishing

Louisa Peggy Battista
Jessica Caroscio
Emily Dawn Case
Danielle Fuccio

Jedda Casey Glynn
Hayley Kroon
Sophie-Louise Kupke
Stacey Roslyn McLaren
Ashlie Jane Michell
Nicole Miller
Nicole Renee Park
Kate Vanderhorst
Janelle Louise Wood

Electronic Publishing

Joanna Blaszczyk
Danielle Fuccio
Hayley Kroon
Sophie-Louise Kupke
Nicole Renee Park
Kate Vanderhorst

Personal Documents

Ellen Kayla Beames
Fiona Joy Jarzabek
Vanessa Jean Webster

Information Technology Studies

Thomas Christopher Crisp
Steven D'Annunzio
Christopher James Hender
Samuel O'Malley
Jacob Andrew Paul
Wade Aaron Stephens
Momeeza Subhani
Mark L. Verlingieri
Christopher White

Information Technology Systems

Benjamin Lim

Various Learning Areas

Extension Studies

Extension Studies A

Anna Caroline McInerney

Extension Studies B

Emily Jayne Treagust

Appendix G: Statistics

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

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

These tables are based on the information contained in the SACE Board's database on 3 March 2009.

Individual student results are collected from assessment schools (schools that assess students and send their results to the SACE Board); other data are collected from contact schools (schools where students spend most of their time, where the SACE Board communications can most easily reach them).

Stage 1

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Table 1: Number of students in South Australia completing at least 1 unit, 1998–2008

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Students with Stage 1 results only	26449	29224	31133	32450	32881	32933	33872	34745	35956	36524	37435
Students with Stage 1 and Stage 2 results	3479	3681	3501	3730	4140	3479	3799	4140	4540	4527	4597
Total with Stage 1 Results	**29928**	**32905**	**34634**	**36180**	**37021**	**36412**	**37671**	**38885**	**40496**	**41051**	**42032**

Table 2: Number of students in the Northern Territory completing at least 1 unit, 2002–2008

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

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

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Art	0	0	0	1	9	2	9	75	3	25	12
Broadcasting and Multimedia (VET)	0	0	20	28	1	4	21	40	32	60	53
Dance	0	0	16	1	4	1	20	91	2	9	22
Drama	0	0	1	1	1	0	2	67	1	33	3
Music	3	0	8	7	10	20	21	44	27	56	48
Total Results	**3**	**0**	**45**	**38**	**25**	**27**	**73**	**53**	**65**	**47**	**138**
ENGLISH											
English	20	13	193	240	101	131	314	45	384	55	698
English as a Second Language	15	0	43	32	9	10	67	61	42	39	109
Total Results	**35**	**13**	**236**	**272**	**110**	**141**	**381**	**47**	**426**	**53**	**807**
HEALTH AND PERSONAL DEVELOPMENT											
Community Services and Health (VET)*	0	0	58	1	0	0	58	98	1	2	59
Community Studies											
Community Studies I	56	37	171	207	26	17	253	49	261	51	514
Community Studies II	29	21	99	101	2	4	130	51	126	49	256
Home Economics	0	0	11	7	9	4	20	65	11	35	31
Hospitality (VET)	0	0	18	15	0	0	18	55	15	45	33
Integrated Learning											
Integrated Learning I	19	3	129	140	5	1	153	52	144	48	297
Integrated Learning II	9	0	90	58	4	10	103	60	68	40	171
Physical Education	0	0	34	106	3	6	37	25	112	75	149
Sport and Recreation (VET)	0	0	21	43	0	0	21	33	43	67	64
Work Education	110	0	82	235	21	37	213	44	272	56	485
Total Results	**223**	**61**	**713**	**913**	**70**	**79**	**1006**	**49**	**1053**	**51**	**2059**
LANGUAGES											
Arabic (continuers)	0	0	0	0	2	2	2	50	2	50	4
Chinese (background speakers)	0	0	7	13	0	0	7	35	13	65	20
French (continuers)	0	0	2	0	0	0	2	100	0	0	2
German (continuers)	0	0	0	0	1	2	1	33	2	67	3
Indonesian (continuers)	0	0	2	0	0	0	2	100	0	0	2
Italian (continuers)	0	10	0	0	0	0	0	0	10	100	10
Japanese (continuers)	0	0	0	0	0	1	0	0	1	100	1
Modern Greek (continuers)	0	0	0	0	10	4	10	71	4	29	14
Polish (continuers)	0	0	0	0	2	1	2	67	1	33	3
Russian (background speakers)	0	0	0	0	1	1	1	50	1	50	2
Russian (continuers)	0	0	0	0	5	0	5	100	0	0	5
Vietnamese (background speakers)	0	0	0	0	1	2	1	33	2	67	3
Vietnamese (continuers)	0	1	0	0	32	9	32	76	10	24	42
Total Results	**0**	**11**	**11**	**13**	**54**	**22**	**65**	**59**	**46**	**41**	**111**
MATHEMATICS											
Mathematics	0	0	48	109	62	55	110	40	164	60	274
Total Results	**0**	**0**	**48**	**109**	**62**	**55**	**110**	**40**	**164**	**60**	**274**

Table 3: Stage 1 subjects (2 units) – 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
SCIENCE											
Biology	0	0	22	9	33	17	55	68	26	32	81
Chemistry	0	0	4	3	7	6	11	55	9	45	20
Contemporary Issues and Science	0	0	0	0	8	8	8	50	8	50	16
Physics	0	0	3	4	6	16	9	31	20	69	29
Seafood Operations (VET)	0	0	6	9	0	0	6	40	9	60	15
Total Results	**0**	**0**	**35**	**25**	**54**	**47**	**89**	**55**	**72**	**45**	**161**
SOCIETY AND ENVIRONMENT											
Accounting	25	0	1	1	4	4	30	86	5	14	35
Agriculture and Horticulture	0	0	21	11	0	0	21	66	11	34	32
Australian Studies	0	0	0	0	7	9	7	44	9	56	16
Business Services (VET)	25	0	17	5	4	1	46	88	6	12	52
Business Studies	0	0	0	2	67	81	67	45	83	55	150
Geography	0	0	0	0	8	3	8	73	3	27	11
History	0	0	1	0	16	8	17	68	8	32	25
Legal Studies	0	0	3	0	0	0	3	100	0	0	3
Retail (VET)	20	0	44	17	0	0	64	79	17	21	81
Studies in Religion	132	161	0	0	0	0	132	45	161	55	293
Tourism	0	0	18	6	2	5	20	65	11	35	31
Tourism Operations (VET)	20	0	0	0	0	0	20	100	0	0	20
Total Results	**222**	**161**	**105**	**42**	**108**	**111**	**435**	**58**	**314**	**42**	**749**
TECHNOLOGY											
Automotive Technology (VET)	0	0	3	20	0	0	3	13	20	87	23
Design and Technology											
Communication Products A	0	0	0	0	0	5	0	0	5	100	5
Material Products A	0	0	2	13	2	3	4	20	16	80	20
Material Products B	0	0	0	3	0	0	0	0	3	100	3
Electrotechnology (VET)	0	0	0	32	0	0	0	0	32	100	32
General Construction (VET)	0	22	0	39	0	0	0	0	61	100	61
Information Processing and Publishing	0	0	0	0	22	0	22	100	0	0	22
Information Technology (VET)	0	0	13	31	3	1	16	33	32	67	48
Manufacturing and Engineering (VET)	0	32	1	40	0	0	1	1	72	99	73
Total Results	**0**	**54**	**19**	**178**	**27**	**9**	**46**	**16**	**241**	**84**	**287**
Grand Total	**483**	**300**	**1212**	**1590**	**510**	**491**	**2205**	**48**	**2381**	**52**	**4586**
Total Students	**420**	**261**	**1004**	**1225**	**407**	**366**	**1831**	**50**	**1852**	**50**	**3683**

*New or redeveloped subject for 2008.
Note: Since redevelopment some subjects have been renamed, for example:
Community Services and Health (VET) replaced Community Services (VET).

Table 4: Stage 1 subjects (2 units)
Number of results for students in the Northern Territory, by learning area, 2008

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Art	0	1	0	0	0	0	0	0	1	100	1
Music	1	1	0	0	0	0	1	50	1	50	2
Total Results	**1**	**2**	**0**	**0**	**0**	**0**	**1**	**33**	**2**	**67**	**3**
ENGLISH											
English	0	0	34	33	0	0	34	51	33	49	67
English as a Second Language	1	6	0	0	0	0	1	14	6	86	7
Total Results	**1**	**6**	**34**	**33**	**0**	**0**	**35**	**47**	**39**	**53**	**74**
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Community Studies I	0	1	14	14	3	7	17	44	22	56	39
Community Studies II	0	0	3	1	0	0	3	75	1	25	4
Health Education	0	0	1	0	0	0	1	100	0	0	1
Integrated Learning											
Integrated Learning I	0	0	7	7	0	0	7	50	7	50	14
Outdoor and Environmental Education	0	0	0	0	27	25	27	52	25	48	52
Work Education	0	0	5	7	0	0	5	42	7	58	12
Total Results	**0**	**1**	**30**	**29**	**30**	**32**	**60**	**49**	**62**	**51**	**122**
LANGUAGES											
Japanese (beginners)	0	0	1	0	0	0	1	100	0	0	1
Total Results	**0**	**0**	**1**	**0**	**0**	**0**	**1**	**100**	**0**	**0**	**1**
SOCIETY AND ENVIRONMENT											
History	0	0	6	5	0	0	6	55	5	45	11
Legal Studies	0	0	1	0	0	0	1	100	0	0	1
Tourism	0	0	7	2	0	0	7	78	2	22	9
Total Results	**0**	**0**	**14**	**7**	**0**	**0**	**14**	**67**	**7**	**33**	**21**
TECHNOLOGY											
Information Processing and Publishing	0	0	7	7	0	0	7	50	7	50	14
Total Results	**0**	**0**	**7**	**7**	**0**	**0**	**7**	**50**	**7**	**50**	**14**
Grand Total	**2**	**9**	**86**	**76**	**30**	**32**	**118**	**50**	**117**	**50**	**235**
Total Students	**2**	**7**	**65**	**57**	**30**	**32**	**97**	**50**	**96**	**50**	**193**

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	%	Total M	%	Grand Total
ARTS											
Art	755	337	2561	1519	1041	412	4357	66	2268	34	6625
Broadcasting and Multimedia (VET)	7	14	72	162	3	16	82	30	192	70	274
Craft	44	0	501	140	3	3	548	79	143	21	691
Dance	43	0	451	31	94	4	588	94	35	6	623
Design	495	447	1192	1091	351	341	2038	52	1879	48	3917
Drama	396	196	939	553	535	262	1870	65	1011	35	2881
Music	229	229	754	948	310	268	1293	47	1445	53	2738
Total Results	**1969**	**1223**	**6470**	**4444**	**2337**	**1306**	**10776**	**61**	**6973**	**39**	**17749**
ENGLISH											
Communication for the Hearing-impaired	0	0	9	2	0	0	9	82	2	18	11
English	3430	3143	9376	9507	3587	3036	16393	51	15686	49	32079
English as a Second Language	299	314	700	964	274	345	1273	44	1623	56	2896
Total Results	**3729**	**3457**	**10085**	**10473**	**3861**	**3381**	**17675**	**51**	**17311**	**49**	**34986**
HEALTH AND PERSONAL DEVELOPMENT											
Community Services and Health (VET)*	8	1	66	7	0	0	74	90	8	10	82
Community Studies											
Community Studies I	354	82	2331	2193	221	197	2906	54	2472	46	5378
Community Studies II	90	109	712	902	45	50	847	44	1061	56	1908
Health Education	38	32	1146	883	196	103	1380	58	1018	42	2398
Home Economics	1146	288	4051	1548	1198	314	6395	75	2150	25	8545
Hospitality (VET)	19	44	84	41	6	0	109	56	85	44	194
Integrated Learning											
Integrated Learning I	530	500	4137	3776	500	294	5167	53	4570	47	9737
Integrated Learning II	27	54	577	807	17	25	621	41	886	59	1507
Outdoor and Environmental Education	90	153	443	773	135	201	668	37	1127	63	1795
Physical Education	761	1205	2179	4055	722	1232	3662	36	6492	64	10154
Sport and Recreation (VET)	0	40	100	143	18	22	118	37	205	63	323
Work Education	769	1417	4249	4920	1335	1101	6353	46	7438	54	13791
Total Results	**3832**	**3925**	**20075**	**20048**	**4393**	**3539**	**28300**	**51**	**27512**	**49**	**55812**
LANGUAGES											
Arabic (beginners)	0	0	13	7	0	0	13	65	7	35	20
Arabic (continuers)	0	0	11	2	15	0	26	93	2	7	28
Auslan (continuers)	0	0	9	9	0	0	9	50	9	50	18
Australian Languages	0	0	11	5	0	0	11	69	5	31	16
Bosnian (continuers)	0	0	2	1	0	0	2	67	1	33	3
Chinese (background speakers)	95	28	212	279	34	56	341	48	363	52	704
Chinese (beginners)	0	0	3	9	29	13	32	59	22	41	54
Chinese (beginners) A	0	0	2	4	0	0	2	33	4	67	6

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

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	%	M	%	Grand Total
Chinese (continuers)	22	0	66	41	45	39	133	62	80	38	213
Croatian (continuers)	0	0	4	5	0	0	4	44	5	56	9
French (beginners)	25	2	23	13	0	0	48	76	15	24	63
French (beginners) A	0	0	34	10	0	0	34	77	10	23	44
French (continuers)	145	45	153	81	143	46	441	72	172	28	613
German (beginners)	0	0	23	11	0	0	23	68	11	32	34
German (beginners) A	0	0	2	1	0	0	2	67	1	33	3
German (continuers)	0	17	199	96	228	135	427	63	248	37	675
Indonesian (beginners)	11	0	7	10	0	0	18	64	10	36	28
Indonesian (beginners) A	0	0	2	1	0	0	2	67	1	33	3
Indonesian (continuers)	29	25	65	29	44	20	138	65	74	35	212
Italian (beginners)	4	0	22	4	38	23	64	70	27	30	91
Italian (beginners) A	0	0	39	11	0	0	39	78	11	22	50
Italian (continuers)	267	102	124	49	4	0	395	72	151	28	546
Japanese (background speakers)	0	0	12	13	0	0	12	48	13	52	25
Japanese (beginners)	0	0	72	53	8	0	80	60	53	40	133
Japanese (beginners) A	0	0	9	8	0	0	9	53	8	47	17
Japanese (continuers)	64	42	168	97	156	26	388	70	165	30	553
Khmer (beginners)	0	0	4	0	0	0	4	100	0	0	4
Khmer (continuers)	0	0	4	4	0	0	4	50	4	50	8
Korean (background speakers)	0	0	11	31	0	0	11	26	31	74	42
Korean (beginners)	0	0	23	4	0	0	23	85	4	15	27
Modern Greek (continuers)	0	0	25	38	10	15	35	40	53	60	88
Persian (background speakers)	0	0	21	21	0	0	21	50	21	50	42
Persian (beginners)	0	0	7	0	0	0	7	100	0	0	7
Polish (beginners)	0	0	0	1	0	0	0	0	1	100	1
Polish (continuers)	0	0	16	10	0	0	16	62	10	38	26
Portuguese (continuers)	0	0	5	4	0	0	5	56	4	44	9
Serbian (continuers)	0	0	6	6	0	0	6	50	6	50	12
Spanish (beginners)	0	0	91	48	4	0	95	66	48	34	143
Spanish (beginners) A	0	0	23	23	0	0	23	50	23	50	46
Spanish (continuers)	0	3	38	29	0	0	38	54	32	46	70
Vietnamese (background speakers)	4	3	25	45	0	0	29	38	48	62	77
Vietnamese (continuers)	38	17	10	5	8	14	56	61	36	39	92
Total Results	**704**	**284**	**1596**	**1118**	**766**	**387**	**3066**	**63**	**1789**	**37**	**4855**
MATHEMATICS											
Mathematics	4085	4025	9819	10945	4598	4569	18502	49	19539	51	38041
Total Results	**4085**	**4025**	**9819**	**10945**	**4598**	**4569**	**18502**	**49**	**19539**	**51**	**38041**
SCIENCE											
Biology	1579	694	3574	1872	1795	900	6948	67	3466	33	10414
Chemistry	1082	881	1936	2091	1234	1187	4252	51	4159	49	8411

Table 5: Stage 1 subjects (1 unit) – 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
Contemporary Issues and Science	281	209	546	613	131	79	958	52	901	48	1859
Geology	6	12	35	34	0	26	41	36	72	64	113
Physics	559	1120	1096	3014	724	1368	2379	30	5502	70	7881
Psychology	638	138	1310	473	794	205	2742	77	816	23	3558
Seafood Operations (VET)	0	0	10	10	0	0	10	50	10	50	20
Total Results	**4145**	**3054**	**8507**	**8107**	**4678**	**3765**	**17330**	**54**	**14926**	**46**	**32256**
SOCIETY AND ENVIRONMENT											
Aboriginal Studies	0	0	43	27	0	0	43	61	27	39	70
Accounting	317	338	302	267	186	335	805	46	940	54	1745
Agriculture and Horticulture	18	75	403	481	78	148	499	41	704	59	1203
Ancient Studies	125	107	353	303	170	106	648	56	516	44	1164
Australian and International Politics	0	5	2	4	71	29	73	66	38	34	111
Australian Studies	1882	1853	5541	5815	2060	1981	9483	50	9649	50	19132
Business Services (VET)	34	8	34	14	0	0	68	76	22	24	90
Business Studies	718	619	1497	1518	479	435	2694	51	2572	49	5266
Conservation and Land Management (VET)	0	0	0	0	9	9	9	50	9	50	18
Economics	273	423	71	147	241	493	585	35	1063	65	1648
Geography	305	318	323	444	455	540	1083	45	1302	55	2385
History	516	453	859	634	803	512	2178	58	1599	42	3777
Legal Studies	468	398	1146	759	386	279	2000	58	1436	42	3436
Media Studies	86	55	313	445	35	54	434	44	554	56	988
Philosophy	82	64	102	132	66	16	250	54	212	46	462
Retail (VET)	0	0	13	2	0	0	13	87	2	13	15
Studies in Religion	2887	3089	0	0	1167	1168	4054	49	4257	51	8311
Studies of Societies	25	54	227	190	17	14	269	51	258	49	527
Sustainable Futures											
Sustainable Futures I	0	18	65	35	17	3	82	59	56	41	138
Sustainable Futures II	0	0	6	7	0	0	6	46	7	54	13
Tourism	282	219	858	422	148	58	1288	65	699	35	1987
Tourism Operations (VET)	0	0	1	0	0	0	1	100	0	0	1
Women's Studies	0	0	128	0	0	0	128	100	0	0	128
Total Results	**8018**	**8096**	**12287**	**11646**	**6388**	**6180**	**26693**	**51**	**25922**	**49**	**52615**
TECHNOLOGY											
Automotive Technology (VET)	0	0	0	7	0	0	0	0	7	100	7
Design and Technology											
Communication Products A	309	260	1147	985	134	126	1590	54	1371	46	2961
Communication Products B	19	71	196	283	0	20	215	37	374	63	589
Material Products A	38	629	525	2819	95	570	658	14	4018	86	4676
Material Products B	8	100	115	807	9	131	132	11	1038	89	1170
Systems and Control Products A	7	111	67	827	1	40	75	7	978	93	1053
Systems and Control Products B	1	11	12	186	3	40	16	6	237	94	253

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
General Construction (VET)	0	0	2	28	0	0	2	7	28	93	30
Information Processing and Publishing	506	196	1394	957	267	232	2167	61	1385	39	3552
Information Technology (VET)	0	13	151	226	0	0	151	39	239	61	390
Information Technology Systems	176	496	275	791	207	472	658	27	1759	73	2417
Manufacturing and Engineering (VET)	0	26	0	0	0	0	0	0	26	100	26
Total Results	**1064**	**1913**	**3884**	**7916**	**716**	**1631**	**5664**	**33**	**11460**	**67**	**17124**
Grand Total	**27546**	**25977**	**72723**	**74697**	**27737**	**24758**	**128006**	**51**	**125432**	**49**	**253438**
Total Students	**4237**	**4011**	**13082**	**13545**	**3985**	**3633**	**21304**	**50**	**21189**	**50**	**42493**

*New or redeveloped subject for 2008.
Note: Since redevelopment some subjects have been renamed, for example:
      Community Services and Health (VET) replaced Community Services (VET).

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Art	72	50	593	318	81	33	746	65	401	35	1147
Craft	25	10	55	13	0	0	80	78	23	22	103
Dance	13	2	84	22	18	0	115	83	24	17	139
Design	6	7	84	31	19	5	109	72	43	28	152
Drama	22	29	111	47	36	13	169	66	89	34	258
Music	38	60	118	178	5	1	161	40	239	60	400
Total Results	**176**	**158**	**1045**	**609**	**159**	**52**	**1380**	**63**	**819**	**37**	**2199**
ENGLISH											
English	148	208	1124	1096	228	178	1500	50	1482	50	2982
English as a Second Language	51	58	140	132	11	27	202	48	217	52	419
Total Results	**199**	**266**	**1264**	**1228**	**239**	**205**	**1702**	**50**	**1699**	**50**	**3401**
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Community Studies I	1	0	100	94	32	36	133	51	130	49	263
Community Studies II	56	70	28	18	12	14	96	48	102	52	198
Health Education	0	0	60	58	0	0	60	51	58	49	118
Home Economics	73	35	241	140	0	0	314	64	175	36	489
Integrated Learning											
Integrated Learning I	17	27	546	574	48	34	611	49	635	51	1246
Integrated Learning II	66	118	108	104	9	21	183	43	243	57	426
Outdoor and Environmental Education	50	56	86	185	20	32	156	36	273	64	429
Physical Education	39	87	208	521	34	57	281	30	665	70	946
Sport and Recreation (VET)	12	8	0	0	0	0	12	60	8	40	20
Work Education	18	6	149	201	169	137	336	49	344	51	680
Total Results	**332**	**407**	**1526**	**1895**	**324**	**331**	**2182**	**45**	**2633**	**55**	**4815**
LANGUAGES											
Australian Languages	0	0	12	0	0	0	12	100	0	0	12
Chinese (background speakers)	0	0	8	11	0	0	8	42	11	58	19
Chinese (continuers)	0	0	13	6	0	0	13	68	6	32	19
French (beginners)	0	0	5	2	0	0	5	71	2	29	7
German (continuers)	0	0	15	14	0	0	15	52	14	48	29
Indonesian (beginners)	2	3	5	4	0	0	7	50	7	50	14
Indonesian (continuers)	12	4	41	34	0	0	53	58	38	42	91
Italian (beginners)	7	0	0	0	0	0	7	100	0	0	7
Italian (continuers)	4	0	0	0	0	0	4	100	0	0	4
Japanese (beginners)	0	0	17	9	0	0	17	65	9	35	26
Japanese (beginners) A	0	0	0	1	0	0	0	0	1	100	1
Japanese (continuers)	8	0	72	29	7	2	87	74	31	26	118
Modern Greek (continuers)	0	0	13	11	0	0	13	54	11	46	24
Spanish (beginners)	0	0	11	4	0	0	11	73	4	27	15
Total Results	**33**	**7**	**212**	**125**	**7**	**2**	**252**	**65**	**134**	**35**	**386**

Table 6: Stage 1 subjects (1 unit) – 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
MATHEMATICS											
Mathematics	216	301	1271	1323	262	236	1749	48	1860	52	3609
Total Results	**216**	**301**	**1271**	**1323**	**262**	**236**	**1749**	**48**	**1860**	**52**	**3609**
SCIENCE											
Biology	70	83	436	273	71	24	577	60	380	40	957
Chemistry	43	55	228	237	46	40	317	49	332	51	649
Contemporary Issues and Science	5	7	119	74	21	2	145	64	83	36	228
Physics	22	95	136	275	29	65	187	30	435	70	622
Psychology	28	13	303	87	14	12	345	75	112	25	457
Total Results	**168**	**253**	**1222**	**946**	**181**	**143**	**1571**	**54**	**1342**	**46**	**2913**
SOCIETY AND ENVIRONMENT											
Aboriginal Studies	0	0	32	21	6	0	38	64	21	36	59
Accounting	15	32	75	87	19	17	109	44	136	56	245
Ancient Studies	6	3	60	48	0	0	66	56	51	44	117
Australian and International Politics	0	0	8	6	0	0	8	57	6	43	14
Australian Studies	12	12	15	29	0	0	27	40	41	60	68
Business Studies	36	55	164	191	46	23	246	48	269	52	515
Economics	0	0	34	102	6	18	40	25	120	75	160
Geography	2	4	34	46	19	17	55	45	67	55	122
History	17	32	139	108	31	16	187	55	156	45	343
Legal Studies	41	29	83	59	47	21	171	61	109	39	280
Media Studies	5	3	25	14	12	6	42	65	23	35	65
Philosophy	0	0	14	12	0	0	14	54	12	46	26
Studies in Religion	154	192	0	0	0	0	154	45	192	55	346
Sustainable Futures											
Sustainable Futures II	0	0	2	2	0	0	2	50	2	50	4
Tourism	35	32	67	17	0	0	102	68	49	32	151
Total Results	**323**	**394**	**752**	**742**	**186**	**118**	**1261**	**50**	**1254**	**50**	**2515**
TECHNOLOGY											
Design and Technology											
Communication Products A	0	0	82	162	0	0	82	34	162	66	244
Communication Products B	0	0	12	32	0	0	12	27	32	73	44
Material Products A	4	65	43	131	4	11	51	20	207	80	258
Material Products B	8	15	7	69	1	2	16	16	86	84	102
Systems and Control Products A	0	0	1	52	0	0	1	2	52	98	53
Information Processing and Publishing	48	45	72	76	36	31	156	51	152	49	308
Information Technology Systems	3	21	78	157	23	30	104	33	208	67	312
Total Results	**63**	**146**	**295**	**679**	**64**	**74**	**422**	**32**	**899**	**68**	**1321**
Grand Total	**1510**	**1932**	**7587**	**7547**	**1422**	**1161**	**10519**	**50**	**10640**	**50**	**21159**
Total Students	**221**	**270**	**1437**	**1415**	**309**	**270**	**1967**	**50**	**1955**	**50**	**3922**

Table 7: Number of students in South Australia and the Northern Territory receiving a Stage 1 result in 1 or more units of community learning, by name of program, 2008

Name of Program	Units	Students
SOUTH AUSTRALIA		
Australian Air Force Cadets	2	12
Australian Army Cadets	1	15
Australian Guild of Music and Speech	1	1
Australian Music Examinations Board	1	52
Choices for Indigenous Students	1	1
Duke of Edinburgh's Award	1	650
Duke of Edinburgh's Award	2	31
Guides Australia	3	1
Operation Flinders	2	63
Royal Life Saving Society Australia	1	87
Royal Life Saving Society Australia	2	4
SA Country Fire Service	2	60
SA State Emergency Service	2	2
SA Tall Ships Inc.	1	42
Scouts Australia	3	3
St Cecilia School of Music	1	1
St John Ambulance Australia Cadets	1	24
Young Achievement Australia	1	25
Total Students		**992**
Total Units		**1254**

Name of Program	Units	Students
NORTHERN TERRITORY		
Australian Air Force Cadets	2	1
Australian Army Cadets	1	11
Australian Music Examinations Board	1	5
Duke of Edinburgh's Award	1	47
Guides Australia	3	1
Royal Life Saving Society Australia	1	14
SA Country Fire Service	2	1
St John Ambulance Australia Cadets	1	3
Total Students		**75**
Total Units		**87**

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

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

Table 8: Stage 1 subjects (2 units)
Results distribution for students in South Australia, by learning area, 2008

Subject	SA	RA	RNM	Total
ARTS				
Art	12	0	0	12
Broadcasting and Multimedia (VET)	40	8	5	53
Dance	21	1	0	22
Drama	3	0	0	3
Music	47	1	0	48
Total Results	**123**	**10**	**5**	**138**
ENGLISH				
English	654	34	10	698
English as a Second Language	99	8	2	109
Total Results	**753**	**42**	**12**	**807**
HEALTH AND PERSONAL DEVELOPMENT				
Community Services and Health (VET)*	51	5	3	59
Community Studies				
Community Studies I	468	44	2	514
Community Studies II	246	6	4	256
Home Economics	25	6	0	31
Hospitality (VET)	28	5	0	33
Integrated Learning				
Integrated Learning I	267	24	6	297
Integrated Learning II	143	26	2	171
Physical Education	144	5	0	149
Sport and Recreation (VET)	56	7	1	64
Work Education	467	16	2	485
Total Results	**1895**	**144**	**20**	**2059**
LANGUAGES				
Arabic (continuers)	4	0	0	4
Chinese (background speakers)	20	0	0	20
French (continuers)	2	0	0	2
German (continuers)	3	0	0	3
Indonesian (continuers)	1	1	0	2
Italian (continuers)	10	0	0	10
Japanese (continuers)	1	0	0	1
Modern Greek (continuers)	11	2	1	14
Polish (continuers)	3	0	0	3
Russian (background speakers)	2	0	0	2
Russian (continuers)	5	0	0	5
Vietnamese (background speakers)	3	0	0	3
Vietnamese (continuers)	37	3	2	42
Total Results	**102**	**6**	**3**	**111**

Subject	SA	RA	RNM	Total
MATHEMATICS				
Mathematics	229	44	1	274
Total Results	**229**	**44**	**1**	**274**
SCIENCE				
Biology	76	5	0	81
Chemistry	18	2	0	20
Contemporary Issues and Science	12	4	0	16
Physics	29	0	0	29
Seafood Operations (VET)	12	3	0	15
Total Results	**147**	**14**	**0**	**161**
SOCIETY AND ENVIRONMENT				
Accounting	34	1	0	35
Agriculture and Horticulture	31	1	0	32
Australian Studies	16	0	0	16
Business Services (VET)	46	6	0	52
Business Studies	137	13	0	150
Geography	9	2	0	11
History	20	4	1	25
Legal Studies	3	0	0	3
Retail (VET)	64	15	2	81
Studies in Religion	280	10	3	293
Tourism	21	7	3	31
Tourism Operations (VET)	19	1	0	20
Total Results	**680**	**60**	**9**	**749**
TECHNOLOGY				
Automotive Technology (VET)	22	1	0	23
Design and Technology				
Communication Products A	5	0	0	5
Material Products A	20	0	0	20
Material Products B	3	0	0	3
Electrotechnology (VET)	28	4	0	32
General Construction (VET)	60	1	0	61
Information Processing and Publishing	22	0	0	22
Information Technology (VET)	42	3	3	48
Manufacturing and Engineering (VET)	63	6	4	73
Total Results	**265**	**15**	**7**	**287**
Grand Total	**4194**	**335**	**57**	**4586**

SA = satisfactory achievement
RA = recorded achievement
RNM = requirements not met
*New or redeveloped subject for 2008.
Note: Since redevelopment some subjects have been renamed, for example: Community Services and Health (VET) replaced Community Services (VET).

Table 9: Stage 1 subjects (2 units)
Results distribution for students in the Northern Territory, by learning area, 2008

Subject	SA	RA	RNM	Total
ARTS				
Art	0	1	0	1
Music	0	0	2	2
Total Results	**0**	**1**	**2**	**3**
ENGLISH				
English	58	8	1	67
English as a Second Language	4	3	0	7
Total Results	**62**	**11**	**1**	**74**
HEALTH AND PERSONAL DEVELOPMENT				
Community Studies				
Community Studies I	39	0	0	39
Community Studies II	4	0	0	4
Health Education	1	0	0	1
Integrated Learning				
Integrated Learning I	14	0	0	14
Outdoor and Environmental Education	52	0	0	52
Work Education	12	0	0	12
Total Results	**122**	**0**	**0**	**122**
LANGUAGES				
Japanese (beginners)	1	0	0	1
Total Results	**1**	**0**	**0**	**1**
SOCIETY AND ENVIRONMENT				
History	7	3	1	11
Legal Studies	0	1	0	1
Tourism	5	4	0	9
Total Results	**12**	**8**	**1**	**21**
TECHNOLOGY				
Information Processing and Publishing	12	0	2	14
Total Results	**12**	**0**	**2**	**14**
Grand Total	**209**	**20**	**6**	**235**

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

Table 10: Stage 1 subjects (1 unit)
Results distribution for students in South Australia, by learning area, 2008

Subject	SA	RA	RNM	Total
ARTS				
Art	5642	839	144	6625
Broadcasting and Multimedia (VET)	207	59	8	274
Craft	565	104	22	691
Dance	561	51	11	623
Design	3240	549	128	3917
Drama	2587	238	56	2881
Music	2461	239	38	2738
Total Results	**15263**	**2079**	**407**	**17749**
ENGLISH				
Communication for the Hearing-impaired	11	0	0	11
English	28058	3332	689	32079
English as a Second Language	2650	225	21	2896
Total Results	**30719**	**3557**	**710**	**34986**
HEALTH AND PERSONAL DEVELOPMENT				
Community Services and Health (VET)*	68	13	1	82
Community Studies				
Community Studies I	4614	656	108	5378
Community Studies II	1639	210	59	1908
Health Education	2055	294	49	2398
Home Economics	7335	1018	192	8545
Hospitality (VET)	178	11	5	194
Integrated Learning				
Integrated Learning I	8414	1127	196	9737
Integrated Learning II	1287	166	54	1507
Outdoor and Environmental Education	1556	178	61	1795
Physical Education	9031	958	165	10154
Sport and Recreation (VET)	271	47	5	323
Work Education	11950	1533	308	13791
Total Results	**48398**	**6211**	**1203**	**55812**
LANGUAGES				
Arabic (beginners)	17	3	0	20
Arabic (continuers)	27	1	0	28
Auslan (continuers)	14	4	0	18
Australian Languages	12	1	3	16
Bosnian (continuers)	3	0	0	3
Chinese (background speakers)	680	24	0	704
Chinese (beginners)	52	2	0	54
Chinese (beginners) A	4	1	1	6
Chinese (continuers)	210	3	0	213
Croatian (continuers)	9	0	0	9
French (beginners)	62	0	1	63
French (beginners) A	44	0	0	44

Subject	SA	RA	RNM	Total
French (continuers)	597	12	4	613
German (beginners)	27	5	2	34
German (beginners) A	3	0	0	3
German (continuers)	650	22	3	675
Indonesian (beginners)	25	3	0	28
Indonesian (beginners) A	1	2	0	3
Indonesian (continuers)	202	10	0	212
Italian (beginners)	75	15	1	91
Italian (beginners) A	44	3	3	50
Italian (continuers)	533	11	2	546
Japanese (background speakers)	19	6	0	25
Japanese (beginners)	115	12	6	133
Japanese (beginners) A	17	0	0	17
Japanese (continuers)	533	16	4	553
Khmer (beginners)	4	0	0	4
Khmer (continuers)	8	0	0	8
Korean (background speakers)	39	3	0	42
Korean (beginners)	21	2	4	27
Modern Greek (continuers)	78	9	1	88
Persian (background speakers)	39	3	0	42
Persian (beginners)	6	1	0	7
Polish (beginners)	0	1	0	1
Polish (continuers)	24	2	0	26
Portuguese (continuers)	9	0	0	9
Serbian (continuers)	10	2	0	12
Spanish (beginners)	133	9	1	143
Spanish (beginners) A	38	6	2	46
Spanish (continuers)	67	3	0	70
Vietnamese (background speakers)	77	0	0	77
Vietnamese (continuers)	91	1	0	92
Total Results	**4619**	**198**	**38**	**4855**

MATHEMATICS

Subject	SA	RA	RNM	Total
Mathematics	31969	5335	737	38041
Total Results	**31969**	**5335**	**737**	**38041**

SCIENCE

Subject	SA	RA	RNM	Total
Biology	9049	1195	170	10414
Chemistry	7595	751	65	8411
Contemporary Issues and Science	1525	285	49	1859
Geology	93	15	5	113
Physics	7055	763	63	7881
Psychology	3158	367	33	3558
Seafood Operations (VET)	17	3	0	20
Total Results	**28492**	**3379**	**385**	**32256**

Subject	SA	RA	RNM	Total
SOCIETY AND ENVIRONMENT				
Aboriginal Studies	49	21	0	70
Accounting	1533	193	19	1745
Agriculture and Horticulture	1054	130	19	1203
Ancient Studies	1018	118	28	1164
Australian and International Politics	106	4	1	111
Australian Studies	16423	2232	477	19132
Business Services (VET)	76	12	2	90
Business Studies	4558	591	117	5266
Conservation and Land Management (VET)	16	2	0	18
Economics	1515	128	5	1648
Geography	2115	234	36	2385
History	3376	341	60	3777
Legal Studies	2989	368	79	3436
Media Studies	855	117	16	988
Philosophy	425	29	8	462
Retail (VET)	12	3	0	15
Studies in Religion	7734	528	49	8311
Studies of Societies	425	87	15	527
Sustainable Futures				
Sustainable Futures I	116	18	4	138
Sustainable Futures II	9	3	1	13
Tourism	1677	247	63	1987
Tourism Operations (VET)	1	0	0	1
Women's Studies	108	17	3	128
Total Results	**46190**	**5423**	**1002**	**52615**
TECHNOLOGY				
Automotive Technology (VET)	7	0	0	7
Design and Technology				
Communication Products A	2467	384	110	2961
Communication Products B	455	107	27	589
Material Products A	3859	686	131	4676
Material Products B	945	176	49	1170
Systems and Control Products A	882	141	30	1053
Systems and Control Products B	201	49	3	253
General Construction (VET)	26	4	0	30
Information Processing and Publishing	3024	436	92	3552
Information Technology (VET)	281	107	2	390
Information Technology Systems	2069	320	28	2417
Manufacturing and Engineering (VET)	25	1	0	26
Total Results	**14241**	**2411**	**472**	**17124**
Grand Total	**219891**	**28593**	**4954**	**253438**

SA = satisfactory achievement
RA = recorded achievement
RNM = requirements not met

*New or redeveloped subject for 2008.
Note: Since redevelopment some subjects have been renamed, for example:
       Community Services and Health (VET) replaced Community Services (VET).

Table 11: Stage 1 subjects (1 unit)
Results distribution for students in the Northern Territory, by learning area, 2008

Subject	SA	RA	RNM	Total
ARTS				
Art	883	239	25	1147
Craft	61	36	6	103
Dance	129	9	1	139
Design	135	14	3	152
Drama	214	39	5	258
Music	325	61	14	400
Total Results	**1747**	**398**	**54**	**2199**
ENGLISH				
English	2486	435	61	2982
English as a Second Language	306	109	4	419
Total Results	**2792**	**544**	**65**	**3401**
HEALTH AND PERSONAL DEVELOPMENT				
Community Studies				
Community Studies I	201	59	3	263
Community Studies II	171	25	2	198
Health Education	88	21	9	118
Home Economics	377	102	10	489
Integrated Learning				
Integrated Learning I	963	230	53	1246
Integrated Learning II	369	47	10	426
Outdoor and Environmental Education	394	35	0	429
Physical Education	798	139	9	946
Sport and Recreation (VET)	13	7	0	20
Work Education	563	97	20	680
Total Results	**3937**	**762**	**116**	**4815**
LANGUAGES				
Australian Languages	9	2	1	12
Chinese (background speakers)	16	3	0	19
Chinese (continuers)	18	1	0	19
French (beginners)	6	0	1	7
German (continuers)	26	3	0	29
Indonesian (beginners)	13	1	0	14
Indonesian (continuers)	87	3	1	91
Italian (beginners)	7	0	0	7
Italian (continuers)	4	0	0	4
Japanese (beginners)	23	1	2	26
Japanese (beginners) A	0	1	0	1
Japanese (continuers)	111	7	0	118
Modern Greek (continuers)	24	0	0	24
Spanish (beginners)	14	1	0	15
Total Results	**358**	**23**	**5**	**386**

Table 11: Stage 1 subjects (1 unit) – Results distribution in NT *continued*

Subject	SA	RA	RNM	Total
MATHEMATICS				
Mathematics	2601	878	130	3609
Total Results	**2601**	**878**	**130**	**3609**
SCIENCE				
Biology	766	166	25	957
Chemistry	549	95	5	649
Contemporary Issues and Science	173	49	6	228
Physics	517	94	11	622
Psychology	360	80	17	457
Total Results	**2365**	**484**	**64**	**2913**
SOCIETY AND ENVIRONMENT				
Aboriginal Studies	42	15	2	59
Accounting	203	38	4	245
Ancient Studies	95	21	1	117
Australian and International Politics	13	1	0	14
Australian Studies	49	16	3	68
Business Studies	407	89	19	515
Economics	139	20	1	160
Geography	93	22	7	122
History	276	63	4	343
Legal Studies	222	52	6	280
Media Studies	58	7	0	65
Philosophy	12	11	3	26
Studies in Religion	274	68	4	346
Sustainable Futures				
Sustainable Futures II	2	1	1	4
Tourism	99	40	12	151
Total Results	**1984**	**464**	**67**	**2515**
TECHNOLOGY				
Design and Technology				
Communication Products A	172	53	19	244
Communication Products B	30	13	1	44
Material Products A	218	38	2	258
Material Products B	82	20	0	102
Systems and Control Products A	45	8	0	53
Information Processing and Publishing	249	52	7	308
Information Technology Systems	250	52	10	312
Total Results	**1046**	**236**	**39**	**1321**
Grand Total	**16830**	**3789**	**540**	**21159**

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

Stage 2

Table 1: Number of students receiving a result in one or more Stage 2 subjects, 2008

	F	%	M	%	Total
South Australia	9245	54	7841	46	17086
Northern Territory	841	52	770	48	1611
Asia	1007	55	840	45	1847
Total Students	**11093**	**54**	**9451**	**46**	**20544**

Table 2: Number of students receiving a result in one or more Stage 2 subjects, 1996–2008

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
South Australia	14172	14434	15190	15562	15950	16439	16806	16703	16642	16658	16886	17101	17086
Northern Territory	1186	1205	1247	1233	1269	1431	1410	1485	1576	1520	1582	1660	1611
Asia	1181	1150	923	947	988	1005	1069	1219	1298	1288	1734	1491	1847
Total Students	**16539**	**16789**	**17360**	**17742**	**18207**	**18875**	**19285**	**19407**	**19516**	**19466**	**20202**	**20252**	**20544**

Table 3: Number of South Australian schools offering 2-unit Stage 2 subjects, by learning area, 2008

Subject	Cath	Govt	Indp	Total
ARTS				
Art Practical	24	95	34	153
Broadcasting and Multimedia (VET)				
Broadcasting and Multimedia A	1	1	1	3
Broadcasting and Multimedia B	1	6	0	7
Craft Practical	2	15	1	18
Dance	2	15	5	22
Dance Studies	1	10	4	15
Design Practical	16	55	19	90
Drama	18	35	17	70
Drama Studies	20	36	24	80
Visual Arts Studies	23	56	30	109
Total	**27**	**103**	**43**	**173**
ENGLISH				
Communication for the Hearing-impaired	0	1	0	1
English as a Second Language	8	29	1	38
English as Second Language Studies	12	20	13	45
English Communications	28	123	45	196
English Studies	26	53	33	112
Total	**28**	**123**	**45**	**196**
HEALTH AND PERSONAL DEVELOPMENT				
Community Services and Health (VET)				
Community Services and Health A*	0	8	1	9
Community Services and Health B*	1	6	0	7
Community Studies				
Arts and the Community	11	53	10	74
Business and the Community	4	18	2	24
Communication and the Community	5	41	3	49
Design, Construction, and the Community	9	35	6	50
Environment and the Community	3	14	0	17
Foods and the Community	8	40	5	53
Health, Recreation, and the Community	12	61	10	83
Lifestyle and the Community	8	39	1	48
Mathematics and the Community	3	20	1	24
Science and the Community	8	19	0	27
Technology and the Community	7	43	6	56
Work and the Community	12	56	4	72
Health Education				
Health Studies	0	18	1	19
Home Economics				
Early Childhood Studies	13	63	15	91
Food and Hospitality Studies	16	91	24	131
Nutrition Studies	4	3	3	10
Textile Studies	1	3	3	7
Hospitality (VET)				
Hospitality — Kitchen Operations A	3	4	0	7
Hospitality — Kitchen Operations B	1	2	0	3

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

Subject	Cath	Govt	Indp	Total
Integrated Learning				
Integrated Learning I	2	25	3	30
Integrated Learning II	3	25	3	31
Nutrition	5	21	5	31
Outdoor and Environmental Education				
Outdoor and Environmental Studies	1	6	2	9
Physical Education	27	81	32	140
Sport and Recreation (VET)				
Sport and Recreation A	1	6	1	8
Sport and Recreation B	1	12	0	13
Work Education				
Vocational Studies A	21	90	15	126
Vocational Studies B	10	44	6	60
Total	**29**	**133**	**41**	**203**
LANGUAGES				
Albanian (continuers)	0	1	0	1
Arabic (continuers)	0	1	2	3
Auslan (continuers)	0	1	0	1
Bosnian (continuers)	0	1	0	1
Chinese (background speakers)	5	12	5	22
Chinese (beginners)*	0	0	1	1
Chinese (beginners) A*	0	1	0	1
Chinese (continuers)	3	6	1	10
Filipino (continuers)	0	1	0	1
French (beginners)*	0	1	0	1
French (beginners) A*	0	1	0	1
French (continuers)	5	7	4	16
German (beginners)*	0	1	1	2
German (continuers)	0	12	14	26
Indonesian (beginners)*	1	0	0	1
Indonesian (beginners) A*	0	1	0	1
Indonesian (continuers)	2	3	4	9
Italian (beginners)*	0	1	0	1
Italian (beginners) A*	0	1	0	1
Italian (continuers)	15	5	0	20
Japanese (background speakers)*	0	1	0	1
Japanese (beginners)*	0	2	1	3
Japanese (continuers)	4	11	9	24
Khmer (continuers)	0	1	0	1
Korean (background speakers)	0	1	0	1
Latin (continuers)	0	0	1	1
Macedonian (continuers)	0	0	1	1
Maltese (continuers)	0	0	1	1
Modern Greek (beginners)*	0	0	1	1
Modern Greek (continuers)	0	3	1	4
Persian (background speakers)	0	1	0	1
Polish (continuers)	0	1	1	2

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

Subject	Cath	Govt	Indp	Total
Romanian (continuers)	0	1	0	1
Russian (background speakers)	0	0	1	1
Russian (continuers)	0	0	2	2
Serbian (continuers)	0	1	0	1
Sinhala (continuers)	0	1	0	1
Spanish (beginners)*	0	2	0	2
Spanish (beginners) A*	0	1	0	1
Spanish (continuers)	0	2	0	2
Tamil (continuers)	0	1	0	1
Turkish (continuers)	0	1	0	1
Ukrainian (continuers)	0	0	1	1
Vietnamese (background speakers)	1	3	0	4
Vietnamese (continuers)	1	2	2	5
Total	**21**	**27**	**37**	**85**
MATHEMATICS				
Mathematical Applications	27	103	40	170
Mathematical Methods	16	22	19	57
Mathematical Studies	27	73	36	136
Specialist Mathematics	23	40	25	88
Total	**28**	**111**	**42**	**181**
SCIENCE				
Biology	27	87	37	151
Chemistry	25	63	34	122
Contemporary Issues and Science	13	14	6	33
Geology	1	5	1	7
Physics	27	64	34	125
Psychology	16	39	18	73
Seafood Operations (VET)				
Seafood Operations A	0	3	0	3
Seafood Operations B	0	1	0	1
Total	**28**	**100**	**38**	**166**
SOCIETY AND ENVIRONMENT				
Aboriginal Studies	1	6	1	8
Accounting Studies	20	23	13	56
Agricultural and Horticultural Science	1	6	4	11
Agriculture and Horticulture				
Agricultural and Horticultural Applied Technologies	0	2	0	2
Agricultural and Horticultural Enterprise	0	1	0	1
Agricultural and Horticultural Management	0	8	1	9
Agricultural and Horticultural Principles	0	2	1	3
Agricultural and Horticultural Studies	0	8	1	9
Australian and International Politics	1	5	4	10
Australian History	2	9	2	13

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

Subject	Cath	Govt	Indp	Total
Business Services (VET)				
Business Services A	1	3	2	6
Business Services B	1	3	1	5
Business Studies	25	45	30	100
Classical Studies	10	13	8	31
Economics	13	7	14	34
Geography	19	32	27	78
Justice in Society				
Justice in Society	1	6	1	8
Legal Studies	14	31	16	61
Media Studies	4	16	3	23
Modern History	21	45	33	99
Philosophy	2	5	3	10
Religions in Australia	8	0	1	9
Retail (VET)				
Retail A	0	4	0	4
Retail B	0	0	1	1
Small Business Enterprise	4	15	0	19
Studies of Religion	6	0	2	8
Studies of Societies	19	49	8	76
Sustainable Futures				
Sustainable Futures I	0	1	1	2
Sustainable Futures II	0	1	0	1
Tourism	18	57	13	88
Tourism Operations (VET)				
Tourism Operations B	0	2	0	2
Women's Studies	2	7	0	9
Total	**28**	**109**	**41**	**178**
TECHNOLOGY				
Automotive Technology (VET)				
Automotive Technology A	0	3	0	3
Design and Technology				
Communication Products A	9	46	10	65
Communication Products B	2	15	3	20
Material Products A	11	66	22	99
Material Products B	3	30	5	38
Systems and Control Products A	3	18	0	21
Systems and Control Products B	0	3	1	4
Design and Technology Studies	5	9	9	23
Electrotechnology (VET)				
Electrotechnology A*	1	4	1	6
General Construction (VET)				
General Construction A	2	3	0	5

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

Subject	Cath	Govt	Indp	Total
Information Technology (VET)				
Information Technology A	0	3	1	4
Information Technology B	0	4	0	4
Information Technology Studies	12	14	13	39
Information Technology Systems	2	11	4	17
Manufacturing and Engineering (VET)				
Engineering Applications A	3	2	0	5
Total	**25**	**95**	**36**	**156**
VARIOUS LEARNING AREAS				
Extension Studies				
Extension Studies A	3	19	5	27
Extension Studies B	2	14	0	16
Total	**4**	**25**	**5**	**34**
Total Number of Schools	**29**	**138**	**59**	**226**

*New or redeveloped subject for 2008.
Note: Since redevelopment some subjects have been renamed, for example:
    Beginners-level languages replaced accelerated-level languages
    Community Services and Health (VET) replaced Community Services (VET).

Table 4: Number of Northern Territory and Asian schools offering 2-unit Stage 2 subjects, by learning area, 2008

Subject	School Sector			Total
	Cath	Govt	Indp	
NORTHERN TERRITORY				
ARTS				
Art Practical	2	8	3	13
Broadcasting and Multimedia (VET)				
Broadcasting and Multimedia B	0	1	0	1
Craft Practical	0	3	0	3
Dance	1	2	0	3
Dance Studies	0	1	1	2
Design Practical	1	2	1	4
Drama	2	3	1	6
Drama Studies	0	1	0	1
Visual Arts Studies	0	2	0	2
Total	**3**	**9**	**3**	**15**
ENGLISH				
English as a Second Language	1	7	0	8
English as Second Language Studies	1	4	0	5
English Communications	3	9	3	15
English Studies	2	6	2	10
Total	**3**	**10**	**3**	**16**
HEALTH AND PERSONAL DEVELOPMENT				
Community Studies				
Arts and the Community	2	3	2	7
Business and the Community	1	2	0	3
Communication and the Community	0	3	0	3
Design, Construction, and the Community	0	3	0	3
Foods and the Community	0	2	2	4
Health, Recreation, and the Community	1	4	0	5
Lifestyle and the Community	1	3	0	4
Mathematics and the Community	0	2	1	3
Science and the Community	1	3	1	5
Technology and the Community	1	6	1	8
Work and the Community	1	2	0	3
Health Education				
Health Studies	0	1	0	1
Home Economics				
Early Childhood Studies	0	3	0	3
Food and Hospitality Studies	0	5	0	5
Nutrition Studies	1	1	0	2
Integrated Learning				
Integrated Learning I	0	2	0	2
Integrated Learning II	3	6	0	9
Nutrition	0	2	0	2
Outdoor and Environmental Education				
Outdoor and Environmental Studies	0	1	1	2
Physical Education	2	5	3	10

Table 4: Number of NT and Asian schools offering 2-unit Stage 2 subjects *continued*

Subject	School Sector			Total
	Cath	**Govt**	**Indp**	
NORTHERN TERRITORY *continued*				
Sport and Recreation (VET)				
Sport and Recreation A	0	2	0	2
Sport and Recreation B	1	0	0	1
Work Education				
Vocational Studies A	3	11	1	15
Vocational Studies B	1	5	0	6
Total	**4**	**12**	**4**	**20**
LANGUAGES				
Chinese (continuers)	0	1	0	1
German (continuers)	0	1	0	1
Indonesian (beginners)*	0	1	0	1
Indonesian (continuers)	1	1	0	2
Italian (continuers)	0	1	0	1
Japanese (continuers)	0	2	1	3
Spanish (beginners)*	0	1	0	1
Total	**1**	**4**	**1**	**6**
MATHEMATICS				
Mathematical Applications	3	9	3	15
Mathematical Methods	3	4	1	8
Mathematical Studies	3	5	2	10
Specialist Mathematics	0	3	0	3
Total	**3**	**9**	**3**	**15**
SCIENCE				
Biology	3	7	3	13
Chemistry	1	6	2	9
Contemporary Issues and Science	2	7	1	10
Geology	0	1	0	1
Physics	1	4	2	7
Psychology	2	6	1	9
Total	**4**	**10**	**3**	**17**
SOCIETY AND ENVIRONMENT				
Aboriginal Studies	0	2	1	3
Accounting Studies	0	5	1	6
Agriculture and Horticulture				
Agricultural and Horticultural Management	0	1	0	1
Australian and International Politics	0	2	0	2
Australian History	0	1	0	1
Business Services (VET)				
Business Services A	0	1	0	1
Business Services B	0	2	0	2
Business Studies	2	4	1	7
Classical Studies	0	1	0	1

Table 4: Number of NT and Asian schools offering 2-unit Stage 2 subjects *continued*

Subject	School Sector Cath	Govt	Indp	Total
NORTHERN TERRITORY *continued*				
Economics	0	3	1	4
Geography	0	2	2	4
Legal Studies	2	5	1	8
Media Studies	1	2	1	4
Modern History	1	4	1	6
Philosophy	0	1	0	1
Religions in Australia	3	0	0	3
Small Business Enterprise	0	6	0	6
Studies of Religion	1	0	0	1
Studies of Societies	0	2	0	2
Sustainable Futures				
Sustainable Futures I	0	2	0	2
Sustainable Futures II	0	2	1	3
Tourism	2	2	0	4
Women's Studies	0	1	0	1
Total	**3**	**10**	**2**	**15**
TECHNOLOGY				
Design and Technology				
Communication Products A	1	5	1	7
Communication Products B	0	1	0	1
Material Products A	1	1	1	3
Material Products B	1	1	0	2
Systems and Control Products A	0	1	0	1
Design and Technology Studies	0	0	1	1
Information Technology Studies	0	2	1	3
Information Technology Systems	0	1	1	2
Total	**2**	**8**	**3**	**13**
VARIOUS LEARNING AREAS				
Extension Studies				
Extension Studies A	0	1	0	1
Extension Studies B	0	0	1	1
Total	**0**	**1**	**1**	**2**
Total Number of Northern Territory Schools	**4**	**14**	**4**	**22**

Table 4: Number of NT and Asian schools offering 2-unit Stage 2 subjects *continued*

	Total
ASIA	
ENGLISH	
English as Second Language Studies	7
English Studies	1
Total	**7**
LANGUAGES	
Malay (background speakers)	3
Total	**3**
MATHEMATICS	
Mathematical Studies	7
Specialist Mathematics	6
Total	**7**
SCIENCE	
Biology	5
Chemistry	6
Physics	6
Psychology	3
Total	**6**
SOCIETY AND ENVIRONMENT	
Accounting Studies	5
Economics	5
Legal Studies	4
Total	**5**
TECHNOLOGY	
Information Technology Studies	3
Total	**3**
Total Number of Asian Schools	**7**

*New or redeveloped subject for 2008.
Note: Since redevelopment some subjects have been renamed, for example: Beginners-level languages replaced accelerated-level languages

Table 5: Number of South Australian and Northern Territory schools offering 1-unit Stage 2 subjects, by learning area, 2008

Subject	South Australia				Northern Territory				Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
ARTS									
Art Practical	0	6	1	7	1	0	0	1	8
Craft Practical	0	0	0	0	1	0	0	1	1
Design Practical	0	3	1	4	0	0	0	0	4
Music									
Composing and Arranging	4	10	8	22	1	2	0	3	25
Ensemble Performance	18	45	27	90	1	5	1	7	97
Music in Context	3	6	8	17	0	1	0	1	18
Music Individual Study	13	31	13	57	0	4	0	4	61
Music Technology	3	7	6	16	0	1	0	1	17
Musicianship	12	20	16	48	1	2	1	4	52
Performance Special Study	5	12	13	30	0	0	0	0	30
Solo Performance	21	56	31	108	2	4	2	8	116
Total	**24**	**64**	**35**	**123**	**3**	**6**	**2**	**11**	**134**
ENGLISH									
English Communications	1	10	0	11	0	0	0	0	11
Total	**1**	**10**	**0**	**11**	**0**	**0**	**0**	**0**	**11**
HEALTH AND PERSONAL DEVELOPMENT									
Community Studies									
Arts and the Community I	6	36	3	45	0	3	0	3	48
Arts and the Community II	1	15	3	19	0	0	0	0	19
Business and the Community I	3	16	0	19	0	3	0	3	22
Business and the Community II	1	2	0	3	0	0	0	0	3
Communication and the Community I	3	27	2	32	0	4	2	6	38
Communication and the Community II	0	7	1	8	0	1	2	3	11
Design, Construction and the Community I	5	35	4	44	0	0	0	0	44
Design, Construction and the Community II	4	14	0	18	0	0	1	1	19
Environment and the Community I	1	10	0	11	0	2	1	3	14
Environment and the Community II	0	2	0	2	0	0	1	1	3
Foods and the Community I	3	31	2	36	0	2	1	3	39
Foods and the Community II	2	12	0	14	0	1	0	1	15
Health, Recreation, and the Community I	6	35	2	43	0	6	1	7	50
Health, Recreation, and the Community II	2	14	2	18	0	3	1	4	22
Lifestyle and the Community I	4	27	1	32	0	3	1	4	36
Lifestyle and the Community II	1	9	0	10	0	2	0	2	12
Mathematics and the Community I	2	20	4	26	0	1	1	2	28
Mathematics and the Community II	2	8	1	11	0	1	1	2	13
Science and the Community I	0	8	0	8	0	1	1	2	10
Science and the Community II	0	2	0	2	0	1	0	1	3
Technology and the Community I	4	32	3	39	0	4	2	6	45
Technology and the Community II	3	16	2	21	0	2	0	2	23
Work and the Community I	4	38	3	45	0	4	1	5	50
Work and the Community II	2	14	2	18	1	0	0	1	19

Table 5: Number of SA and NT schools offering 1-unit Stage 2 subjects *continued*

Subject	South Australia				Northern Territory				Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
Heath Education									
Health Education I	0	5	0	5	0	2	0	2	7
Health Education II	0	4	0	4	0	2	0	2	6
Home Economics									
Early Childhood Studies	0	5	0	5	0	1	0	1	6
Food and Hospitality Studies	0	15	1	16	1	2	0	3	19
Nutrition Studies	1	10	1	12	1	2	0	3	15
Textile Studies	0	1	0	1	0	1	0	1	2
Integrated Learning									
Integrated Learning II	0	0	0	0	0	1	0	1	1
Outdoor and Environmental Education									
Outdoor Education I	3	15	1	19	1	2	1	4	23
Outdoor Education II	3	15	1	19	1	2	1	4	23
Work Education									
Work Studies A	5	22	5	32	1	1	0	2	34
Work Studies B	6	20	5	31	1	1	0	2	33
Total	**15**	**85**	**12**	**112**	**3**	**11**	**2**	**16**	**128**
LANGUAGES									
Australian Languages									
Language Revival I	0	2	0	2	0	1	0	1	3
Language Revival II	0	2	0	2	0	1	0	1	3
Second Language Learning I	0	1	0	1	0	0	0	0	1
Second Language Learning II	0	1	0	1	0	0	0	0	1
Total	**0**	**2**	**0**	**2**	**0**	**1**	**0**	**1**	**3**
MATHEMATICS									
Mathematical Applications	2	13	1	16	0	2	0	2	18
Total	**2**	**13**	**1**	**16**	**0**	**2**	**0**	**2**	**18**
SCIENCE									
Psychology	0	1	0	1	0	0	0	0	1
Total	**0**	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**1**
SOCIETY AND ENVIRONMENT									
Agriculture and Horticulture									
Agricultural and Horticultural Enterprise I	0	1	0	1	0	0	0	0	1
Agricultural and Horticultural Enterprise II	0	1	0	1	0	0	0	0	1
Agricultural and Horticultural Management II	0	2	0	2	0	0	0	0	2
Agricultural and Horticultural Principles II	0	1	0	1	0	0	0	0	1
Agricultural and Horticultural Studies I	0	2	0	2	0	0	0	0	2
Agricultural and Horticultural Studies II	0	1	0	1	0	0	0	0	1
Business Studies	0	1	0	1	0	0	0	0	1

Subject	South Australia				Northern Territory				Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
Justice in Society									
Justice in Society I	0	1	0	1	0	0	0	0	1
Justice in Society II	0	1	0	1	0	0	0	0	1
Religions in Australia	2	0	1	3	0	0	0	0	3
Total	**2**	**7**	**1**	**10**	**0**	**0**	**0**	**0**	**10**
TECHNOLOGY									
Design and Technology									
Communication Products A	1	4	0	5	0	0	0	0	5
Communication Products B	1	4	0	5	0	0	0	0	5
Material Products A	1	16	0	17	0	0	0	0	17
Material Products B	1	16	0	17	0	0	0	0	17
Systems and Control Products A	0	7	0	7	0	0	0	0	7
Systems and Control Products B	0	5	0	5	0	0	0	0	5
Information Processing and Publishing									
Business Documents	4	32	8	44	0	2	1	3	47
Desktop Publishing	17	78	21	116	1	4	0	5	121
Electronic Publishing	11	18	11	40	1	1	1	3	43
Personal Documents	8	41	6	55	0	1	0	1	56
Total	**20**	**88**	**22**	**130**	**1**	**4**	**1**	**6**	**136**
Total Number of Schools	**28**	**114**	**41**	**183**	**4**	**13**	**3**	**20**	**203**

Table 6: Stage 2 subjects (2 units)
Number of results for students in South Australia, by learning area, 2008

	Cath		Govt		Indp		Total				Grand Total
Subject	F	M	F	M	F	M	F	%	M	%	
ARTS											
Art Practical	96	47	315	158	131	40	542	69	245	31	787
Broadcasting and Multimedia (VET)											
Broadcasting and Multimedia A	2	1	2	5	0	6	4	25	12	75	16
Broadcasting and Multimedia B	2	8	18	40	0	0	20	29	48	71	68
Craft Practical	5	0	45	5	5	1	55	90	6	10	61
Dance	12	0	54	3	5	2	71	93	5	7	76
Dance Studies	7	0	53	5	30	4	90	91	9	9	99
Design Practical	74	83	116	156	42	64	232	43	303	57	535
Drama	44	18	88	54	31	17	163	65	89	35	252
Drama Studies	137	41	208	89	183	47	528	75	177	25	705
Visual Arts Studies	175	56	367	125	241	80	783	75	261	25	1044
Total	**554**	**254**	**1266**	**640**	**668**	**261**	**2488**	**68**	**1155**	**32**	**3643**
ENGLISH											
Communication for the Hearing-impaired	0	0	0	1	0	0	0	0	1	100	1
English as a Second Language	43	30	159	197	3	0	205	47	227	53	432
English as Second Language Studies	96	93	134	174	97	125	327	45	392	55	719
English Communications	808	579	2106	1490	984	769	3898	58	2838	42	6736
English Studies	325	196	634	262	505	254	1464	67	712	33	2176
Total	**1272**	**898**	**3033**	**2124**	**1589**	**1148**	**5894**	**59**	**4170**	**41**	**10064**
HEALTH AND PERSONAL DEVELOPMENT											
Community Services and Health (VET)											
Community Services and Health A*	0	0	45	1	2	0	47	98	1	2	48
Community Services and Health B*	1	0	10	0	0	0	11	100	0	0	11
Community Studies											
Arts and the Community	29	7	108	60	9	2	146	68	69	32	215
Business and the Community	7	0	23	12	1	1	31	70	13	30	44
Communication and the Community	24	14	67	57	2	2	93	56	73	44	166
Design, Construction, and the Community	5	29	32	56	2	4	39	30	89	70	128
Environment and the Community	10	8	7	15	0	0	17	43	23	58	40
Foods and the Community	9	6	40	36	7	1	56	57	43	43	99
Health, Recreation, and the Community	20	18	87	127	11	10	118	43	155	57	273
Lifestyle and the Community	13	13	65	35	1	0	79	62	48	38	127
Mathematics and the Community	2	2	25	26	1	0	28	50	28	50	56
Science and the Community	8	4	17	23	0	0	25	48	27	52	52
Technology and the Community	5	17	36	99	3	4	44	27	120	73	164
Work and the Community	35	34	136	124	2	3	173	52	161	48	334
Health Education											
Health Studies	0	0	156	47	33	9	189	77	56	23	245

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Home Economics											
Early Childhood Studies	242	8	828	28	210	8	1280	97	44	3	1324
Food and Hospitality Studies	273	95	860	395	268	122	1401	70	612	30	2013
Nutrition Studies	66	10	45	16	17	10	128	78	36	22	164
Textile Studies	6	0	17	0	10	0	33	100	0	0	33
Hospitality (VET)											
Hospitality — Kitchen Operations A	5	8	5	7	0	0	10	40	15	60	25
Hospitality — Kitchen Operations B	5	0	4	1	0	0	9	90	1	10	10
Integrated Learning											
Integrated Learning I	6	24	104	124	7	5	117	43	153	57	270
Integrated Learning II	12	15	91	256	10	10	113	29	281	71	394
Nutrition	88	40	357	138	110	13	555	74	191	26	746
Outdoor and Environmental Education											
Outdoor and Environmental Studies	0	5	10	15	7	36	17	23	56	77	73
Physical Education	324	440	561	874	306	464	1191	40	1778	60	2969
Sport and Recreation (VET)											
Sport and Recreation A	0	1	5	23	4	10	9	21	34	79	43
Sport and Recreation B	0	5	37	39	0	0	37	46	44	54	81
Work Education											
Vocational Studies A	92	134	571	716	87	84	750	45	934	55	1684
Vocational Studies B	45	55	266	361	40	33	351	44	449	56	800
Total	**1332**	**992**	**4615**	**3711**	**1150**	**831**	**7097**	**56**	**5534**	**44**	**12631**
LANGUAGES											
Albanian (continuers)	0	0	0	1	0	0	0	0	1	100	1
Arabic (continuers)	0	0	8	1	7	3	15	79	4	21	19
Auslan (continuers)	0	0	5	0	0	0	5	100	0	0	5
Bosnian (continuers)	0	0	1	2	0	0	1	33	2	67	3
Chinese (background speakers)	55	21	121	139	24	25	200	52	185	48	385
Chinese (beginners)*	0	0	0	0	6	2	6	75	2	25	8
Chinese (beginners) A*	0	0	0	2	0	0	0	0	2	100	2
Chinese (continuers)	13	2	41	24	5	2	59	68	28	32	87
Filipino (continuers)	0	0	2	0	0	0	2	100	0	0	2
French (beginners)*	0	0	3	2	0	0	3	60	2	40	5
French (beginners) A*	0	0	8	1	0	0	8	89	1	11	9
French (continuers)	45	7	66	12	36	5	147	86	24	14	171
German (beginners)*	0	0	0	1	0	1	0	0	2	100	2
German (continuers)	0	0	63	38	76	41	139	64	79	36	218
Indonesian (beginners)*	19	1	0	0	0	0	19	95	1	5	20
Indonesian (beginners) A*	0	0	0	2	0	0	0	0	2	100	2
Indonesian (continuers)	6	5	16	10	18	11	40	61	26	39	66
Italian (beginners)*	0	0	5	2	0	0	5	71	2	29	7
Italian (beginners) A*	0	0	5	1	0	0	5	83	1	17	6
Italian (continuers)	98	43	28	10	0	0	126	70	53	30	179

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	3	4	0	0	3	43	4	57	7
Japanese (beginners)*	0	0	14	8	6	0	20	71	8	29	28
Japanese (continuers)	14	9	66	28	42	21	122	68	58	32	180
Khmer (continuers)	0	0	8	5	0	0	8	62	5	38	13
Korean (background speakers)	0	0	9	18	0	0	9	33	18	67	27
Latin (continuers)	0	0	0	0	0	1	0	0	1	100	1
Macedonian (continuers)	0	0	0	0	1	2	1	33	2	67	3
Maltese (continuers)	0	0	0	0	1	2	1	33	2	67	3
Modern Greek (beginners)*	0	0	0	0	1	0	1	100	0	0	1
Modern Greek (continuers)	0	0	16	7	4	2	20	69	9	31	29
Persian (background speakers)	0	0	20	20	0	0	20	50	20	50	40
Polish (continuers)	0	0	3	4	1	1	4	44	5	56	9
Romanian (continuers)	0	0	1	0	0	0	1	100	0	0	1
Russian (background speakers)	0	0	0	0	2	1	2	67	1	33	3
Russian (continuers)	0	0	0	0	2	0	2	100	0	0	2
Serbian (continuers)	0	0	1	1	0	0	1	50	1	50	2
Sinhala (continuers)	0	0	1	0	0	0	1	100	0	0	1
Spanish (beginners)*	0	0	16	8	0	0	16	67	8	33	24
Spanish (beginners) A*	0	0	3	0	0	0	3	100	0	0	3
Spanish (continuers)	0	0	13	10	0	0	13	57	10	43	23
Tamil (continuers)	0	0	1	0	0	0	1	100	0	0	1
Turkish (continuers)	0	0	1	0	0	0	1	100	0	0	1
Ukrainian (continuers)	0	0	0	0	2	0	2	100	0	0	2
Vietnamese (background speakers)	11	6	21	15	0	0	32	60	21	40	53
Vietnamese (continuers)	12	1	15	6	10	12	37	66	19	34	56
Total	**273**	**95**	**584**	**382**	**244**	**132**	**1101**	**64**	**609**	**36**	**1710**
MATHEMATICS											
Mathematical Applications	381	335	767	815	443	414	1591	50	1564	50	3155
Mathematical Methods	151	179	182	159	205	224	538	49	562	51	1100
Mathematical Studies	346	428	623	883	420	580	1389	42	1891	58	3280
Specialist Mathematics	88	192	204	431	132	275	424	32	898	68	1322
Total	**966**	**1134**	**1776**	**2288**	**1200**	**1493**	**3942**	**45**	**4915**	**55**	**8857**
SCIENCE											
Biology	556	299	1124	559	664	340	2344	66	1198	34	3542
Chemistry	260	280	483	543	359	388	1102	48	1211	52	2313
Contemporary Issues and Science	64	68	42	54	35	11	141	51	133	49	274
Geology	6	17	35	39	0	7	41	39	63	61	104
Physics	136	326	320	756	192	434	648	30	1516	70	2164
Psychology	216	61	771	269	367	86	1354	76	416	24	1770
Seafood Operations (VET)											
Seafood Operations A	0	0	2	2	0	0	2	50	2	50	4
Seafood Operations B	0	0	3	2	0	0	3	60	2	40	5
Total	**1238**	**1051**	**2780**	**2224**	**1617**	**1266**	**5635**	**55**	**4541**	**45**	**10176**

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
SOCIETY AND ENVIRONMENT											
Aboriginal Studies	16	0	47	7	8	4	71	87	11	13	82
Accounting Studies	154	177	203	213	87	174	444	44	564	56	1008
Agricultural and Horticultural Science	0	9	35	14	10	25	45	48	48	52	93
Agriculture and Horticulture											
Agricultural and Horticultural Applied Technologies	0	0	4	11	0	0	4	27	11	73	15
Agricultural and Horticultural Enterprise	0	0	1	1	0	0	1	50	1	50	2
Agricultural and Horticultural Management	0	0	25	21	2	1	27	55	22	45	49
Agricultural and Horticultural Principles	0	0	6	11	2	6	8	32	17	68	25
Agricultural and Horticultural Studies	0	0	19	20	2	4	21	47	24	53	45
Australian and International Politics	0	6	25	25	67	35	92	58	66	42	158
Australian History	19	10	90	42	12	5	121	68	57	32	178
Business Services (VET)											
Business Services A	1	3	8	8	3	1	12	50	12	50	24
Business Services B	2	1	5	4	1	0	8	62	5	38	13
Business Studies	351	373	434	399	352	308	1137	51	1080	49	2217
Classical Studies	87	26	108	92	78	49	273	62	167	38	440
Economics	63	171	43	66	93	174	199	33	411	67	610
Geography	137	128	225	233	187	227	549	48	588	52	1137
Justice in Society											
Justice in Society	2	1	37	17	5	3	44	68	21	32	65
Legal Studies	164	182	264	224	98	87	526	52	493	48	1019
Media Studies	44	25	114	94	18	26	176	55	145	45	321
Modern History	189	170	336	308	330	226	855	55	704	45	1559
Philosophy	4	23	44	46	14	18	62	42	87	58	149
Religions in Australia	144	169	0	0	6	16	150	45	185	55	335
Retail (VET)											
Retail A	0	0	19	5	0	0	19	79	5	21	24
Retail B	0	0	0	0	1	0	1	100	0	0	1
Small Business Enterprise	16	38	56	90	0	0	72	36	128	64	200
Studies of Religion	23	37	0	0	9	7	32	42	44	58	76
Studies of Societies	327	189	588	314	103	42	1018	65	545	35	1563
Sustainable Futures											
Sustainable Futures I	0	0	1	2	2	4	3	33	6	67	9
Sustainable Futures II	0	0	7	2	0	0	7	78	2	22	9
Tourism	245	173	693	316	198	76	1136	67	565	33	1701
Tourism Operations (VET)											
Tourism Operations B	0	0	2	0	0	0	2	100	0	0	2
Women's Studies	43	0	160	7	0	0	203	97	7	3	210
Total	**2031**	**1911**	**3599**	**2592**	**1688**	**1518**	**7318**	**55**	**6021**	**45**	**13339**

Table 6: Stage 2 subjects (2 units) — 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
TECHNOLOGY											
Automotive Technology (VET)											
Automotive Technology A	0	0	0	8	0	0	0	0	8	100	8
Design and Technology											
Communication Products A	64	43	319	202	79	44	462	62	289	38	751
Communication Products B	13	20	104	104	13	19	130	48	143	52	273
Material Products A	1	111	50	384	29	154	80	11	649	89	729
Material Products B	0	19	16	179	4	27	20	8	225	92	245
Systems and Control Products A	2	39	3	120	0	0	5	3	159	97	164
Systems and Control Products B	0	0	2	17	0	7	2	8	24	92	26
Design and Technology Studies	21	45	40	40	37	72	98	38	157	62	255
Electrotechnology (VET)											
Electrotechnology A*	0	2	0	22	0	1	0	0	25	100	25
General Construction (VET)											
General Construction A	1	2	0	13	0	0	1	6	15	94	16
Information Technology (VET)											
Information Technology A	0	0	2	14	0	2	2	11	16	89	18
Information Technology B	0	0	6	25	0	0	6	19	25	81	31
Information Technology Studies	26	112	34	103	34	110	94	22	325	78	419
Information Technology Systems	5	11	5	35	0	13	10	14	59	86	69
Manufacturing and Engineering (VET)											
Engineering Applications A	0	8	0	10	0	0	0	0	18	100	18
Total	**133**	**412**	**581**	**1276**	**196**	**449**	**910**	**30**	**2137**	**70**	**3047**
VARIOUS LEARNING AREAS											
Extension Studies											
Extension Studies A	15	8	38	20	6	0	59	68	28	32	87
Extension Studies B	4	6	15	16	0	0	19	46	22	54	41
Total	**19**	**14**	**53**	**36**	**6**	**0**	**78**	**61**	**50**	**39**	**128**
Total Results	**7818**	**6761**	**18287**	**15273**	**8358**	**7098**	**34463**	**54**	**29132**	**46**	**63595**

*New or redeveloped subject for 2008.
Note: Since redevelopment some subjects have been renamed, for example:
    Beginners-level languages replaced accelerated-level languages
    Community Services and Health (VET) replaced Community Services (VET).

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	M	%	Grand Total
NORTHERN TERRITORY											
ARTS											
Art Practical	19	8	65	29	18	2	102	72	39	28	141
Broadcasting and Multimedia (VET)											
Broadcasting and Multimedia B	0	0	1	5	0	0	1	17	5	83	6
Craft Practical	0	0	22	5	0	0	22	81	5	19	27
Dance	1	0	21	2	0	0	22	92	2	8	24
Dance Studies	0	0	4	1	4	0	8	89	1	11	9
Design Practical	2	4	15	10	5	5	22	54	19	46	41
Drama	4	0	13	8	6	2	23	70	10	30	33
Drama Studies	0	0	7	2	0	0	7	78	2	22	9
Visual Arts Studies	0	0	21	5	0	0	21	81	5	19	26
Total	**26**	**12**	**169**	**67**	**33**	**9**	**228**	**72**	**88**	**28**	**316**
ENGLISH											
English as a Second Language	4	11	11	20	0	0	15	33	31	67	46
English as Second Language Studies	2	4	44	26	0	0	46	61	30	39	76
English Communications	42	40	213	241	38	30	293	49	311	51	604
English Studies	17	3	129	84	33	25	179	62	112	38	291
Total	**65**	**58**	**397**	**371**	**71**	**55**	**533**	**52**	**484**	**48**	**1017**
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Arts and the Community	2	1	5	3	3	4	10	56	8	44	18
Business and the Community	1	0	1	2	0	0	2	50	2	50	4
Communication and the Community	0	0	7	2	0	0	7	78	2	22	9
Design, Construction, and the Community	0	0	4	5	0	0	4	44	5	56	9
Foods and the Community	0	0	3	1	1	1	4	67	2	33	6
Health, Recreation, and the Community	2	1	6	22	0	0	8	26	23	74	31
Lifestyle and the Community	1	1	10	8	0	0	11	55	9	45	20
Mathematics and the Community	0	0	3	1	0	1	3	60	2	40	5
Science and the Community	1	2	6	5	2	0	9	56	7	44	16
Technology and the Community	4	0	9	7	1	0	14	67	7	33	21
Work and the Community	4	2	2	3	0	0	6	55	5	45	11
Health Education											
Health Studies	0	0	1	0	0	0	1	100	0	0	1
Home Economics											
Early Childhood Studies	0	0	51	0	0	0	51	100	0	0	51
Food and Hospitality Studies	0	0	36	27	0	0	36	57	27	43	63
Nutrition Studies	11	6	11	7	0	0	22	63	13	37	35
Integrated Learning											
Integrated Learning I	0	0	7	7	0	0	7	50	7	50	14
Integrated Learning II	3	13	33	36	0	0	36	42	49	58	85
Nutrition	0	0	89	37	0	0	89	71	37	29	126
Outdoor and Environmental Education											
Outdoor and Environmental Studies	0	0	4	5	3	3	7	47	8	53	15

Table 7: Stage 2 subjects (2 units) — Number of results in NT and Asia *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
NORTHERN TERRITORY continued											
Physical Education	8	12	41	69	20	18	69	41	99	59	168
Sport and Recreation (VET)											
Sport and Recreation A	0	0	6	22	0	0	6	21	22	79	28
Sport and Recreation B	5	10	0	0	0	0	5	33	10	67	15
Work Education											
Vocational Studies A	18	10	79	71	4	7	101	53	88	47	189
Vocational Studies B	3	12	24	15	0	0	27	50	27	50	54
Total	**63**	**70**	**438**	**355**	**34**	**34**	**535**	**54**	**459**	**46**	**994**
LANGUAGES											
Chinese (continuers)	0	0	3	1	0	0	3	75	1	25	4
German (continuers)	0	0	8	3	0	0	8	73	3	27	11
Indonesian (beginners)*	0	0	11	3	0	0	11	79	3	21	14
Indonesian (continuers)	2	9	11	5	0	0	13	48	14	52	27
Italian (continuers)	0	0	9	5	0	0	9	64	5	36	14
Japanese (continuers)	0	0	15	2	5	2	20	83	4	17	24
Spanish (beginners)*	0	0	4	0	0	0	4	100	0	0	4
Total	**2**	**9**	**61**	**19**	**5**	**2**	**68**	**69**	**30**	**31**	**98**
MATHEMATICS											
Mathematical Applications	31	20	124	120	30	25	185	53	165	47	350
Mathematical Methods	19	16	98	112	14	4	131	50	132	50	263
Mathematical Studies	14	10	52	73	12	19	78	43	102	57	180
Specialist Mathematics	0	0	10	25	0	0	10	29	25	71	35
Total	**64**	**46**	**284**	**330**	**56**	**48**	**404**	**49**	**424**	**51**	**828**
SCIENCE											
Biology	20	3	95	76	26	14	141	60	93	40	234
Chemistry	3	2	53	81	9	9	65	41	92	59	157
Contemporary Issues and Science	7	9	26	25	3	2	36	50	36	50	72
Geology	0	0	3	11	0	0	3	21	11	79	14
Physics	2	4	29	94	8	27	39	24	125	76	164
Psychology	18	2	98	42	8	5	124	72	49	28	173
Total	**50**	**20**	**304**	**329**	**54**	**57**	**408**	**50**	**406**	**50**	**814**
SOCIETY AND ENVIRONMENT											
Aboriginal Studies	0	0	20	12	3	4	23	59	16	41	39
Accounting Studies	0	0	34	28	4	3	38	55	31	45	69
Agriculture and Horticulture											
Agricultural and Horticultural Management	0	0	6	3	0	0	6	67	3	33	9
Australian and International Politics	0	0	21	18	0	0	21	54	18	46	39
Australian History	0	0	8	3	0	0	8	73	3	27	11
Business Services (VET)											
Business Services A	0	0	1	2	0	0	1	33	2	67	3
Business Services B	0	0	10	3	0	0	10	77	3	23	13

Table 7: Stage 2 subjects (2 units) — Number of results in NT and Asia *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
NORTHERN TERRITORY continued											
Business Studies	5	8	53	41	14	10	72	55	59	45	131
Classical Studies	0	0	2	4	0	0	2	33	4	67	6
Economics	0	0	23	26	4	2	27	49	28	51	55
Geography	0	0	25	21	8	9	33	52	30	48	63
Legal Studies	7	3	38	30	7	5	52	58	38	42	90
Media Studies	2	3	10	5	2	1	14	61	9	39	23
Modern History	3	3	43	34	7	6	53	55	43	45	96
Philosophy	0	0	4	2	0	0	4	67	2	33	6
Religions in Australia	37	30	0	0	0	0	37	55	30	45	67
Small Business Enterprise	0	0	41	49	0	0	41	46	49	54	90
Studies of Religion	8	6	0	0	0	0	8	57	6	43	14
Studies of Societies	0	0	11	5	0	0	11	69	5	31	16
Sustainable Futures											
Sustainable Futures I	0	0	3	7	0	0	3	30	7	70	10
Sustainable Futures II	0	0	6	2	12	3	18	78	5	22	23
Tourism	10	4	23	13	0	0	33	66	17	34	50
Women's Studies	0	0	5	0	0	0	5	100	0	0	5
Total	**72**	**57**	**387**	**308**	**61**	**43**	**520**	**56**	**408**	**44**	**928**
TECHNOLOGY											
Design and Technology											
Communication Products A	8	11	36	27	2	3	46	53	41	47	87
Communication Products B	0	0	5	12	0	0	5	29	12	71	17
Material Products A	0	1	0	1	0	2	0	0	4	100	4
Material Products B	2	2	2	12	0	0	4	22	14	78	18
Systems and Control Products A	0	0	0	13	0	0	0	0	13	100	13
Design and Technology Studies	0	0	0	0	6	1	6	86	1	14	7
Information Technology Studies	0	0	7	29	3	3	10	24	32	76	42
Information Technology Systems	0	0	2	2	0	4	2	25	6	75	8
Total	**10**	**14**	**52**	**96**	**11**	**13**	**73**	**37**	**123**	**63**	**196**
VARIOUS											
Extension Studies											
Extension Studies A	0	0	0	3	0	0	0	0	3	100	3
Extension Studies B	0	0	0	0	1	0	1	100	0	0	1
Total	**0**	**0**	**0**	**3**	**1**	**0**	**1**	**25**	**3**	**75**	**4**
Total Northern Territory Results	**352**	**286**	**2092**	**1878**	**326**	**261**	**2770**	**53**	**2425**	**47**	**5195**

Table 7: Stage 2 subjects (2 units) — Number of results in NT and Asia *continued*

	F	Total %	M	%	Grand Total
ASIA					
ENGLISH					
English as Second Language Studies	1003	54	838	46	1841
English Studies	4	67	2	33	6
Total	**1007**	**55**	**840**	**45**	**1847**
LANGUAGES					
Malay (background speakers)	51	65	27	35	78
Total	**51**	**65**	**27**	**35**	**78**
MATHEMATICS					
Mathematical Studies	990	54	832	46	1822
Specialist Mathematics	242	38	394	62	636
Total	**1232**	**50**	**1226**	**50**	**2458**
SCIENCE					
Biology	488	65	266	35	754
Chemistry	615	52	561	48	1176
Physics	490	47	555	53	1045
Psychology	148	73	55	27	203
Total	**1741**	**55**	**1437**	**45**	**3178**
SOCIETY AND ENVIRONMENT					
Accounting Studies	386	61	249	39	635
Economics	399	60	261	40	660
Legal Studies	144	66	75	34	219
Total	**929**	**61**	**585**	**39**	**1514**
TECHNOLOGY					
Information Technology Studies	75	47	85	53	160
Total	**75**	**47**	**85**	**53**	**160**
Total Asian Results	**5035**	**55**	**4200**	**45**	**9235**

*New or redeveloped subject for 2008.
Note: Since redevelopment some subjects have been renamed, for example:
     Beginners-level languages replaced accelerated-level languages

Table 8: Number of students in South Australia and
the Northern Territory receiving a result in
at least one 2-unit Stage 2 subject, 2008

SOUTH AUSTRALIA

Catholic	Female	1940
	Male	1686
	Total	**3626**
Government	Female	5924
	Male	5106
	Total	**11030**
Independent	Female	2069
	Male	1743
	Total	**3812**
South Australia Total		**18468**

NORTHERN TERRITORY

Catholic	Female	118
	Male	104
	Total	**222**
Government	Female	675
	Male	621
	Total	**1296**
Independent	Female	92
	Male	86
	Total	**178**
Northern Territory Total		**1696**
Grand Total		**20164**

Table 9: Number of individual subject results in 2-unit Stage 2 subjects, 2008

Subjects with scored results		
SOUTH AUSTRALIA		
Catholic	Female	7642
	Male	6584
	Total	14226
Government	Female	17540
	Male	14479
	Total	32019
Independent	Female	8310
	Male	7051
	Total	15361
South Australia Total		**61606**
NORTHERN TERRITORY		
Catholic	Female	337
	Male	279
	Total	**616**
Government	Female	2029
	Male	1795
	Total	**3824**
Independent	Female	319
	Male	255
	Total	**574**
Northern Territory Total		**5014**
Grand Total		**66620**

Subjects with levelled results		
SOUTH AUSTRALIA		
Catholic	Female	176
	Male	177
	Total	**353**
Government	Female	747
	Male	794
	Total	1541
Independent	Female	48
	Male	47
	Total	**95**
South Australia Total		1989
NORTHERN TERRITORY		
Catholic	Female	15
	Male	7
	Total	**22**
Government	Female	63
	Male	83
	Total	146
Independent	Female	7
	Male	6
	Total	**13**
Northern Territory Total		181
Grand Total		2170

Note: Levelled results are reported to students as either satisfactory achievement (SA) or recorded achievement (RA) without an accompanying score out of 20 or grade.

Table 10: Stage 2 subjects (1 unit)
Number of results for students in South Australia, by learning area, 2008

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Art Practical	0	0	6	2	1	0	7	78	2	22	9
Design Practical	0	0	1	2	0	1	1	25	3	75	4
Music											
Composing and Arranging	4	10	10	12	11	14	25	41	36	59	61
Ensemble Performance	48	45	160	152	110	45	318	57	242	43	560
Music in Context	16	20	23	17	39	18	78	59	55	41	133
Music Individual Study	14	23	32	51	21	23	67	41	97	59	164
Music Technology	6	12	4	14	9	19	19	30	45	70	64
Musicianship	32	38	82	87	81	64	195	51	189	49	384
Performance Special Study	1	4	17	20	18	11	36	51	35	49	71
Solo Performance	67	60	159	154	125	80	351	54	294	46	645
Total	**188**	**212**	**494**	**511**	**415**	**275**	**1097**	**52**	**998**	**48**	**2095**
ENGLISH											
English Communications	0	1	7	8	0	0	7	44	9	56	16
Total	**0**	**1**	**7**	**8**	**0**	**0**	**7**	**44**	**9**	**56**	**16**
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Arts and the Community I	5	3	65	34	10	4	80	66	41	34	121
Arts and the Community II	2	0	13	8	2	2	17	63	10	37	27
Business and the Community I	1	2	27	11	0	0	28	68	13	32	41
Business and the Community II	1	0	4	1	0	0	5	83	1	17	6
Communication and the Community I	2	2	29	24	2	1	33	55	27	45	60
Communication and the Community II	0	0	11	5	0	1	11	65	6	35	17
Design, Construction, and the Community I	4	2	73	73	2	6	79	49	81	51	160
Design, Construction, and the Community II	3	2	19	30	0	0	22	41	32	59	54
Environment and the Community I	1	0	10	8	0	0	11	58	8	42	19
Environment and the Community II	0	0	1	2	0	0	1	33	2	67	3
Foods and the Community I	2	2	94	43	1	2	97	67	47	33	144
Foods and the Community II	3	0	28	9	0	0	31	78	9	23	40
Health, Recreation, and the Community I	5	6	61	65	1	11	67	45	82	55	149
Health, Recreation, and the Community II	1	1	14	15	1	4	16	44	20	56	36
Lifestyle and the Community I	1	4	73	48	1	0	75	59	52	41	127
Lifestyle and the Community II	1	0	15	17	0	0	16	48	17	52	33
Mathematics and the Community I	2	20	22	27	2	4	26	34	51	66	77
Mathematics and the Community II	1	20	9	5	0	1	10	28	26	72	36
Science and the Community I	0	0	13	7	0	0	13	65	7	35	20
Science and the Community II	0	0	1	1	0	0	1	50	1	50	2
Technology and the Community I	4	7	34	59	5	8	43	37	74	63	117
Technology and the Community II	2	3	6	26	2	2	10	24	31	76	41

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Work and the Community I	1	5	75	66	2	3	78	51	74	49	152
Work and the Community II	1	2	19	23	2	0	22	47	25	53	47
Health Education											
Health Education I	0	0	17	8	0	0	17	68	8	32	25
Health Education II	0	0	13	4	0	0	13	76	4	24	17
Home Economics											
Early Childhood Studies	0	0	28	0	0	0	28	100	0	0	28
Food and Hospitality Studies	0	0	89	51	4	1	93	64	52	36	145
Nutrition Studies	1	0	67	33	4	0	72	69	33	31	105
Textile Studies	0	0	3	0	0	0	3	100	0	0	3
Outdoor and Environmental Education											
Outdoor Education I	7	22	41	119	6	7	54	27	148	73	202
Outdoor Education II	6	21	40	114	6	7	52	27	142	73	194
Work Education											
Work Studies A	15	27	55	70	7	11	77	42	108	58	185
Work Studies B	16	28	39	55	6	10	61	40	93	60	154
Total	**88**	**179**	**1108**	**1061**	**66**	**85**	**1262**	**49**	**1325**	**51**	**2587**
LANGUAGES											
Australian Languages											
Language Revival I	0	0	1	1	0	0	1	50	1	50	2
Language Revival II	0	0	1	1	0	0	1	50	1	50	2
Second Language Learning I	0	0	0	2	0	0	0	0	2	100	2
Second Language Learning II	0	0	0	2	0	0	0	0	2	100	2
Total	**0**	**0**	**2**	**6**	**0**	**0**	**2**	**25**	**6**	**75**	**8**
MATHEMATICS											
Mathematical Applications	2	0	10	16	0	1	12	41	17	59	29
Total	**2**	**0**	**10**	**16**	**0**	**1**	**12**	**41**	**17**	**59**	**29**
SCIENCE											
Psychology	0	0	2	0	0	0	2	100	0	0	2
Total	**0**	**0**	**2**	**0**	**0**	**0**	**2**	**100**	**0**	**0**	**2**
SOCIETY AND ENVIRONMENT											
Agriculture and Horticulture											
Agricultural and Horticultural Enterprise I	0	0	1	0	0	0	1	100	0	0	1
Agricultural and Horticultural Enterprise II	0	0	1	1	0	0	1	50	1	50	2
Agricultural and Horticultural Management II	0	0	8	16	0	0	8	33	16	67	24
Agricultural and Horticultural Principles II	0	0	0	4	0	0	0	0	4	100	4
Agricultural and Horticultural Studies I	0	0	3	6	0	0	3	33	6	67	9
Agricultural and Horticultural Studies II	0	0	0	5	0	0	0	0	5	100	5

Table 10: Stage 2 subjects (1 unit) — 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
Business Studies	0	0	0	1	0	0	0	0	1	100	1
Justice in Society											
Justice in Society I	0	0	0	1	0	0	0	0	1	100	1
Justice in Society II	0	0	3	0	0	0	3	100	0	0	3
Religions in Australia	47	1	0	0	12	7	59	88	8	12	67
Total	**47**	**1**	**16**	**34**	**12**	**7**	**75**	**64**	**42**	**36**	**117**
TECHNOLOGY											
Design and Technology											
Communication Products A	17	8	7	28	0	0	24	40	36	60	60
Communication Products B	17	8	2	13	0	0	19	48	21	53	40
Material Products A	2	11	16	102	0	0	18	14	113	86	131
Material Products B	2	10	13	93	0	0	15	13	103	87	118
Systems and Control Products A	0	0	2	43	0	0	2	4	43	96	45
Systems and Control Products B	0	0	2	39	0	0	2	5	39	95	41
Information Processing and Publishing											
Business Documents	41	7	297	99	41	16	379	76	122	24	501
Desktop Publishing	218	102	637	307	123	69	978	67	478	33	1456
Electronic Publishing	155	68	117	97	53	46	325	61	211	39	536
Personal Documents	62	25	347	159	38	14	447	69	198	31	645
Total	**514**	**239**	**1440**	**980**	**255**	**145**	**2209**	**62**	**1364**	**38**	**3573**
Total Results	**839**	**632**	**3079**	**2616**	**748**	**513**	**4666**	**55**	**3761**	**45**	**8427**

Table 11: Stage 2 subjects (1 unit)
Number of results for students in the Northern Territory, by learning area, 2008

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Art Practical	1	0	0	0	0	0	1	100	0	0	1
Craft Practical	1	0	0	0	0	0	1	100	0	0	1
Music											
Composing and Arranging	0	1	1	4	0	0	1	17	5	83	6
Ensemble Performance	0	2	5	14	1	0	6	27	16	73	22
Music in Context	0	0	9	5	0	0	9	64	5	36	14
Music Individual Study	0	0	6	11	0	0	6	35	11	65	17
Music Technology	0	0	3	2	0	0	3	60	2	40	5
Musicianship	3	3	11	21	3	1	17	40	25	60	42
Solo Performance	3	3	5	21	6	2	14	35	26	65	40
Total	**8**	**9**	**40**	**78**	**10**	**3**	**58**	**39**	**90**	**61**	**148**
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Arts and the Community I	0	0	8	5	0	0	8	62	5	38	13
Business and the Community I	0	0	0	8	0	0	0	0	8	100	8
Communication and the Community I	0	0	4	4	7	13	11	39	17	61	28
Communication and the Community II	0	0	0	1	3	13	3	18	14	82	17
Design, Construction, and the Community II	0	0	0	0	0	1	0	0	1	100	1
Environment and the Community I	0	0	3	1	2	9	5	33	10	67	15
Environment and the Community II	0	0	0	0	0	1	0	0	1	100	1
Foods and the Community I	0	0	4	0	2	6	6	50	6	50	12
Foods and the Community II	0	0	1	0	0	0	1	100	0	0	1
Health, Recreation, and the Community I	0	0	9	13	2	5	11	38	18	62	29
Health, Recreation, and the Community II	0	0	3	6	0	4	3	23	10	77	13
Lifestyle and the Community I	0	0	9	3	3	6	12	57	9	43	21
Lifestyle and the Community II	0	0	3	1	0	0	3	75	1	25	4
Mathematics and the Community I	0	0	3	4	4	4	7	47	8	53	15
Mathematics and the Community II	0	0	0	3	1	4	1	13	7	88	8
Science and the Community I	0	0	1	0	2	8	3	27	8	73	11
Science and the Community II	0	0	0	1	0	0	0	0	1	100	1
Technology and the Community I	0	0	7	20	4	7	11	29	27	71	38
Technology and the Community II	0	0	0	14	0	0	0	0	14	100	14
Work and the Community I	0	0	3	5	3	4	6	40	9	60	15
Work and the Community II	4	3	0	0	0	0	4	57	3	43	7
Health Education											
Health Education I	0	0	9	8	0	0	9	53	8	47	17
Health Education II	0	0	8	7	0	0	8	53	7	47	15
Home Economics											
Early Childhood Studies	0	0	2	0	0	0	2	100	0	0	2
Food and Hospitality Studies	17	15	1	3	0	0	18	50	18	50	36
Nutrition Studies	15	16	14	10	0	0	29	53	26	47	55
Textile Studies	0	0	2	0	0	0	2	100	0	0	2
Integrated Learning											
Integrated Learning II	0	0	2	1	0	0	2	67	1	33	3

Table 11: Stage 2 subjects (1 unit) — 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
Outdoor and Environmental Education											
Outdoor Education I	4	6	15	15	2	6	21	44	27	56	48
Outdoor Education II	4	4	13	15	2	6	19	43	25	57	44
Work Education											
Work Studies A	2	1	7	12	0	0	9	41	13	59	22
Work Studies B	2	1	6	7	0	0	8	50	8	50	16
Total	**48**	**46**	**137**	**167**	**37**	**97**	**222**	**42**	**310**	**58**	**532**
LANGUAGES											
Australian Languages											
Language Revival I	0	0	1	0	0	0	1	100	0	0	1
Language Revival II	0	0	1	0	0	0	1	100	0	0	1
Total	**0**	**0**	**2**	**0**	**0**	**0**	**2**	**100**	**0**	**0**	**2**
MATHEMATICS											
Mathematical Applications	0	0	2	0	0	0	2	100	0	0	2
Total	**0**	**0**	**2**	**0**	**0**	**0**	**2**	**100**	**0**	**0**	**2**
TECHNOLOGY											
Information Processing and Publishing											
Business Documents	0	0	10	3	4	3	14	70	6	30	20
Desktop Publishing	1	3	19	24	0	0	20	43	27	57	47
Electronic Publishing	1	2	5	6	4	2	10	50	10	50	20
Personal Documents	0	0	4	14	0	0	4	22	14	78	18
Total	**2**	**5**	**38**	**47**	**8**	**5**	**48**	**46**	**57**	**54**	**105**
Total Results	**58**	**60**	**219**	**292**	**55**	**105**	**332**	**42**	**457**	**58**	**789**

Table 12: Number of students in South Australia and the Northern Territory receiving a result in at least one 1-unit Stage 2 subject, 2008

SOUTH AUSTRALIA		
Catholic	Female	430
	Male	307
	Total	**737**
Government	Female	1541
	Male	1299
	Total	**2840**
Independent	Female	388
	Male	267
	Total	**655**
South Australia Total		**4232**
NORTHERN TERRITORY		
Catholic	Female	32
	Male	35
	Total	**67**
Government	Female	119
	Male	157
	Total	**276**
Independent	Female	22
	Male	32
	Total	**54**
Northern Territory Total		**397**
Grand Total		**4629**

Table 13: Number of individual subject results in 1-unit Stage 2 subjects, 2008

Subjects With Scored Results		
SOUTH AUSTRALIA		
Catholic	Female	796
	Male	551
	Total	**1347**
Government	Female	2363
	Male	2009
	Total	**4372**
Independent	Female	715
	Male	464
	Total	**1179**
South Australia Total		**6898**
NORTHERN TERRITORY		
Catholic	Female	54
	Male	57
	Total	**111**
Government	Female	161
	Male	203
	Total	**364**
Independent	Female	22
	Male	20
	Total	**42**
Northern Territory Total		**517**
Grand Total		**7415**

Subjects With Levelled Results		
SOUTH AUSTRALIA		
Catholic	Female	43
	Male	81
	Total	**124**
Government	Female	716
	Male	607
	Total	**1323**
Independent	Female	33
	Male	49
	Total	**82**
South Australia Total		**1529**
NORTHERN TERRITORY		
Catholic	Female	4
	Male	3
	Total	**7**
Government	Female	58
	Male	89
	Total	**147**
Independent	Female	33
	Male	85
	Total	**118**
Northern Territory Total		**272**
Grand Total		**1801**

Note: Levelled results are reported to students as either satisfactory achievement (SA) or recorded achievement (RA) without an accompanying score out of 20 or grade.

Table 14: Number of students in South Australia and
the Northern Territory receiving a Stage 2 result
in 1 unit of community learning,
by name of program, 2008

Name of Program	Number of Students
SOUTH AUSTRALIA	
Australian Air Force Cadets	2
Australian Guild of Music and Speech	1
Australian Music Examinations Board	32
Guides Australia	1
Royal Life Saving Society Australia	33
Scouts Australia	3
St Cecilia School of Music	2
South Australia Total	**74**
NORTHERN TERRITORY	
Australian Air Force Cadets	1
Australian Music Examinations Board	1
Guides Australia	1
Royal Life Saving Society Australia	5
Northern Territory Total	**8**
Grand Total	**82**

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

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Partial Assessm't† F	Partial Assessm't† M	Total F	Total M	Grand Total
ARTS															
Art Practical	108	26	168	49	223	85	93	67	52	57	0	0	644	284	928
Broadcasting and Multimedia (VET)															
Broadcasting and Multimedia B	5	9	4	19	6	12	4	7	2	6	0	0	21	53	74
Craft Practical	11	0	18	4	20	2	14	1	14	4	0	0	77	11	88
Dance	11	2	24	3	39	1	15	0	4	1	0	0	93	7	100
Dance Studies	24	4	29	2	26	2	17	1	2	1	0	0	98	10	108
Design Practical	57	48	67	78	76	102	26	49	28	45	0	0	254	322	576
Drama	20	6	53	24	62	29	35	27	16	13	0	0	186	99	285
Drama Studies	102	19	171	42	187	76	55	31	7	6	13	5	535	179	714
Visual Arts Studies	156	29	258	62	286	91	80	54	21	29	3	1	804	266	1070
Total	**494**	**143**	**792**	**283**	**925**	**400**	**339**	**237**	**146**	**162**	**16**	**6**	**2712**	**1231**	**3943**
ENGLISH															
Communication for the Hearing-impaired	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1
English as a Second Language	37	21	93	91	70	96	18	32	2	18	0	0	220	258	478
English as Second Language Studies	428	261	624	591	281	314	29	66	8	21	6	7	1376	1260	2636
English Communications	1158	515	1941	1363	794	872	182	243	116	156	0	0	4191	3149	7340
English Studies	420	175	756	356	370	218	82	64	16	12	3	1	1647	826	2473
Total	**2043**	**973**	**3414**	**2401**	**1515**	**1500**	**311**	**405**	**142**	**207**	**9**	**8**	**7434**	**5494**	**12928**
HEALTH AND PERSONAL DEVELOPMENT															
Community Services and Health (VET)															
Community Services and Health B*	5	0	1	0	5	0	0	0	0	0	0	0	11	0	11
Health Education															
Health Studies	30	2	74	10	57	27	20	7	9	10	0	0	190	56	246
Home Economics															
Early Childhood Studies	192	4	641	15	380	20	84	3	34	2	0	0	1331	44	1375
Food and Hospitality Studies	232	27	639	193	436	286	102	87	28	46	0	0	1437	639	2076
Nutrition Studies	16	3	71	17	54	23	9	5	0	1	0	0	150	49	199
Textile Studies	8	0	19	0	6	0	0	0	0	0	0	0	33	0	33
Hospitality (VET)															
Hospitality — Kitchen Operations B	3	1	2	0	4	0	0	0	0	0	0	0	9	1	10
Integrated Learning															
Integrated Learning I	24	4	39	32	42	84	12	27	7	13	0	0	124	160	284
Integrated Learning II	7	10	48	86	57	153	21	53	16	28	0	0	149	330	479
Nutrition	129	10	250	68	158	84	75	52	22	10	10	4	644	228	872
Outdoor and Environmental Education															
Outdoor and Environmental Studies	2	16	11	19	7	20	4	9	0	0	0	0	24	64	88
Physical Education	224	272	423	631	348	507	178	301	66	112	21	54	1260	1877	3137

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Partial Assessm't† F	Partial Assessm't† M	Total F	Total M	Grand Total
Sport and Recreation (VET)															
Sport and Recreation B	24	10	14	21	2	18	2	4	0	1	0	0	42	54	96
Work Education															
Vocational Studies A	327	233	342	497	133	212	34	53	15	27	0	0	851	1022	1873
Vocational Studies B	135	74	109	150	92	165	21	51	21	36	0	0	378	476	854
Total	**1358**	**666**	**2683**	**1739**	**1781**	**1599**	**562**	**652**	**218**	**286**	**31**	**58**	**6633**	**5000**	**11633**
LANGUAGES															
Albanian (continuers)	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1
Arabic (continuers)	5	1	4	1	2	1	3	0	0	0	1	1	15	4	19
Auslan (continuers)	0	0	1	0	3	0	1	0	0	0	0	0	5	0	5
Bosnian (continuers)	0	0	1	0	0	2	0	0	0	0	0	0	1	2	3
Chinese (background speakers)	80	25	82	52	31	57	6	27	0	16	1	8	200	185	385
Chinese (beginners)*	1	1	4	0	1	0	0	1	0	0	0	0	6	2	8
Chinese (continuers)	30	10	17	13	8	6	4	0	3	0	0	0	62	29	91
Filipino (continuers)	1	0	0	0	0	0	0	0	1	0	0	0	2	0	2
French (beginners)*	2	0	0	1	1	0	0	1	0	0	0	0	3	2	5
French (continuers)	68	5	48	9	24	7	7	2	0	1	0	0	147	24	171
German (beginners)*	0	1	0	1	0	0	0	0	0	0	0	0	0	2	2
German (continuers)	55	25	63	28	26	19	1	9	2	1	0	0	147	82	229
Indonesian (beginners)*	3	1	9	0	9	2	9	1	0	0	0	0	30	4	34
Indonesian (continuers)	22	15	12	15	12	6	5	4	2	0	0	0	53	40	93
Italian (beginners)*	1	0	2	2	2	0	0	0	0	0	0	0	5	2	7
Italian (continuers)	43	18	59	26	25	10	6	3	2	1	0	0	135	58	193
Japanese (background speakers)*	0	0	3	1	0	3	0	0	0	0	0	0	3	4	7
Japanese (beginners)*	3	1	5	2	8	2	3	3	1	0	0	0	20	8	28
Japanese (continuers)	55	19	53	25	24	12	8	4	1	1	1	1	142	62	204
Khmer (continuers)	2	1	3	0	3	3	0	1	0	0	0	0	8	5	13
Korean (background speakers)	3	2	5	5	1	11	0	0	0	0	0	0	9	18	27
Latin (continuers)	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1
Macedonian (continuers)	0	1	0	1	0	0	1	0	0	0	0	0	1	2	3
Malay (background speakers)	23	12	14	7	12	3	2	4	0	1	0	0	51	27	78
Maltese (continuers)	0	1	0	1	1	0	0	0	0	0	0	0	1	2	3
Modern Greek (beginners)*	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1
Modern Greek (continuers)	6	2	7	1	6	4	1	2	0	0	0	0	20	9	29
Persian (background speakers)	2	6	9	6	4	1	4	4	0	2	1	1	20	20	40
Polish (continuers)	1	1	3	1	0	3	0	0	0	0	0	0	4	5	9
Romanian (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Russian (background speakers)	1	0	1	0	0	0	0	0	0	1	0	0	2	1	3
Russian (continuers)	0	0	1	0	0	0	1	0	0	0	0	0	2	0	2
Serbian (continuers)	0	0	0	0	1	0	0	1	0	0	0	0	1	1	2
Sinhala (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Partial Assessm't† F	Partial Assessm't† M	Total F	Total M	Grand Total
Spanish (beginners)*	1	1	9	2	8	3	2	2	0	0	0	0	20	8	28
Spanish (continuers)	5	3	6	4	2	3	0	0	0	0	0	0	13	10	23
Tamil (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Turkish (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Ukrainian (continuers)	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
Vietnamese (background speakers)	8	6	7	6	8	4	6	3	2	2	1	0	32	21	53
Vietnamese (continuers)	11	5	15	7	7	5	2	2	1	0	1	0	37	19	56
Total	**432**	**164**	**449**	**217**	**229**	**168**	**73**	**74**	**15**	**26**	**6**	**11**	**1204**	**660**	**1864**
MATHEMATICS															
Mathematical Applications	319	161	585	408	494	558	245	356	133	246	0	0	1776	1729	3505
Mathematical Methods	136	122	258	212	174	233	71	97	26	28	4	2	669	694	1363
Specialist Mathematics	282	422	226	446	108	271	47	131	13	45	0	2	676	1317	1993
Mathematical Studies	784	843	813	872	618	709	177	273	63	119	2	9	2457	2825	5282
Total	**1521**	**1548**	**1882**	**1938**	**1394**	**1771**	**540**	**857**	**235**	**438**	**6**	**13**	**5578**	**6565**	**12143**
SCIENCE															
Biology	661	261	1064	566	770	475	363	191	91	56	24	8	2973	1557	4530
Chemistry	512	412	666	684	415	503	138	206	46	49	5	10	1782	1864	3646
Contemporary Issues and Science	17	9	70	39	56	71	25	29	9	21	0	0	177	169	346
Geology	5	7	18	25	13	20	7	17	1	3	0	2	44	74	118
Physics	389	591	431	761	272	571	71	200	13	63	1	10	1177	2196	3373
Psychology	362	60	546	143	473	180	181	88	44	37	20	12	1626	520	2146
Seafood Operations (VET)															
Seafood Operations B	1	1	2	0	0	0	0	0	0	1	0	0	3	2	5
Total	**1947**	**1341**	**2797**	**2218**	**1999**	**1820**	**785**	**731**	**204**	**230**	**50**	**42**	**7782**	**6382**	**14164**
SOCIETY AND ENVIRONMENT															
Aboriginal Studies	11	2	39	6	28	14	15	3	1	2	0	0	94	27	121
Accounting Studies	215	159	286	262	213	220	117	136	29	54	8	13	868	844	1712
Agricultural and Horticultural Science	2	6	23	16	11	10	8	14	1	2	0	0	45	48	93
Agriculture and Horticulture															
Agricultural and Horticultural Applied Technologies	0	2	2	3	1	6	1	0	0	0	0	0	4	11	15
Agricultural and Horticultural Enterprise	0	1	1	0	0	0	0	0	0	0	0	0	1	1	2
Agricultural and Horticultural Management	5	1	10	5	7	10	8	5	3	4	0	0	33	25	58
Agricultural and Horticultural Principles	3	0	1	7	4	8	0	1	0	1	0	0	8	17	25
Agricultural and Horticultural Studies	2	0	6	10	7	10	6	3	0	1	0	0	21	24	45
Australian and International Politics	30	18	41	22	29	28	8	8	1	4	4	4	113	84	197

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Partial Assessm't† F	Partial Assessm't† M	Total F	Total M	Grand Total
Australian History	21	8	54	9	40	23	10	16	3	3	1	1	129	60	189
Business Services (VET)															
Business Services B	4	2	13	2	1	4	0	0	0	0	0	0	18	8	26
Business Studies	186	87	424	366	384	394	151	179	64	113	0	0	1209	1139	2348
Classical Studies	64	27	129	62	51	44	21	26	3	9	7	3	275	171	446
Economics	167	120	230	269	153	214	59	76	14	13	2	8	625	700	1325
Geography	122	84	202	203	144	223	85	83	22	19	7	6	582	618	1200
Justice in Society															
Justice in Society	7	0	21	3	12	13	0	3	4	2	0	0	44	21	65
Legal Studies	165	128	210	174	205	166	104	92	33	37	5	9	722	606	1328
Media Studies	39	15	77	61	54	48	15	16	5	14	0	0	190	154	344
Modern History	197	107	355	254	246	252	83	97	16	27	11	10	908	747	1655
Philosophy	16	15	24	27	15	27	6	12	5	8	0	0	66	89	155
Religions in Australia	47	22	74	60	36	61	16	37	14	35	0	0	187	215	402
Retail (VET)															
Retail B	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1
Small Business Enterprise	30	21	39	65	29	53	8	22	7	16	0	0	113	177	290
Studies of Religion	11	6	19	19	6	16	3	5	1	2	0	2	40	50	90
Studies of Societies	161	40	399	160	346	220	72	72	51	58	0	0	1029	550	1579
Sustainable Futures															
Sustainable Futures I	2	1	0	7	1	4	2	0	1	1	0	0	6	13	19
Sustainable Futures II	6	0	12	3	5	3	1	0	1	1	0	0	25	7	32
Tourism	184	51	324	103	403	218	183	147	75	63	0	0	1169	582	1751
Tourism Operations (VET)															
Tourism Operations B	1	0	1	0	0	0	0	0	0	0	0	0	2	0	2
Women's Studies	36	1	70	1	77	3	16	2	9	0	0	0	208	7	215
Total	**1734**	**924**	**3086**	**2179**	**2509**	**2292**	**998**	**1055**	**363**	**489**	**45**	**56**	**8735**	**6995**	**15730**
TECHNOLOGY															
Design and Technology															
Communication Products A	129	27	200	111	119	105	31	45	29	42	0	0	508	330	838
Communication Products B	43	21	58	50	17	47	9	15	8	22	0	0	135	155	290
Material Products A	17	69	29	236	25	219	4	82	5	47	0	0	80	653	733
Material Products B	4	21	7	97	11	80	2	26	0	15	0	0	24	239	263
Systems and Control Products A	1	20	4	61	0	48	0	29	0	14	0	0	5	172	177
Systems and Control Products B	0	5	0	10	1	4	0	2	1	3	0	0	2	24	26
Design and Technology Studies	15	12	55	56	27	53	5	24	2	13	0	0	104	158	262
Information Technology Studies	15	50	52	123	66	147	23	64	20	50	3	8	179	442	621
Information Technology Systems	4	6	3	15	3	22	1	14	1	8	0	0	12	65	77
Information Technology (VET)															
Information Technology B	0	2	5	12	0	6	1	2	0	3	0	0	6	25	31
Total	**228**	**233**	**413**	**771**	**269**	**731**	**76**	**303**	**66**	**217**	**3**	**8**	**1055**	**2263**	**3318**

Table 15: Stage 2 subjects (2 units) — Grade distribution *continued*

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Partial Assessm't† F	Partial Assessm't† M	Total F	Total M	Grand Total
VARIOUS LEARNING AREAS															
Extension Studies															
Extension Studies A	14	3	23	14	15	8	5	5	2	1	0	0	59	31	90
Extension Studies B	5	5	9	8	1	7	3	1	2	1	0	0	20	22	42
Total	**19**	**8**	**32**	**22**	**16**	**15**	**8**	**6**	**4**	**2**	**0**	**0**	**79**	**53**	**132**
Grand Total	**9776**	**6000**	**15548**	**11768**	**10637**	**10296**	**3692**	**4320**	**1393**	**2057**	**166**	**202**	**41212**	**34643**	**75855**

†Partial assessments are recorded for students who present only a school assessment or an examination assessment.

*New or redeveloped subject for 2008.

Note: Since redevelopment some subjects have been renamed, for example:

Beginners-level languages replaced accelerated-level languages

Community Services and Health (VET) replaced Community Services (VET).

Table 16: Stage 2 subjects (1 unit)
Grade distribution, by learning area, 2008

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Total F	Total M	Grand Total
ARTS													
Art Practical	1	1	1	0	1	0	2	1	3	0	8	2	10
Craft Practical	0	0	0	0	0	0	0	0	1	0	1	0	1
Design Practical	0	0	0	0	1	2	0	0	0	1	1	3	4
Music													
Composing and Arranging	9	15	10	8	6	13	1	5	0	0	26	41	67
Ensemble Performance	154	123	134	92	35	36	0	5	1	2	324	258	582
Music in Context	24	21	29	14	24	11	9	8	1	6	87	60	147
Music Individual Study	24	31	23	26	17	28	3	18	6	5	73	108	181
Music Technology	3	11	9	16	9	16	1	2	0	2	22	47	69
Musicianship	44	58	67	51	63	64	34	30	4	11	212	214	426
Performance Special Study	19	22	11	12	5	1	1	0	0	0	36	35	71
Solo Performance	136	135	170	130	55	48	3	5	1	2	365	320	685
Total	**414**	**417**	**454**	**349**	**216**	**219**	**54**	**74**	**17**	**29**	**1155**	**1088**	**2243**
ENGLISH													
English Communications	2	1	3	2	1	4	1	1	0	1	7	9	16
Total	**2**	**1**	**3**	**2**	**1**	**4**	**1**	**1**	**0**	**1**	**7**	**9**	**16**
HEALTH AND PERSONAL DEVELOPMENT													
Health Education													
Health Education I	2	0	5	4	8	8	6	1	5	3	26	16	42
Health Education II	2	0	6	6	7	3	4	1	2	1	21	11	32
Home Economics													
Early Childhood Studies	4	0	12	0	7	0	7	0	0	0	30	0	30
Food and Hospitality Studies	9	1	58	16	33	36	9	15	2	2	111	70	181
Nutrition Studies	15	0	52	14	24	37	9	7	1	1	101	59	160
Textile Studies	2	0	3	0	0	0	0	0	0	0	5	0	5
Integrated Learning													
Integrated Learning II	0	0	0	0	2	1	0	0	0	0	2	1	3
Outdoor and Environmental Education													
Outdoor Education I	21	21	29	79	20	56	4	14	1	5	75	175	250
Outdoor Education II	13	18	34	64	15	58	8	17	1	10	71	167	238
Work Education													
Work Studies A	12	11	26	36	32	35	8	16	8	23	86	121	207
Work Studies B	9	8	25	24	17	27	10	19	8	23	69	101	170
Total	**89**	**59**	**250**	**243**	**165**	**261**	**65**	**90**	**28**	**68**	**597**	**721**	**1318**
LANGUAGES													
Australian Languages													
Language Revival I	1	0	1	0	0	0	0	0	0	1	2	1	3
Language Revival II	2	0	0	0	0	0	0	0	0	1	2	1	3
Second Language Learning I	0	0	0	1	0	1	0	0	0	0	0	2	2
Second Language Learning II	0	0	0	2	0	0	0	0	0	0	0	2	2
Total	**3**	**0**	**1**	**3**	**0**	**1**	**0**	**0**	**0**	**2**	**4**	**6**	**10**

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Total F	Total M	Grand Total
MATHEMATICS													
Mathematical Applications	0	0	1	0	6	6	5	3	2	8	14	17	31
Total	**0**	**0**	**1**	**0**	**6**	**6**	**5**	**3**	**2**	**8**	**14**	**17**	**31**
SCIENCE													
Psychology	1	0	0	0	1	0	0	0	0	0	2	0	2
Total	**1**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**2**
SOCIETY AND ENVIRONMENT													
Agriculture and Horticulture													
Agricultural and Horticultural Enterprise I	1	0	0	0	0	0	0	0	0	0	1	0	1
Agricultural and Horticultural Enterprise II	0	0	0	0	0	0	0	0	1	1	1	1	2
Agricultural and Horticultural Management II	1	0	1	3	2	4	3	8	1	1	8	16	24
Agricultural and Horticultural Principles II	0	0	0	3	0	1	0	0	0	0	0	4	4
Agricultural and Horticultural Studies I	0	0	1	3	1	0	1	1	0	2	3	6	9
Agricultural and Horticultural Studies II	0	0	0	1	0	2	0	1	0	1	0	5	5
Business Studies	0	0	0	0	0	0	0	1	0	0	0	1	1
Justice in Society													
Justice in Society I	0	1	0	0	0	0	0	0	0	0	0	1	1
Justice in Society II	0	0	2	0	0	0	1	0	0	0	3	0	3
Religions in Australia	11	0	32	0	12	3	1	1	3	4	59	8	67
Total	**13**	**1**	**36**	**10**	**15**	**10**	**6**	**12**	**5**	**9**	**75**	**42**	**117**
TECHNOLOGY													
Design and Technology													
Communication Products A	1	1	15	14	3	13	3	4	2	4	24	36	60
Communication Products B	2	0	8	4	5	10	1	3	3	4	19	21	40
Material Products A	3	3	4	26	7	51	4	21	0	12	18	113	131
Material Products B	2	4	6	19	4	48	2	19	1	13	15	103	118
Systems and Control Products A	0	0	2	13	0	22	0	8	0	0	2	43	45
Systems and Control Products B	0	2	1	10	0	9	0	11	1	7	2	39	41
Information Processing and Publishing													
Business Documents	97	19	141	37	82	42	43	16	30	14	393	128	521
Desktop Publishing	232	47	394	158	222	154	86	70	64	76	998	505	1503
Electronic Publishing	96	23	108	74	86	74	24	22	21	28	335	221	556
Personal Documents	94	21	153	48	104	70	60	33	40	40	451	212	663
Total	**527**	**120**	**832**	**403**	**513**	**493**	**223**	**207**	**162**	**198**	**2257**	**1421**	**3678**
Grand Total	**1049**	**598**	**1577**	**1010**	**917**	**994**	**354**	**387**	**214**	**315**	**4111**	**3304**	**7415**

Table 17: Stage 2 subjects (2 units) with levelled results
Results distribution, by learning area, 2008

Subject	SA F	SA M	RA F	RA M	RNM F	RNM M	Total F	Total M	Grand Total
ARTS									
Broadcasting and Multimedia (VET)									
Broadcasting and Multimedia A	4	12	0	0	0	0	4	12	16
Total	**4**	**12**	**0**	**0**	**0**	**0**	**4**	**12**	**16**
HEALTH AND PERSONAL DEVELOPMENT									
Community Services and Health (VET)									
Community Services and Health A*	41	1	2	0	4	0	47	1	48
Community Studies									
Arts and the Community	135	69	19	7	2	1	156	77	233
Business and the Community	29	13	1	1	3	1	33	15	48
Communication and the Community	96	64	1	10	3	1	100	75	175
Design, Construction, and the Community	36	76	6	12	1	6	43	94	137
Environment and the Community	16	20	0	3	1	0	17	23	40
Foods and the Community	48	36	11	4	1	5	60	45	105
Health, Recreation, and the Community	117	153	6	17	3	8	126	178	304
Lifestyle and the Community	76	50	12	5	2	2	90	57	147
Mathematics and the Community	29	13	2	12	0	5	31	30	61
Science and the Community	31	25	3	6	0	3	34	34	68
Technology and the Community	53	105	3	14	2	8	58	127	185
Work and the Community	165	152	6	14	8	0	179	166	345
Hospitality (VET)									
Hospitality — Kitchen Operations A	10	15	0	0	0	0	10	15	25
Sport and Recreation (VET)									
Sport and Recreation A	13	50	2	6	0	0	15	56	71
Total	**895**	**842**	**74**	**111**	**30**	**40**	**999**	**993**	**1992**
LANGUAGES									
Chinese (beginners) A*	0	2	0	0	0	0	0	2	2
French (beginners) A*	8	1	0	0	0	0	8	1	9
Indonesian (beginners) A*	0	2	0	0	0	0	0	2	2
Italian (beginners) A*	5	0	0	1	0	0	5	1	6
Spanish (beginners) A*	3	0	0	0	0	0	3	0	3
Total	**16**	**5**	**0**	**1**	**0**	**0**	**16**	**6**	**22**
SCIENCE									
Seafood Operations (VET)									
Seafood Operations A	2	2	0	0	0	0	2	2	4
Total	**2**	**2**	**0**	**0**	**0**	**0**	**2**	**2**	**4**
SOCIETY AND ENVIRONMENT									
Business Services (VET)									
Business Services A	12	12	1	2	0	0	13	14	27
Retail (VET)									
Retail A	19	5	0	0	0	0	19	5	24
Total	**31**	**17**	**1**	**2**	**0**	**0**	**32**	**19**	**51**

Table 17: Stage 2 subjects (2 units) with levelled results — Results distribution *continued*

Subject	SA F	SA M	RA F	RA M	RNM F	RNM M	Total F	Total M	Grand Total
TECHNOLOGY									
Automotive Technology (VET)									
Automotive Technology A	0	8	0	0	0	0	0	8	8
Electrotechnology (VET)									
Electrotechnology A*	0	23	0	2	0	0	0	25	25
General Construction (VET)									
General Construction A	1	15	0	0	0	0	1	15	16
Information Technology (VET)									
Information Technology A	2	11	0	3	0	2	2	16	18
Manufacturing and Engineering (VET)									
Engineering Applications A	0	16	0	2	0	0	0	18	18
Total	**3**	**73**	**0**	**7**	**0**	**2**	**3**	**82**	**85**
Grand Total	**951**	**951**	**75**	**121**	**30**	**42**	**1056**	**1114**	**2170**

*New or redeveloped subject for 2008.

Notes: Since redevelopment some subjects have been renamed, for example: Community Services and Health (VET) replaced Community Services (VET).

Levelled results are reported to students as either satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM) without an accompanying score out of 20 or grade.

Table 18: Stage 2 subjects (1 unit) with levelled results
Results distribution, by learning area, 2008

Subject	SA F	SA M	RA F	RA M	RNM F	RNM M	Total F	Total M	Grand Total
HEALTH AND PERSONAL DEVELOPMENT									
Community Studies									
Arts and the Community I	79	35	9	7	0	4	88	46	134
Arts and the Community II	15	9	2	0	0	1	17	10	27
Business and the Community I	21	15	7	2	0	4	28	21	49
Business and the Community II	5	1	0	0	0	0	5	1	6
Communication and the Community I	43	36	0	7	1	1	44	44	88
Communication and the Community II	10	18	4	2	0	0	14	20	34
Design, Construction, and the Community I	65	52	10	22	4	7	79	81	160
Design, Construction, and the Community II	19	24	0	7	3	2	22	33	55
Environment and the Community I	16	17	0	0	0	1	16	18	34
Environment and the Community II	1	3	0	0	0	0	1	3	4
Foods and the Community I	82	39	10	7	11	7	103	53	156
Foods and the Community II	31	7	0	2	1	0	32	9	41
Health, Recreation, and the Community I	74	84	3	6	1	10	78	100	178
Health, Recreation, and the Community II	18	22	1	5	0	3	19	30	49
Lifestyle and the Community I	71	44	11	5	5	12	87	61	148
Lifestyle and the Community II	16	14	3	2	0	2	19	18	37
Mathematics and the Community I	27	46	2	8	4	5	33	59	92
Mathematics and the Community II	11	32	0	0	0	1	11	33	44
Science and the Community I	12	13	3	1	1	1	16	15	31
Science and the Community II	1	2	0	0	0	0	1	2	3
Technology and the Community I	45	85	6	11	3	5	54	101	155
Technology and the Community II	9	34	1	5	0	6	10	45	55
Work and the Community I	69	66	8	9	7	8	84	83	167
Work and the Community II	22	19	1	4	3	5	26	28	54
Total	**762**	**717**	**81**	**112**	**44**	**85**	**887**	**914**	**1801**
Grand Total	**762**	**717**	**81**	**112**	**44**	**85**	**887**	**914**	**1801**

Note: Levelled results are reported to students as either satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM) without an accompanying score out of 20 or grade.

Table 19: Number of students completing all requirements of the SACE*, 1996–2008

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
SOUTH AUSTRALIA													
Female	5194	5526	5836	6015	6173	6186	6307	6292	6428	6316	6726	6713	6790
Male	4149	4282	4400	4544	4650	4739	4795	4778	4899	5188	5441	5343	5447
Total	**9343**	**9808**	**10236**	**10559**	**10823**	**10925**	**11102**	**11070**	**11327**	**11504**	**12167**	**12056**	**12237**
NORTHERN TERRITORY													
Female	386	426	408	457	478	487	484	444	491	506	505	526	534
Male	307	251	309	313	303	334	335	365	365	417	428	459	486
Total	**693**	**677**	**717**	**770**	**781**	**821**	**819**	**809**	**856**	**923**	**933**	**985**	**1020**
ASIA													
Female	575	572	448	483	483	548	587	654	706	674	895	778	981
Male	358	388	303	345	363	372	427	513	517	565	761	657	793
Total	**933**	**960**	**751**	**828**	**846**	**920**	**1014**	**1167**	**1223**	**1239**	**1656**	**1435**	**1774**
Grand Total	**10969**	**11445**	**11704**	**12157**	**12450**	**12666**	**12935**	**13046**	**13406**	**13666**	**14756**	**14476**	**15031**

*Students in the Northern Territory are awarded the NTCE; students in Asia undertake studes in the S•A•M Program.

Table 20: Number of students receiving a tertiary entrance rank (TER)*, 2008

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1388	1103	2751	1882	1575	1261	5714	4246	9960
Northern Territory	58	41	320	261	59	45	437	347	784
Asia	0	0	200	187	783	607	983	794	1777
Grand Total	**1446**	**1144**	**3271**	**2330**	**2417**	**1913**	**7134**	**5387**	**12521**

*The TER is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student performance from year to year.

Table 21: Number of students receiving a TAFE Score*, 2008

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1543	1293	3416	2553	1701	1422	6660	5268	11928
Northern Territory	66	59	385	309	64	53	515	421	936
Asia	0	0	200	187	783	607	983	794	1777
Grand Total	**1609**	**1352**	**4001**	**3049**	**2548**	**2082**	**8158**	**6483**	**14641**

*For TAFE courses that use a score based on performance in the SACE, the TAFE Score is calculated by totaling the tertiary entrance points for the best three full-year (or equivalent) Stage 2 subjects. The total is then divided by three and reported in the score range 0–20 to one decimal place.

Table 22: Number of students fulfilling the Higher Education Selection Subjects (HESS) requirement for all courses at The University of Adelaide, Flinders University, and the University of South Australia, 2008

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1365	1055	2647	1764	1551	1217	5563	4036	9599
Northern Territory	34	18	242	212	40	35	316	265	581
Asia	0	0	200	187	783	607	983	794	1777
Grand Total	1399	1073	3089	2163	2374	1859	6862	5095	11957