

Senior Secondary  
Assessment Board of  
South Australia

Annual Report

31 December 2007



**SSABSA**

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SENIOR SECONDARY ASSESSMENT BOARD OF SOUTH AUSTRALIA



# Annual Report

31 December 2007



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To the Honourable Jane Lomax-Smith, MP  
Minister for Education and Children's Services  
Monday 31 March 2008

My dear Minister,

I have pleasure in submitting to you the Annual Report of the Senior Secondary Assessment Board of South Australia, in accordance with section 20 of the *Senior Secondary Assessment Board of South Australia Act 1983*. The report records the activities of the Board for the year ended 31 December 2007.

The Board met on eight occasions during the year and conducted a seminar with Mr Bill Cossey, the Independent Reviewer of the SSABSA Act and its governance arrangements. The two standing committees, for Curriculum and Assessment Policy and for Resources Policy, met more frequently to do the detailed work on recommendations to the Board.

The Board was appointed from 1 July 2007 until 30 June 2008 and has enjoyed a healthy mix of continuity and change in its membership. I would like to thank all Board members for their dedicated service, particularly those who served on the standing committees, accreditation panels, and working parties of the Board.

The Board again elected me as Presiding Member, Associate Professor Adrian Vicary as Deputy Presiding Member, Ms Susan Cameron as Chair of the Curriculum and Assessment Policy Committee, and Mr Bernard Meatheringham as Chair of the Resources Policy Committee. With the addition of the Commissioner for Equal Opportunity, Ms Linda Matthews, and the Chief Executive, we comprised the Executive Group of the Board. I thank them all for their support and assistance, particularly with the appointment of our new Chief Executive, Dr Paul Kilvert. The excellent service for more than a decade of the previous Chief Executive, Dr Jan Keightley, was recognised by the Board and you as Minister at an informal gathering in July 2007.

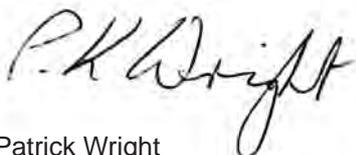
We were saddened by the sudden death of Mr Malcolm Dawe, whose wise counsel is sorely missed, and we offered condolences to his family. Several long-serving members retired from the Board during the year, including Mr Ross Johnson, Ms Tina Hudson, Associate Professor Laurence Owens, Ms Christine Lopez, Mr Graeme Gatley, and Dr Kelvin Gregory. Ms Wendy Engliss retired from the Board to become Director of the *future* SACE Office, so remained in contact with SSABSA in a different capacity. All of these people have given great service to the Board in the interests of SACE students.

Newcomers and returnees to the Board included Ms Tanya Rogers, Dr Rick Hosking, Dr Julie Clark, Mr Greg Petherick, Dr Diana Glenn, Mr Lester Saegenschnitter, Ms Tarnya Cruikshank, and Ms Rose-Linh Le. We welcome these new members to join us in preparing for the new SACE Board which will be appointed when the amended SSABSA legislation is proclaimed.

Highlights of the year included the Merit Ceremony in the grounds of Government House, the SSABSA Art Show in the Light Square Gallery at the Adelaide Centre for the Arts, the SSABSA Technology Show, and the Extension Studies Expo. The 2007 results release was the best yet, with a record number of South Australian Certificates of Education awarded and delivered in record time thanks to the dedication of SSABSA staff and of hundreds of teachers in all three schooling sectors, who served as examiners, markers, and moderators.

I have pleasure in referring the 2007 report to you.

Yours sincerely,



Patrick Wright  
Presiding Member



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# Chief Executive's Statement

SSABSA had another challenging and eventful year in 2007. We continued to build on our commitment to quality and excellence in the provision of curriculum, assessment, reporting, and certification services to the students of South Australia, the Northern Territory, and Asia. While doing so, SSABSA also prepared for the introduction of the proposed reforms for the South Australian Certificate of Education (SACE) by assisting with the work of the *future* SACE Office.

During the year the Agency continued to develop and implement a range of initiatives to contribute towards the achievement of SSABSA's Strategic Plan. This work was underpinned by SSABSA's collaborative approach with schools, school sectors, parent bodies, tertiary institutions, the industry sector, and other government agencies.

From special projects to core business functions, this Annual Report details our initiatives and achievements over the past year in the key result areas of SSABSA's Strategic Plan.

## Highlights

### *National Context*

During the second half of 2007, SSABSA was a member of the Australian Education Systems Officials Committee Working Party on Senior Secondary Reporting and National Curricula. The Working Party has been involved in the development of Year 12 achievement standards in the subjects of English, Mathematics, Science, French, and Drama as part of the commitment of the Ministerial Council of Education, Employment, Training and Youth Affairs to develop nationally consistent curricula. It is anticipated that the work of the Working Party will be subsumed in the near future into the functions of the proposed National Curriculum Board.

### *Working Towards the future SACE*

In August 2007, the Chief Executive was invited to join the SACE Review Implementation Steering Committee. The role of the Steering Committee is to advise the Minister for Education and Children's Services on the development and implementation of the *future* SACE. Students will begin their studies towards the new certificate from the start of 2009.

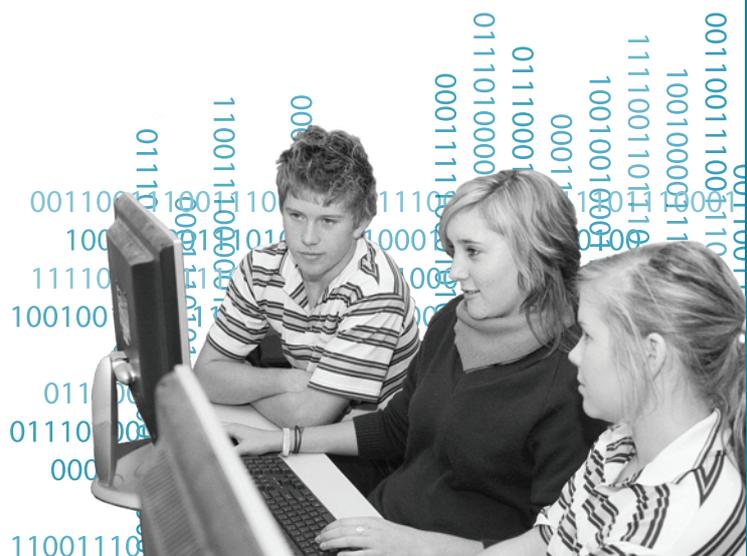
In late 2007, the Government amended the SSABSA Act. The amendment allows the establishment of a new SACE Board that will oversee the management of the *future* SACE. The new Board will be in place from mid 2008.

### *Education Amendment Bill*

During 2007, SSABSA provided significant assistance in identifying the implementation issues associated with increasing the compulsory education age from 16 to 17. The passage of the *Education (Compulsory Education Age) Amendment Bill* through the Parliament in late 2007 has led to SSABSA's involvement in several working groups responsible for developing the operational procedures relating to the registration and reporting of students' participation in learning and earning.

### *SACE Results*

In 2007, 12 056 South Australian students achieved the SACE. In addition, 985 Northern Territory students, and 1435 students in Malaysia and China received equivalent certificates.



### **Aboriginal Education Strategy**

During 2007, SSABSA made further progress in its commitment to improving the educational outcomes for Aboriginal students. The Aboriginal Education Strategy (AES) worked towards Aboriginal students achieving the same educational outcomes as non-Aboriginal students. The AES strategy has been successful in increasing the number of Aboriginal students who completed the SACE. In 2007, 141 Aboriginal students received the SACE, an increase of more than 30 students from the previous year.

### **Special Provisions in Curriculum and Assessment**

Extensive work was undertaken around the implementation of SSABSA's Special Provisions in Curriculum and Assessment policy and procedures. Comprehensive documentation of the new process was sent to all schools, and workshops were conducted around the State.

### **Vocational Education and Training**

Significant achievements were also made in the area of engaging students in vocational education and training (VET).

In 2007, 47% of the students who completed the SACE included VET in their studies in one form or another. Of the 12 056 South Australian students who completed the SACE in 2007, 884 would not have done so without stand-alone VET.

Further progress has been made in expanding the SSABSA-VET suite of subjects to include fifteen specific industry areas.

### **Quality Improvement**

SSABSA prides itself on its work as a quality organisation and is committed to retaining its accreditation under the Management System Certification (AS/NZS ISO 9001:2000). In April, the Agency undertook a staff climate survey as well as both internal and external audits to monitor its performance and to identify areas for improvement.

### **Looking Ahead**

In the coming year, we will continue our efforts towards quality and excellence, and SSABSA will be involved in a range of activities including:

- Introducing the SACE Board of South Australia
- Reviewing its policy position on the role of VET in senior secondary certification
- Strengthening the Aboriginal Education Strategy
- Developing an operational policy for assuring the integrity of student work
- Strengthening SSABSA's data analysis and reporting functions for its new role in reporting participation data for students of compulsory education age.

Finally, the achievements over the past year outlined in this Annual Report indicate the hard work of all SSABSA staff. I thank them for their professionalism and dedication over the past year, and I look forward to 2008 and the challenges it will present.



Paul Kilvert  
Chief Executive

## The Board

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The legislation establishing SSABSA is the *Senior Secondary Assessment Board of South Australia Act 1983*. This Act was amended before its proclamation in February 1984 to enable the Chief Executive Officer to be a full member of the Board.

As a result of the acceptance by the South Australian Government of the *Report* and the *Second Report* of the Ministerial Enquiry into Immediate Post-Compulsory Education, the *Senior Secondary Assessment Board of South Australia Act 1983* was amended by parliament in 1990 to take into account the new functions of the Board to operate and implement the South Australian Certificate of Education (SACE) from 1992.

*The Senior Secondary Assessment Board of South Australia Act Amendment Act 1990* (pp. 2–3) sets out the following functions of the Board:

15. (1) The Board has the following functions:
  - (a) to approve syllabuses (which may consist of a detailed structure or a more general outline) for subjects comprised in the prescribed certification requirements of senior secondary education that have been prepared at the direction of the Board or submitted to it by a school, institution or other authority;
  - (b) to direct the preparation of syllabuses for its consideration under paragraph (a);
  - (c) to assess, by such means as the Board thinks fit, achievements in or satisfactory completion of subjects or other requirements comprised in the prescribed certification requirements by students at senior secondary education levels;
  - (d) to recognise, if it thinks fit and to such extent as it thinks fit, assessments of students at senior secondary education levels made by schools, institutions or other authorities;
  - (e) to recognise, if it thinks fit and to such extent as it thinks fit, the qualifications or experience of a student in or towards completion of the prescribed certification requirements of senior secondary education;

- (f) to prepare and maintain records of assessments 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 directs;
  - (g) to certify satisfactory completion of the prescribed certification requirements of senior secondary education by students;
  - (h) to provide to schools, institutions and other authorities, on request, such information as they may reasonably request in relation to the Board's policies and processes, including information as to the criteria that will be applied by the Board in granting approvals and recognitions;
  - (i) to publicise the prescribed certification requirements of senior secondary education and the assessment, recognition and certification processes as it thinks fit and to make syllabuses prepared or approved by the Board available to members of the public;
  - (j) to undertake or commission research related to any matter for which it is responsible and to publish the results of such research as it thinks fit;
  - (k) to keep under review the operation of this Act and the policies and processes of the Board.
- (2) The Board may adopt and apply such transitional arrangements with respect to syllabuses, assessment or other processes of the Board as it considers appropriate in view of any legislative change or any change in its policies or processes.

The Senior Secondary Assessment Board of South Australia is an independent statutory authority that reports to parliament through the Minister for Education and Children's Services. It extends its services to all schools in South Australia that offer Stage 1 and Stage 2 studies. These include schools that are part of the South Australian Department of Education and Children's Services (DECS) and non-government schools, including those linked with Catholic Education South Australia and the Association of Independent Schools of South Australia. 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.

## Membership

The Board consists of the Chief Executive and twenty-six other members appointed by the Governor of South Australia. The present Board was appointed in July 2005 for a 2-year term:

Four people nominated by the Director-General of Education [*now* Chief Executive of the Department of Education and Children's Services] and at least one of those four a practising teacher

One person nominated by the Director-General of Technical and Further Education [*now* Chief Executive of the Department of Further Education, Employment, Science and Technology]

Two people nominated by the Council of The University of Adelaide

Two people nominated by the Council of the Flinders University of South Australia

Two people nominated by the Council of the University of South Australia

One person nominated by the South Australian Independent Schools Board Incorporated [*now* Association of Independent Schools of South Australia (AISSA)]

One person nominated by the South Australian Commission for Catholic Schools [Inc.]

One person nominated by the South Australian Association of State School Organisations Incorporated (SAASSO)

Two people nominated by the South Australian Institute of Teachers [*now* Australian Education Union (SA Branch)] and at least one of those two a practising teacher

One person nominated by the Association of Non-Government Education Employees [*now* Independent Education Union (SA)]

One person nominated by the South Australian Association of School Parents' Clubs Incorporated

One person nominated by the Federation of Parents and Friends Associations of Independent Schools of SA [*now* Independent Schools Parents Council of SA Inc.]

One person nominated by the Federation of Parents and Friends Associations of South Australian Catholic Schools [*now* The Federation of Catholic School Parent Communities (SA)]

One person nominated by the Industrial and Commercial Training Commission [*now* Training and Skills Commission]

Two people nominated by the United Trades and Labor Council [*now* SA Unions]

Two people nominated by the Chamber of Commerce and Industry, South Australia, Incorporated [*now* Business SA]

One person nominated by the Commissioner of Equal Opportunity [*now* Commissioner for Equal Opportunity].

In addition, each board member has an appointed deputy.



**FRONT ROW (left to right):** Mr Bernard Meatheringham (Chair, Resources Policy Committee), Dr Paul Kilvert (SSABSA Chief Executive), Mr Patrick Wright (Presiding Member), Ms Susan Cameron (Chair, Curriculum and Assessment Policy Committee), Associate Professor Adrian Vicary (Deputy Presiding Member).

**MIDDLE ROW (left to right):** Mrs Jenice Zerna, Ms Angela Scarino, Dr Julie Clark, Emeritus Professor Robin Storer, Ms Shirley Schubert, Ms Sally Powell, Ms Heather Carey.

**TOP ROW (left to right):** Ms Julie Lundberg, Mr Lester Saegenschnitter, Mr Brian Stratfold, Mr David Frith, Mr Greg Petherick (Deputy), Professor Deborah Turnbull, Dr Pam Bartholomaeus, Mrs Diana Manolas (Deputy).

**ABSENT MEMBERS:** Ms Linda Matthews (Commissioner for Equal Opportunity), Associate Professor Sivakumar Alagumalai, Ms Jackie Bone-George, Mr Chris Dolan, Ms Christine Harrison, Ms Sally MacDonald-Taylor, Ms Tanya Rogers, Ms Janette Scott.

## Structure

To assist in carrying out its functions the Board has established a system of committees. These include the two standing committees of the Board — Curriculum and Assessment Policy Committee (CAPC) and Resources Policy Committee (RPC).

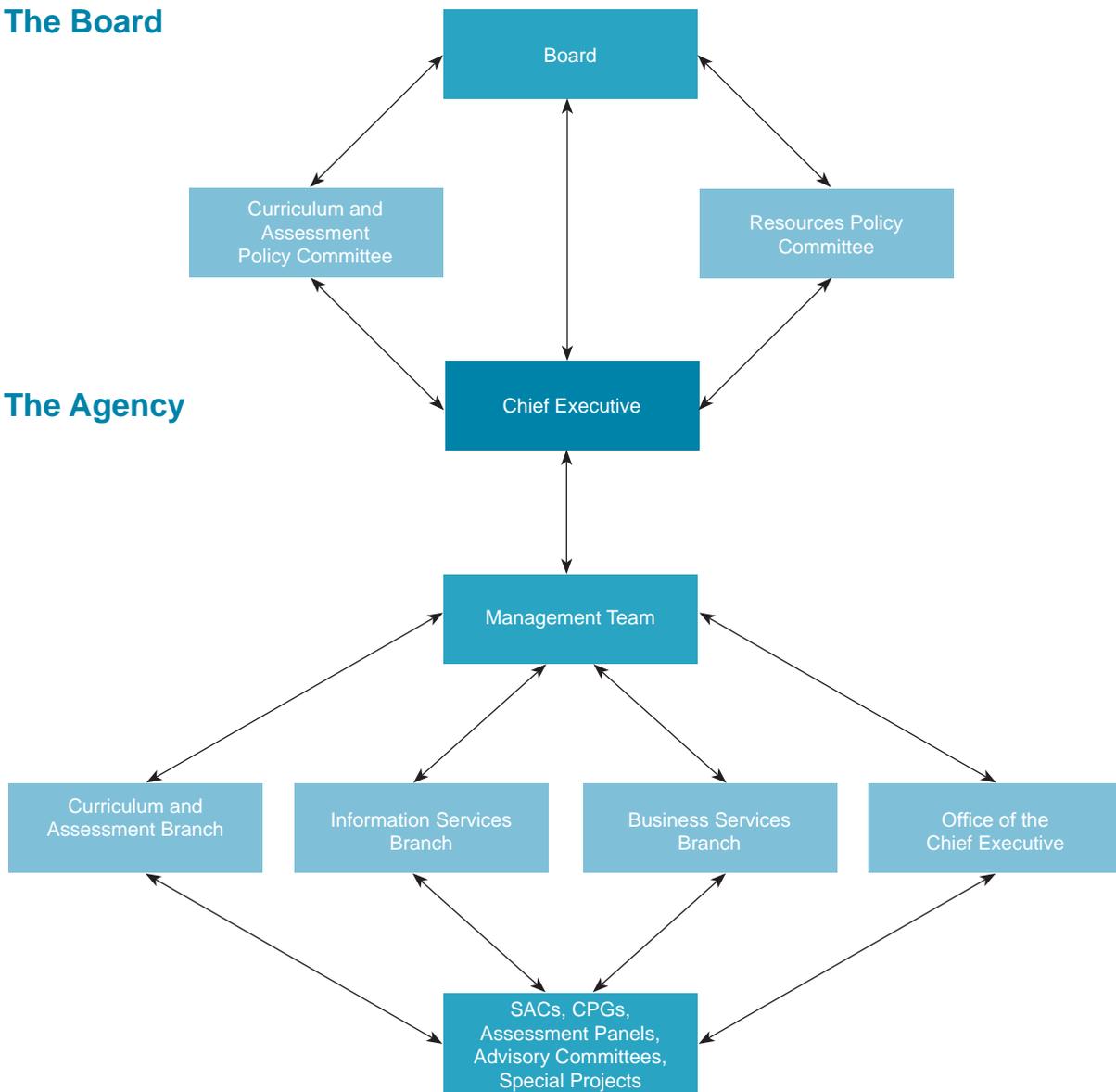
The curriculum committee system is based on Subject Advisory Committees (SACs)

which report through the Chief Executive to CAPC. Tenure of membership of SACs is usually 3 years. Members of committees are listed in Appendix C.

Curriculum Project Groups (CPGs) are established by the Agency for specific tasks identified by the Board, the Agency, or SACs.

## The Board

## The Agency

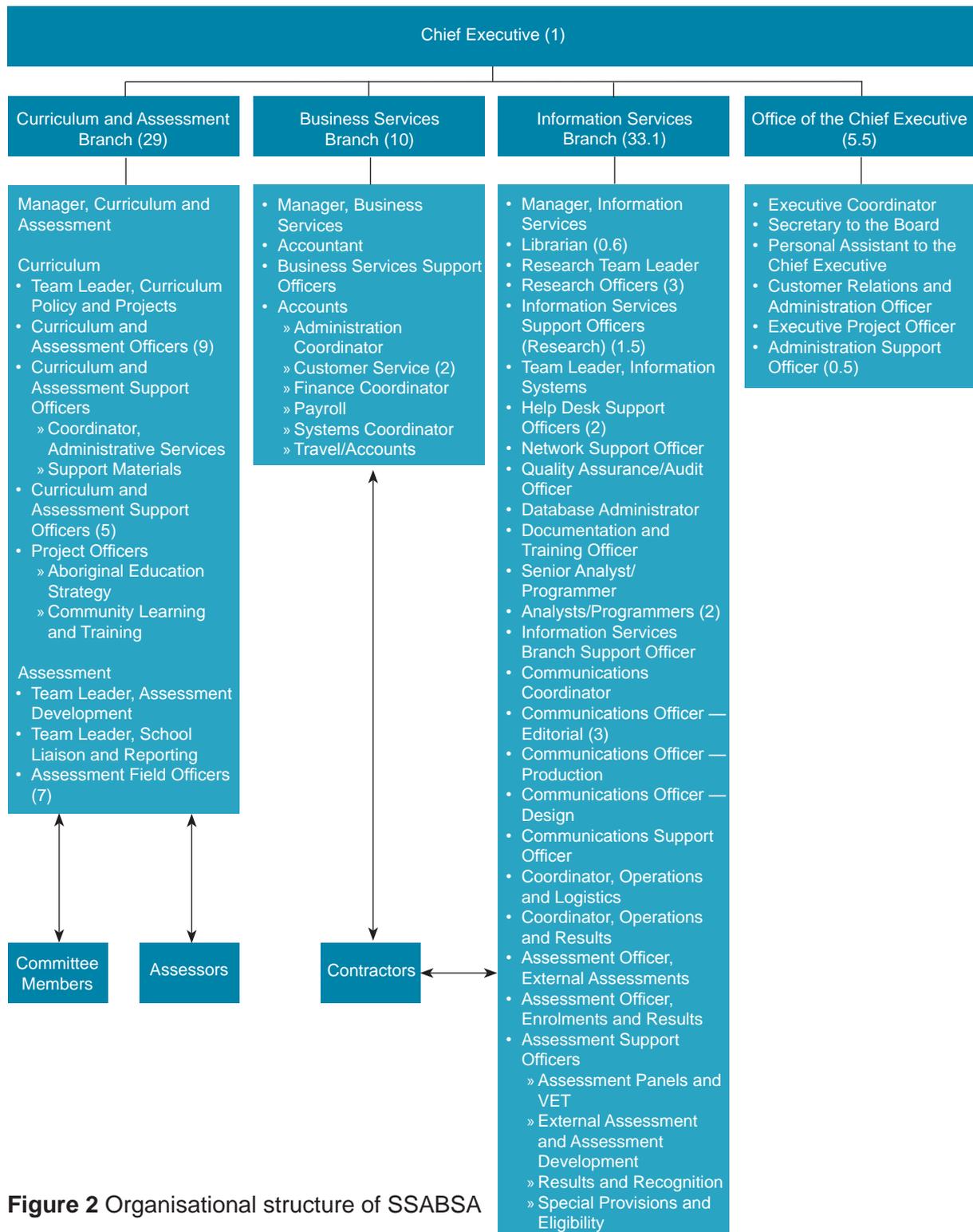


**Figure 1** Board operational and committee structure

# The Agency

The Agency is the organisational arm of the Board; it is headed by the Chief Executive. The role of the Agency 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, SSABSA has an organisational structure of 78.6 positions. The organisational structure is set out in Figure 2.



**Figure 2** Organisational structure of SSABSA

# Information Statement

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The structure and functions of the Senior Secondary Assessment Board of South Australia (SSABSA) are described on pages 3 to 7 of this report.

SSABSA is responsible for the curriculum, assessment, certification, and reporting of Year 11 and Year 12 students in South Australia. These functions affect students undertaking SACE studies and their families.

Membership of the Board is by nomination from one of the seventeen government departments/organisations/institutions represented on the Board.

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 to attend as an observer. Requests should be made through the Secretary to the Board.

Membership of most SSABSA 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.

The only committees that are not open to membership in this way are the Curriculum and Assessment Policy Committee and the Resources Policy Committee, the two standing committees of the Board. These committees are filled by board and deputy board members and by *ex officio* SSABSA staff. The standing committees have the power to co-opt members from the Board, with the general approval

of the Board. Membership of all other committees is sought from time to time through expressions of interest, which are advertised on the SSABSA website, in the *SACE Operations Manual*, in the press, and through approaches to relevant education sectors.

SSABSA curriculum development processes include consultation with schools and stakeholder organisations.

SSABSA maintains records of the results obtained by South Australian, Northern Territory, and Asian students in SSABSA and Public Examinations Board assessments, some dating back to 1894. Statements and verification of such results are available on application to SSABSA.

The various publications of the agency are published in hard copy and are also available electronically on the SSABSA website ([www.ssabsa.sa.edu.au](http://www.ssabsa.sa.edu.au)).

SSABSA policies and policy summaries are available online ([www.ssabsa.sa.edu.au/policy.htm](http://www.ssabsa.sa.edu.au/policy.htm)). Policies that are published in full include the policy statement and details of relevant procedures. Policy summaries include the policy statement. More information on SSABSA policies is available from the Manager, Curriculum and Assessment.

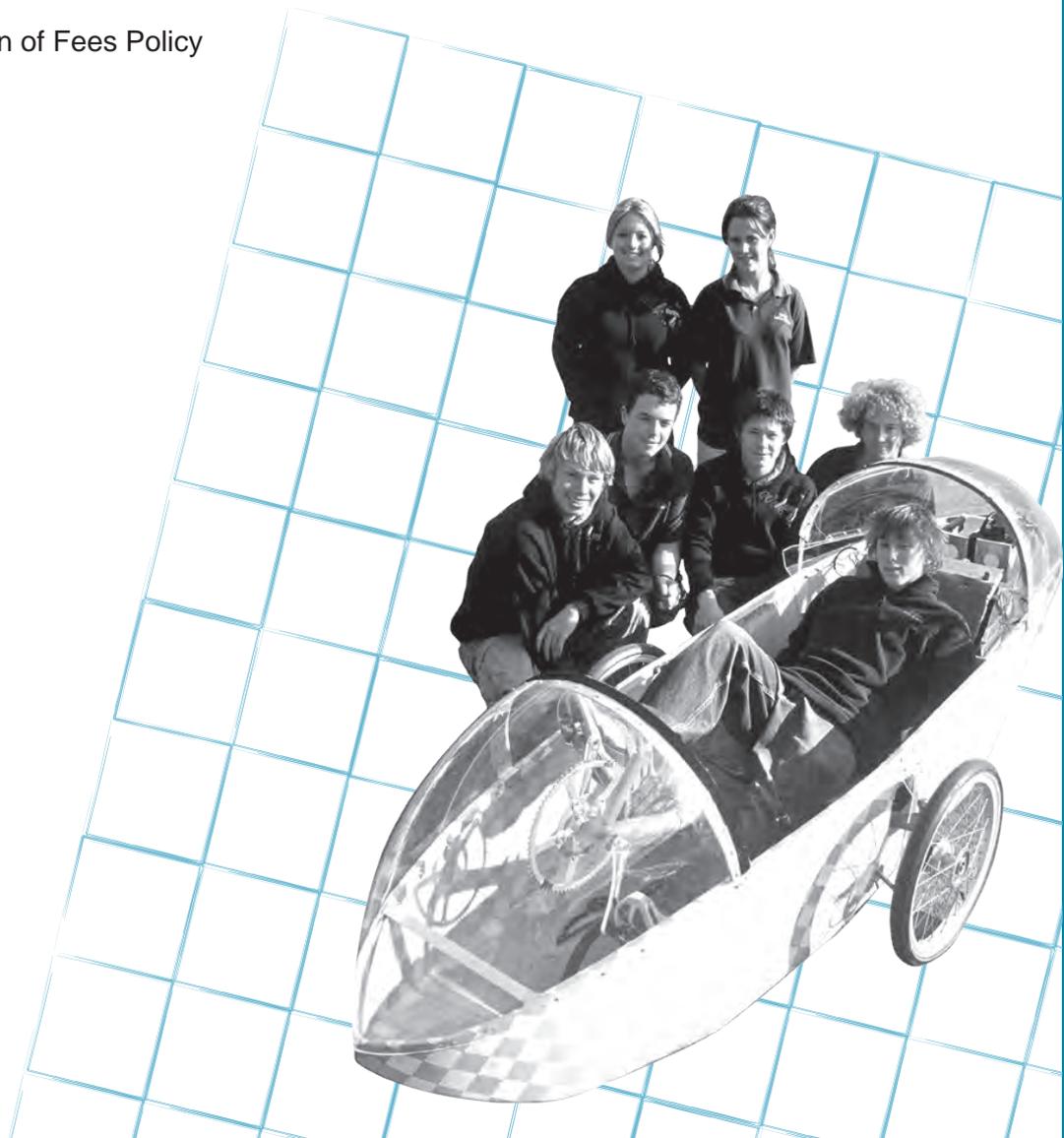
In order to protect the privacy and rights of schools and individual students, it is necessary for SSABSA to restrict public access to certain information. SSABSA is an exempt agency under Freedom of Information Exempt Agency Regulations, 1993, subregulation 5(a).

## Policies Published in Full

- Assessment and Moderation Policy
- Assessment Deadlines, Deducting Marks, and Discounting Grades Policy
- Copyright and Royalty Policies
- Curriculum and Assessment Policy
- Curriculum Development
- Literacy Policy
- Memorandum of Assessment Principles and Practices
- Private Candidature Policy
- Recognition of Community Learning
- Recognition of Vocational Education and Training Outcomes Towards the SACE
- Recruitment and Selection Procedures Manual
- Research Policy
- SACE Requirements
- SACE Word-count Policy
- Special Provisions in Curriculum and Assessment Policy
- Students as Researchers
- Subject Advisory Committees and Curriculum Project Groups
- Supervision and Verification of Students' Work Policy
- Waiver or Remission of Fees Policy

## Policy Summaries

- Board Committees
- Conflict of Interest
- Country Participation
- Freedom of Information & Confidentiality
- Occupational Health, Safety, & Welfare
- Prizes and Awards
- Professional Development
- Public Functions
- Publications
- SACE Reporting & Certification
- Sexual Harassment
- Social Justice & Equity
- Subject Classification
- Subject Combinations, Overlap, & Preclusions
- Fieldwork Guidelines



# SSABSA Strategic Plan 2007–08

The SSABSA Strategic Plan has been established in the context of the government's 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
- Creativity
- Equity
- Excellence
- Fairness
- Flexibility
- Integrity
- Proactivity
- Quality
- 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 2007–08 we will work 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.

An Operational Plan guides the work of the Agency and ensures that these activities (along with the resources allocated to these activities) are focused on the achievement of the SSABSA aim.

SSABSA focuses on the core business key result areas:

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



# Achievements of the Board

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## Key Result Area — Assessment

### Stage 1 Results

In January 2008, Statements of Results will be issued to nearly 40 000 students who completed Stage 1 studies in South Australia and the Northern Territory in 2007. A number of assessment reports and feedback on the assessment processes in 2007 will be sent to schools.

### Stage 2 Results Release 2007

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 SSABSA staff.

The December results release to students in South Australia, the Northern Territory, and Asia less than four weeks after the last external written examination marked the successful culmination of the assessment process. SSABSA worked with Australia Post to ensure that all students received their results in their letterboxes on the same day. The option of emailing results was trialled.

The 2007 assessment cycle will conclude at the end of the clerical check period on 15 February 2008.

### Examinations

The Year 12 external examinations commenced on Thursday 18 October 2007 with the nationally assessed languages offered collaboratively by the state boards of studies. Examinations involving the majority of students commenced on Monday 5 November 2007 and concluded on Friday 23 November 2007.

A total of fifty-two examinations were set by SSABSA, including six nationally assessed languages other than English for which SSABSA has the hosting responsibility. SSABSA 'borrowed' fourteen examinations from other states either through national agreements or bilateral arrangements. Oral examinations were conducted at a central metropolitan venue and a number of country venues. Some oral examinations were conducted by telephone.

### Investigations

SSABSA has eighteen Stage 2 subjects that have an externally marked investigation in 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 SSABSA.

### Liaison with Schools

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

The SSABSA Help Desk continued to support schools, particularly users of DATEX Online, to facilitate the transfer of student enrolment information and other student data to SSABSA.

Assessment Field Officers (AFOs) visited schools across the State, suggesting support strategies for staff and students. SSABSA provided comprehensive information to schools early in Term 1 about the achievements of their students in 2006. AFOs helped schools to analyse and use this information to improve the outcomes for students in 2007.

The AFOs, each of whom was supporting about twenty-five schools, moderated and supported their schools to do assessment plans for Stage 1 subjects and for Stage 2 Community Studies.

Using DATEX Online, the AFOs also facilitated SACE completion checks and follow-up action, particularly in the latter part of the year when students at risk of not completing the SACE were identified.

### **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 2007 with 4970 class bags of student work being processed. The moderation was undertaken by 350 moderators in 52 teams at the Magill Campus of the University of South Australia and was completed by 5 December.

### **Workshops in Schools**

SSABSA offered a range of assessment workshops for 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 2006 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 800 teachers attended approximately sixty 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 2007–08 includes a strategy to review assessment and moderation procedures. In 2007 the focus was on the principles of and procedures for central moderation and moderation by school visit. To support this strategy SSABSA undertook a review of the guidelines provided by Chief Assessors to their moderation panels with the aim of enhancing consistency of practices across subjects. The moderation guidelines for 2007 were jointly developed with Chief Assessors in June 2007.

A key target for 2007–08 was to increase the percentage and number of teachers who taught in schools with students from low socio-economic backgrounds on moderation panels.

Moderation training workshops were held during Term 2 for teachers of Stage 2 English Communications and Mathematical Applications. 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.

Four workshops for English Communications were held, with forty-three teachers attending the two metropolitan meetings and seventeen attending the two country meetings.

Twenty-two teachers attended the four workshops for Mathematical Applications: eleven at the metropolitan locations, and eleven at the country locations.

## Key Result Area — Community Information

### Media

Regular articles on specialised SACE-related topics were placed in *Education News*, *Parents Say*, and *School Post*.

A media strategy was developed for each of SSABSA's major public events throughout the year, resulting in positive coverage of the February 2007 Merit Ceremony on television evening news and in the *Advertiser*, and for the SSABSA Art Show in Messenger Newspapers.

A comprehensive media strategy was developed to gain profile for the SACE during the examination and results period. Daily stories or photograph ideas were provided to the *Advertiser* throughout the 2007 examination period, and there was regular coverage by Messenger Newspapers.

The results release was covered by all local radio news stations, the four Adelaide television news channels, the *Advertiser*, Messenger Newspapers, and *Education News*. There was also extensive reporting in the country press during January.

### Online Communities

SSABSA 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 were sent an introductory letter and information brochure entitled 'A head start to the SACE'.

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. It was linked to the website login for student results, providing immediate answers to many questions about the results.

*SACE Community News* has been updated regularly and sent to the parent online community.

### Communication with Schools

Each term a letter to principals outlining key information was distributed to school principals and to SACE coordinators. *E-news*, an electronic operational news bulletin, was sent regularly to schools to keep staff up to date with relevant news from SSABSA.

### Schools Data

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

Further information to support results analysis will be provided in late January, and Like Schools Data will be provided in early February to enable benchmarking to occur.

### Website

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

In 2007, 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.

As a recruitment facility, SSABSA Online was used in conjunction with external publications to call for nominations for Chief

Assessors and membership of assessment panels. SSABSA Online also provided external access to position identification documents for SSABSA vacancies.

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

The South Australian Matriculation (S•A•M) web pages were revised in 2007, and development work on the Step Up Community Learning website continued.

### **Intranet**

The SSABSA intranet was continually updated throughout 2007 to expedite communication of information between all SSABSA staff.

## **Publishing**

### **Annual Publications**

In 2007, as part of its annual revision and publication cycle, SSABSA prepared and distributed the following publications to support the administration of the SACE in schools:

- *SACE Operations Manual 2007*
- eight learning area manuals
- *Recognition of Community Learning: Guidelines 2007*
- *Flexible Learning Programs Manual 2007*
- 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 2008 curriculum statements were posted on the website in August 2007.

Chief Assessors' reports for the 2006 assessment cycle were edited and published online early in 2007.

The *SSABSA Annual Report 2006* was prepared and posted on the website for schools and others to access. Limited hard copies were produced for key agencies.

## **Examination Papers and Related Materials**

The production cycle for the 2007 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 late October. SSABSA produced fifty-two examination papers and twenty-five compact discs for examined subjects.

The following sample examination papers were prepared to illustrate the examination format described in new or redeveloped curriculum statements:

- Agricultural and Horticultural Science
- Geography
- Information Technology Studies.

## **Curriculum Information**

In 2007 information was delivered using a threefold strategy incorporating SSABSA Online, a fortnightly electronic newsletter entitled *E-news*, and printed material distributed to SACE coordinators at the beginning of each term.

Student fact sheets 'VET in SACE', 'Special Provisions in the SACE' and 'Flexibility in the SACE' were updated and posted on the website. The updated 'Special Provisions in the SACE' fact sheet was also printed and distributed to new SACE students in early June.

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

## **Copyright**

Copyright clearance of third-party material in the 2006 examination papers was carried out expeditiously, enabling the timely release of the examination papers as leftover paper copies and on SSABSA Online.

## **Merit Ceremony**

Each year SSABSA 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 2006 a total of 955 students from South Australia (803), Northern Territory (44), and Asia (108) achieved outstanding scores in at least one subject.

On Tuesday 13 February 2007, more than 800 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.

The sixty students who received Merit Certificates for outstanding achievements in three or more subjects were presented to Her Excellency Marjorie Jackson-Nelson, AC, CVO, MBE. The Honourable Jane Lomax-Smith, MP, Minister for Education and Children's Services, presented the prestigious Tennyson Medal for English to Ms Juliette Hopkins and Merit Certificates to the 149 students with outstanding achievements in two subjects. Mr Raffaele Piccolo responded on behalf of all students.

The following special guests presented Merit Certificates to 614 students who achieved an outstanding result in one subject:

- Arts: Ms Sky Ingram, Soprano
- English: Ms Kirsty Brooks, Author and Freelance Writer
- Health and Personal Development: Associate Professor Bill Griggs, AM, Director of Trauma Services, Royal Adelaide Hospital, and Mr Brenton Ragless, Media and Communications Strategist/Commentator
- Languages: Ms Maria Barredo, Member, South Australian Multicultural and Ethnic Affairs Commission
- Mathematics: Dr Lesley Ward, Mathematician
- Science: Dr Amanda Able, Senior Lecturer in Plant Science and Educator, University of Adelaide
- Society and Environment: Ms Marie Jenkins, Company Founder, Kosmea, and Dr Douglas Bardsley, Senior Project Officer, Climate and Land Science, Department of Water, Land and Biodiversity Conservation, South Australia

- Technology: Mr Stuart Davis, Co-founder and Technical Director, Vlnet Solutions.

Music was provided by eight schools drawn from the three school sectors, Brighton Secondary School, Fremont–Elizabeth City High School, Immanuel College, King's Baptist Grammar School, Marryatville High School, St Mary's College, Walford Anglican School for Girls, 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 Board expresses its appreciation to the following organisations for their support of the 2007 Merit Ceremony: Adelaide City Council, BankSA, Knispel Fruit Juices Pty Ltd (Nippy's), Piccadilly Springs, Santos Ltd, South Australian Motor Sport Board, St John Ambulance Australia SA Inc., and TAFE Regency International Centre for Hospitality, Leisure and Food Studies.

### **Future SACE Transition**

During the last quarter of 2007 work progressed towards the formation of a SACE Communications Section to facilitate the transition to the *future* SACE and manage all communications, including media liaison and community information concerning the *future* SACE and SSABSA. A SACE Communications and Marketing Strategy was developed.

### **Library**

The Library provided valuable information and background reading to further the research, policy-making, and professional development needs of the Agency.

Literature searches, interlibrary loans, and proactive services such as email distribution of selected daily newspaper articles of interest continued as part of the library's service to staff.

## Key Result Area — Curriculum

### Community Consultation and In-service Activities

The aim of the SSABSA Strategic Plan is 'to improve levels of student access, participation in learning, achievement, and completion of the SACE'. In 2007 SSABSA worked towards achieving this aim by addressing the following strategies:

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

**STRATEGY 2** — Building relationships and maintaining service.

These two strategies were supported by curriculum and assessment committee meetings, subject accreditation 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. In 2007, SSABSA conducted 115 SAC meetings to which 790 members contributed.

Seventy-seven workshops were held for teachers who were teaching a particular subject for the first time, and 679 teachers attended.

In 2007, fifty-six online communities were operating, with 7800 members enrolled in one or more online communities. These groups are an invaluable forum for teachers to share information and ideas in a particular curriculum area or subject. Regular reviews of the types of questions that were posted on the online communities were undertaken by Curriculum and Assessment Officers to identify areas for improvement.

SACE coordinators provide an important link between schools and SSABSA. Each year SSABSA conducts two rounds of conferences for SACE coordinators.

The first round, which is conducted in February, is designed for new SACE coordinators. Five such conferences were held in 2007, attended by sixty-seven SACE coordinators. The second round of conferences, held in September, are targeted at all SACE coordinators and focus on operational changes for the following year. In September 2007, 182 SACE coordinators attended twelve conferences.

### Curriculum Statement Changes

Changes to the 2008 curriculum statements were approved for the following Stage 1 subjects: Community Services (VET), Drama, Health Education, Home Economics, Information Technology Systems, and Vietnamese (background speakers).

Changes to the 2008 curriculum statements were approved for the following Stage 2 subjects: Aboriginal Studies, Accounting Studies, Agricultural and Horticultural Science, Agriculture and Horticulture, Art Practical, Australian and International Politics, Australian History, Community Services (VET), Chinese (background speakers), Craft Practical, Dance, Dance Studies, Design and Technology Studies, Design Practical, Drama Studies, English Studies, Ensemble Performance, Extension Studies, Health Education, Home Economics, Information Technology Systems, Information Technology Studies, Integrated Learning, Justice in Society, Media Studies, Musicianship, Modern History, Nutrition, Outdoor and Environmental Education, Performance Special Study, Physical Education, Physics, Religions in Australia, Solo Performance, and Sustainable Futures.

### Curriculum Audits

The Stage 1 and Stage 2 Integrated Learning and General Construction (VET) curriculum statements were audited during 2007.

## Reaccreditation

The following subjects were initially accredited for a 2-year pilot program. In 2007, they were re-accredited for teaching from 2008, until further notice:

- Stage 1 and Stage 2 General Construction (VET)
- Stage 2 Extension Studies.

## New and Redeveloped Subjects

The following new subjects were offered for the first time in 2007:

- Stage 1 and 2 Automotive Technology (VET)
- Stage 1 and 2 Punjabi (continuers)
- Stage 1 and 2 Yiddish (continuers)
- Stage 1 Electrotechnology (VET)
- Stage 1 Japanese (background speakers)
- Stage 2 Agricultural and Horticultural Enterprise.

Stage 1 and 2 Automotive Technology (VET) and Stage 1 Electrotechnology (VET) were approved in response to requests from schools, enabling students to access the *Automotive Service and Repair Training Package AUR05* and the *Electrotechnology Industry Training Package UTE99*. In some cases students also undertook School-based New Apprenticeships.

The following redeveloped subjects were offered for the first time in 2007:

- Stage 1 and 2 Information Technology Systems
- Stage 1 and 2 Integrated Learning
- Stage 1 Agriculture and Horticulture
- Stage 1 languages at beginners level (Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek, and Spanish)
- Stage 2 Agricultural and Horticultural Applied Technologies
- Stage 2 Agricultural and Horticultural Management
- Stage 2 Agricultural and Horticultural Principles
- Stage 2 Agricultural and Horticultural Science
- Stage 2 Agricultural and Horticultural Studies

- Stage 2 Geography
- Stage 2 Information Technology Studies.

## 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.
- *Personal Learning Program* — Community learning gained through experience(s) or a learning program that does not follow a formal, accredited curriculum. Activities include caregiving, volunteering, or providing leadership through part-time employment.

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 2007, Young Achievement Australia's Business Skills Program™ was granted recognition towards the SACE, bringing the number of community organisations offering community-developed programs that are recognised by SSABSA to eighteen.

In 2007, 731 South Australian students were involved in community-developed programs that were granted recognition towards the SACE.

### **Personal Learning Programs**

Students are invited to have their community learning counted through the recognition of a Personal Learning Program. This is carried out via an interview between the student and SSABSA assessors.

Workshops were offered to teachers interested in training as assessors of Personal Learning Programs. A total of 139 teachers are now trained as school-based assessors.

Performance Standards have been developed to assist the assessors to judge the evidence provided by students during interviews. These standards were trialled in 179 interviews out of the total 199 interviews held in the second semester and will be published in *Recognition of Community Learning: Guidelines 2008*.

In 2007, 487 South Australian students were granted recognition of their Personal Learning Programs.

### Special Provisions in Curriculum and Assessment

In August 2006 the Board approved the Special Provisions in Curriculum and Assessment policy and procedures, which were implemented in 2007. The policy ensures that students have fair opportunities to participate in assessment programs.

Comprehensive documentation of the new processes was sent to all schools early in the 2007 school year and workshops were conducted around the State late in Term 3 of 2006 and again early in Term 1 of 2007.

In the second half of 2007, feedback was sought from schools. Modifications to the Special Provisions in Curriculum and Assessment policy and procedures were made for 2008 in response to this feedback.

### 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 SSABSA-accredited subjects, in particular, Work Studies and Vocational Studies.
- Stand-alone VET — units of competency delivered without reference to SSABSA-accredited subjects, and recognised as SACE units.

- SSABSA–VET subjects — units of competency from training packages are selected for inclusion in an industry-specific SACE subject.

In 2007, 47% 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 12 056 South Australian students who completed the SACE in 2007, 884 would not have done so without stand-alone VET.

The SSABSA–VET suite of subjects expanded to include fifteen 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 of 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.

Three Curriculum and Assessment Officers for Chemistry, English, and Mathematical Studies travelled to Melbourne to participate in the study of the feasibility of a common 5-point A-to-E scale for reporting achievement. The Curriculum and Assessment Officer for Languages was involved in an online comparison of students' French examination scripts.

In September 2007, each jurisdiction was notified that nine subjects — Biology, Chemistry, Drama, English Studies, French, Mathematical Applications,

Mathematical Studies, Physics, and Specialist Mathematics — would be used to trial the findings of the initial feasibility study. The trial required student portfolios that included all assessment tasks that had contributed to the final score for that subject.

The Acting Team Leader, Curriculum Policy and Projects, and relevant Curriculum and Assessment Officers identified a process for collecting complete student portfolios across the range of achievement levels for each of the subjects. Principals of selected schools were informed of this process and teachers were involved in collating student portfolios. After the release of the results for 2007, materials from externally assessed components were combined with these student portfolios to provide the fifteen samples required for each subject. Electronic copies of the selected materials were provided to AESOC.

### **Collaborative Curriculum and Assessment Framework for Languages**

SSABSA 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.

SSABSA officers attended the annual CCAFL Conference in Melbourne on 5–6 March.

In 2007, nineteen locally assessed languages, twenty-nine nationally assessed languages, and three interstate-assessed languages were available at Stage 2 level.

In a cooperative curriculum development arrangement, SSABSA and the Board of Studies New South Wales jointly developed Chinese, French, German, Indonesian,

Italian, Japanese, Modern Greek, and Spanish at beginners level. These subjects were implemented at Stage 1 for the first time in 2007.

### **Art Show 2007**

The twenty-fifth annual SSABSA Art show was held from 16 April to 23 May at the Light Square Gallery, Adelaide Centre for the Arts. Selected for exhibition were 196 works by 181 students from 84 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 SSABSA offices, the Office of the Minister for Education and Children's Services, and the offices of the Teachers Registration Board of South Australia.

### **Dance Information Day**

The Dance Information Day was held at the Adelaide Festival Centre on 26 February 2007. The audience, which comprised students and teachers of Stage 2 Dance and Dance Studies, included students from across the metropolis and from country areas, such as Renmark and Mount Gambier. Subject experts presented material about the Stage 2 subjects in dance. Students from Charles Campbell Secondary School presented a practical demonstration. Presentations included reflections on the value of the subject from a student, advice to students on techniques, fitness for the dancer, composition, 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 27 February 2007. The sell-out audience of 350 students and teachers from the three schooling sectors included students from metropolitan and country areas. SSABSA Curriculum and Assessment staff and subject experts presented material from various sections of the Stage 2 subjects. Students from Tyndale Christian School, Trinity College, Darwin High School, and Eynesbury Senior College, presented practical demonstrations of their 2006 Stage 2 work.

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

## Extension Studies Expo

The 2007 Extension Studies Expo was held at the Queen's Theatre over two days, on 8–9 February. Enrolments in Extension Studies have continued to increase with

183 students from forty-three schools completing the subject in 2007; consequently there was also an increase in the number of people attending the Expo. Prospective students of the subject appreciated the opportunity to hear presentations from some of the 2006 students and to discuss the work presented.

## Technology Show 2007

The SSABSA Technology Show 2007, showcasing the work of the 2006 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 28 March to 17 April 2007.

Ninety-nine students from thirty-six schools representing all schooling sectors from the metropolitan and country areas accepted the invitation to exhibit work. Members of the Design and Technology moderation panels issued these invitations at central moderation and when visiting schools to conduct moderation of students' products.

Work selected for exhibition was considered to be of a high standard against the criteria in the curriculum statement. One hundred and five pieces of work were displayed. This work reflected the wide range of contexts available to students within the curriculum framework.

There were 742 visitors to the show from metropolitan and country regions.



## Key Result Area — Equity

Equity underpins the activities of the Agency and is addressed in each of the key result areas, in particular in curriculum, assessment, community information, and research. However, SSABSA also has specific strategies targeted to known disadvantaged groups to help such students to complete the SACE, including the Aboriginal Education Strategy and the Disability Action Plan.

### 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 2007, 141 Aboriginal students received the SACE, an increase of more than 30 students from the previous year. It can be argued that the increase in the number of students is partly due to the collaborative work of the various organisations and sectors involved in improving educational outcomes for Aboriginal students. In 2007, for example, many workshops were conducted in consultation and collaboration with DECS District Offices, school staff, Aboriginal parents, Aboriginal community groups, and Aboriginal students.

The AES Reference Group and the Aboriginal Education Coordinators Group met four times throughout the year, forming a solid foundation for collaboration between the different member groups. SSABSA Curriculum and Assessment Officers and/or Assessment Field Officers attended every meeting. In November, the two groups amalgamated. This expanded the expertise of the Reference Group and allowed for wider consultation with the different Aboriginal and Torres Strait Islander Peoples

and non-Aboriginal educators, who all work to support Aboriginal students' completion of the SACE and to build pathways to their future.

Other activities conducted as part of the AES in 2007, and which received positive feedback from the Aboriginal community groups, were:

- The development in conjunction with State Records of support materials for the subject Aboriginal Studies
- The conduct of a Student Conference with over 100 Aboriginal students participating
- The distribution of the Indigenous SACE Achievers Poster
- Cross-schooling sector and cross-organisational networking to promote improved educational outcomes for Aboriginal students.

### Disability Action Plan

Students are advised when they register for the SACE of the Special Provisions in Curriculum and Assessment Policy, which accommodates the needs of students whose capacity to undertake an assessment component is adversely affected in a significant way by illness, impairment, or personal circumstances. The policy and procedures were reviewed significantly in 2006 and the changes implemented in 2007.

In 2007, variations to assessment were approved for 644 students with long-term impairment.

Subjects are available in which a contract of learning is negotiated; this can be customised to address the needs of a particular student. Subjects such as Auslan and Communication for the Hearing-impaired are also available.

SSABSA complies with section 22, Education, of the *Commonwealth Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* in the areas relevant to its core business.

## Key Result Area — Income Generation

Grants from the State Government as part of the education portfolio are the primary source of income for SSABSA. This funding is supplemented by income from the delivery of the South Australian Matriculation (SAM) program in Malaysia and China and by services to the Northern Territory.

### 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 2007 a total of 1419 students enrolled in the SAM program in the following five SAM centres in Malaysia:

Taylor's College	929
Disted-Stamford College	97
INTI College	69
INTEC, Universiti Teknologi Mara	310
Olympia College	14

SSABSA awarded 125 Merit Certificates to 83 Malaysian students for outstanding achievement in a range of subjects.

In 2007 a Memorandum of Agreement was entered into between SSABSA and Institut Sinaran, which will commence the SAM program in 2008.

In December 2007, nine Malaysian teachers from Taylor's College, INTEC, and INTI College marked examination papers in Chemistry, Economics, English as Second Language Studies, Information Technology Studies, Mathematical Studies, Physics, and Psychology. This allowed Malaysian 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 2007, the number of students enrolled in the SAM program at Qianhuang Senior Middle School increased to 90.

Students who enrolled in the 2008 SAM program at the school undertook an intensive English program during the second half of 2007 to prepare themselves for the rigour of the SAM program.

SSABSA has supported the teachers in China by providing regular professional development and email support from officers at SSABSA, and by facilitating buddy systems with teachers in South Australia.

The 2007 examinations in China ran smoothly under the supervision of two SSABSA officers who oversaw the invigilation process. SSABSA awarded twenty-one Merit Certificates to seventeen students.

#### SSABSA Visits Overseas

The Manager, Curriculum and Assessment attended the Malaysian Examinations Syndicate standards fixing meeting.

The former Chief Executive visited Qianhuang Senior Middle School in China and the Malaysian schools, and conducted a site inspection of the facilities at Institut Sinaran.

The Manager, Information Services, and two Curriculum and Assessment Officers undertook the annual visit to the SAM schools in Malaysia. The Curriculum and Assessment Officers delivered in-service training to teachers focusing on the subjects of Accounting Studies, Economics, English as Second Language Studies, and Legal Studies.

## Overseas Travel

Number of Employees	Destination(s)	Reasons for Travel	Total Cost* to Agency (\$)
1	Malaysia	Attendance at the Malaysian Examinations Syndicate standards fixing meeting	7 645
1	Malaysia	SAM promotional visit by the Chief Executive	11 507
1	China	SAM promotional visit by the Chief Executive	14 557
3	Malaysia and China	SAM professional development visits	22 665
2	Malaysia	SAM future planning visits	17 453
2	China	Invigilation of examinations	11 236
<b>10</b>			<b>85 063</b>

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

The Manager, Information Services, and one Curriculum and Assessment Officer went on to visit Qianhuang Senior Middle School in China to support the teaching program and methodology, and to ensure that suitable and effective assessment practices were being used.

In September 2007, the new Chief Executive and the Manager, Information Services, visited all the Malaysian schools. This was to introduce the new Chief Executive and to build relationships with SAM providers.

Two staff visited China to oversee the invigilation of examinations.

### Overseas Visitors

Mr Zhang Wen Lei, SSABSA Liaison Officer in China, made one visit to SSABSA during 2007 as part of his quality assurance processes, to recruit South Australian teachers for the SAM program in China, and to collect Qianhuang Senior Middle School SAM results.

During 2007, Mrs Dolly and Mr Tan from the Singapore Examinations and Assessment Board visited SSABSA to discuss the printing of curriculum and examination materials for language subjects.

### Northern Territory

SSABSA continued to deliver the Northern Territory Certificate of Education (NTCE) to students in the Northern Territory in 2007. 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 (NTDEET) and SSABSA 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 2007 NTCE results release was timed to coincide with the release of SACE results and included a support service provided by NTDEET.



## Key Result Area — Management

### Financial Management

The Board has continued, through the Resources Policy Committee, to develop policies that have further enhanced the financial management of SSABSA.

In order to complete the results release process before Christmas, SSABSA relies heavily on its workforce of assessors, moderators, and markers to ensure the provision of accurate and timely results. The Business Services Branch ensured that all claims submitted to the Branch were paid promptly. Very few claims were outstanding by Christmas.

### Account Payment Performance

The table below summarises the Agency's accounts payable record for 2007.

### Consultants

SSABSA did not engage any consultants in 2007.

### Contractual Arrangements

SSABSA had no contractual arrangements 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 SSABSA. The Board has established fraud-prevention strategies and record-keeping procedures for securing the premises and assets, for handling funds, and for access to equipment, in the areas relevant to its core business.

### Management of Human Resources Policies and Procedures

Policies and procedures relating to the management of human resources continued to be reviewed throughout 2007, according to the policy framework. The framework, policies, and procedures are on the SSABSA intranet and available to all staff.

As a result of previous policy and procedure work the SSABSA Staff-Management Consultation Committee was established and operated throughout 2007.

### Climate Survey

At the start of the transition to the future SACE, Locher & Associates Pty Ltd were contracted to design and administer a staff climate survey. After consultation with staff members, the survey was circulated during April 2007 and responses were collected.

The data were collated and analysed, and provided to management and to all staff. The Team Leader Management Group acted on the feedback provided.

### Disability Action Plan

Visitors and staff with disabilities can gain access to SSABSA offices via a ramp and a lift. Toilets for people with disabilities are located on the first floor of the SSABSA offices.

### Flexible Working Arrangements at SSABSA

SSABSA's flexible working arrangements policy is accessible to all staff through the Employment Conditions Manual, which is available on the intranet.

#### 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	5990	95	5 694 652.69	96.8
Paid late but within 30 days of the due date	192	3	168 106.91	2.9
Paid more than 30 days after the due date	107	2	17 867.98	0.3

### Number of Employees Using Voluntary Flexible Working Arrangements by Gender

Type of Arrangement	Male	Female	Total
Purchased Leave	—	—	—
Flexitime	26	37	63
Compressed Weeks	—	—	—
Part-time/Job Share	2	15	17
Working from Home	—	—	—

### Leave Management

The Management Team of the Agency monitors, on a quarterly basis, the level of accumulated leave that staff hold. Staff members with leave entitlements in excess of the current year (20 days plus) are encouraged to plan and take leave. The number of staff with more the 20 days' accumulated leave as of 31 December 2007 was seventeen.

### Average Days Leave Taken per Full-time Equivalent Employee

Leave Type	2004	2005	2006	2007
Sick Leave	6.5	8.3	7.8	7.4
Family Carer's Leave	0.5	0.6	1.2	1.1
Special Leave with Pay	1.9	0.2	0.4	0.4

### Occupational Health, Safety, and Welfare

The Occupational Health, Safety and Welfare (OHSW) Committee met four times in 2007.

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

A few staff participated in workplace assessments to identify and promote safe systems of work.

A flu vaccination program was made available to staff, and massage programs were offered to promote health and well-being.

SSABSA staff and the building co-tenants participated in two emergency evacuation exercises. New emergency wardens were appointed. All wardens received in-house training and were issued with equipment.

The building owner provided SSABSA with a current asbestos register, which will be updated annually in July. The register has been placed at Reception.

Annual testing of portable electrical equipment was conducted in May 2007.

Achievements during 2007 include:

- The annual review of first aid personnel.
- Replacement of bottled water with a plumbed filter system for hot and cold water.
- Upgraded security with new and more cameras in the car park areas.
- Election of a new OHSW Committee and OHSW Representatives.
- Up-to-date external training given to all OHSW Committee members.
- A link to the 'beyond blue' mental health website made available to staff.
- The reception area reconfigured to improve the air conditioning in that area.
- A staff climate survey undertaken and evaluated.
- A hazardous substances register created and updated as needs dictate.

Future planning in the OHSW area includes:

- Finalising the OHSW Policy.
- Refining CHRIS OHSW reporting.
- Installing an electronic security gate at the entrance to the car park.



## Occupational Health, Safety, and Injury Management

	2007	2006	2005
<b>1 OHS legislative requirements</b>			
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
<b>2 Injury management legislative requirements</b>			
Total number of employees who participated in rehabilitation program	0	0	0
Total number of employees rehabilitated and reassigned to alternative duties	0	0	1
Total number of employees rehabilitated back to their original work	0	1	0
Number of open claims as at 31 December	0	0	2
Percentage of workers compensation expenditure over gross annual remuneration	0.60%	1.30%	0.90%
<b>3 Number of claims</b>			
Number of new workers compensation claims in the calendar year	0	0	0
Number of fatalities, lost-time injuries, medical treatment only	F	0	0
	LTI	0	0
	MTO	0	0
Total number of whole working days lost	0	0	0
<b>4 Cost of workers compensation</b>			
Cost of new claims for calendar year	\$0	\$0	\$0
Cost of all claims excluding lump sum payments	\$0	\$0	\$0
Amount paid for lump sum payments on the settlement of a claim (under the WRC Act)	s42	\$0	\$0
	s43	\$0	\$0
	s44	\$0	\$0
Total amount recovered from external sources (WRC Act s54) including from a negligent third party	\$0	\$0	\$0
Budget allocation for workers compensation	\$45 900	\$79 600	\$59 500
<b>5 Trends</b>			
Injury frequency rate for new lost-time injury/disease for each million hours worked	0	0	0
Most frequent cause (mechanism) of injury	Mental stress	Manual handling	Bruise, abrasion
Most expensive cause (mechanism) of injury	Mental stress	Manual handling	Other mental stress factors
<b>6 Meeting the organisation's strategic targets</b>			
As part of SSABSA's continual awareness of occupational health and safety legislative requirements as they apply in the workplace, the following actions were taken in 2007:			
	<b>Cost (\$)</b>		
<i>Training</i>			
Training in use of semi-automatic defibrillator (2 participants)	100		
Senior first aid (4 participants)	704		
Emergency wardens (1 participant)	290		
<i>Safety Maintenance and Prevention</i>			
Cleaning of telephones	746		
Security	43 971		
First aid equipment	88		
Hygiene — toilets	14 317		
Portable electrical equipment testing	2 747		
<b>Total</b>	<b>62 963</b>		

## Recruitment and Selection Policy and Procedures

SSABSA is committed to a merit-based recruitment and selection process that is conducted professionally and equitably, with an aim of recruiting and retaining highly skilled and competent individuals with demonstrated expertise in appropriate areas. Applicants have the opportunity to demonstrate their merit in relation to the selection criteria identified within the Person Specification of the Position Information Document.

The Recruitment and Selection Policy and the Recruitment and Selection Procedures Manual have been placed on the SSABSA intranet and are available to all staff. The Recruitment and Selection Procedures Manual has been placed on the Internet and is, therefore, also available to all external applicants.

## Staff-Management Consultation Policy

SSABSA staff and management are committed to consultative processes to improve the quality of decisions made and the effectiveness of their implementation. This involves management sharing proposed policies, procedures, or implementation issues with staff, and taking any comments, requests, suggestions, and views into account before decisions are made.

This policy establishes a structure and method for staff consultation and defines the policies, procedures, and implementation issues over which staff will be consulted. The Consultation Committee monitors, conducts, reviews, and communicates about the consultation.

The policy document has been placed on the SSABSA intranet and is accessible to all SSABSA staff.

## Training and Development

In 2007, staff training and development included sessions such as the IPAA Breakfast Series, CHRIS 21, Mandatory Reporting, and skills training in Microsoft Word and Microsoft Excel. Designated staff participated in the following OHSW

programs: Use of a Defibrillator, First Aid, and Emergency Warden Training.

Staff access to CHRIS 21 continued to allow easy access to training and development.

Each staff member, in consultation with his or her manager or team leader, mapped training and development opportunities over 2007 and undertook individual performance and development plans.

## Documented Review of Individual Performance Development Plan

Employees with ...	% Total Workforce
a plan reviewed within the past 12 months	35
a plan older than 12 months	24
no plan	41

## Workforce Diversity

Tables relating to SSABSA employees and the diversity of the workforce are shown below.

### Status of Employees in Current Position

	FTEs				Total
	Ongoing	Short-term Contract	Long-term Contract	Casual (excludes agency staff)	
Male	6.0	8.5	14.0	0	28.5
Female	23.7	9.2	12.0	0	44.9
<b>Total</b>	<b>29.7</b>	<b>17.7</b>	<b>26.0</b>	<b>0</b>	<b>73.4</b>

	Persons				Total
	Ongoing	Short-term Contract	Long-term Contract	Casual (includes agency staff)	
Male	6	10	14	4	34
Female	29	12	13	5	59
<b>Total</b>	<b>35</b>	<b>22</b>	<b>27</b>	<b>9</b>	<b>93</b>

### Number of Employees by Salary Bracket

Salary Bracket	Male	Female	Total
\$0-\$43 999	3	24	27
\$44 000-\$56 999	8	14	22
\$57 000-\$72 999	12	13	25
\$73 000-\$91 999	8	7	15
\$92 000 +	3	1	4
<b>Total</b>	<b>34</b>	<b>59</b>	<b>93</b>

### SSABSA Employees, by Gender and Status

Total Number of Employees	
Persons	93.0
FTEs	73.4

Gender	% Persons	% FTEs
Male	37	39
Female	63	61

Number of persons separated from the agency during 2007	5
Number of persons recruited to the agency during 2007	8
Number of persons on leave without pay at 31 December 2007	4

### Number of Employees with Ongoing Disabilities Requiring Workplace Adaptation

	Male	Female	Total	% of Agency
Total	1	1	2	2.2

### Positions with customer service reflected in job and person specifications

Positions	%
Positions with customer service reflected in the job and person specification	75
Positions without customer service reflected in the job and person specification	25

### Number of Employees by Age Bracket by Gender

Age Bracket (years)	Male	Female	Total	% of Agency	South Australian Workforce Benchmark*
15–19	—	—	—	—	6.7
20–24	1	1	2	2.2	10.5
25–29	6	4	10	10.7	10.2
30–34	2	5	7	7.6	9.9
35–39	2	10	12	12.9	11.2
40–44	2	6	8	8.6	11.9
45–49	1	8	9	9.7	12.3
50–54	3	9	12	12.9	11.3
55–59	11	11	22	23.6	8.6
60–64	5	5	10	10.7	5.0
65+	1	—	1	1.1	2.4
<b>Total</b>	<b>34</b>	<b>59</b>	<b>93</b>	<b>100.0</b>	<b>100.0</b>

\*Source: Australian Bureau of Statistics, *Australian Demographic Statistics, Labour Force Status (ST LM8) by Sex, Age, State, Marital Status — Employed* — Total From Feb78 Supertable, South Australia at March 2007.

### Cultural and Linguistic Diversity

	Male	Female	Total	% of Agency	SA Community*
Number of employees born overseas	4	6	10	13.6	20.3%
Number of employees who speak language(s) other than English at home	1	3	4	5.5	15.5%

\*Source: Australian Bureau of Statistics, *Basic Community Profile (SA) Cat. No. 2001.0*.

### Number of Aboriginal and/or Torres Strait Employees

	Male	Female	Total	% of Agency	Target*
Aboriginal/ Torres Strait Islanders	—	1	1	1.0	2.0%

\*Source: *South Australia's Strategic Plan*, www.SAplan.org.au

## Number of Executives by Status in Current Position, Gender and Classification at 31 December 2007

Classification	Ongoing		Contract Tenured		Contract Untenured		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
EX A	—	—	1	1	—	—	1	1	2
Ex C	—	—	—	—	1	—	1	—	1
<b>Total</b>	—	—	1	1	1	—	2	1	3

### Executive Employment

SSABSA had one female and one male staff member at the executive level and one female in an acting position at the executive level for the first half of 2007.

For the second half of 2007 the Board had two male staff members at the executive level and one female in an acting position at the executive level.

### Operations Management

#### SSABSA's Strategic Plan

In 2007 the Board reviewed SSABSA's Strategic Plan. Two strategies and associated indicators and targets were identified for 2007–08 (see page 10 for details). The Management Team developed an Operational Plan for 2007–08 to meet the Board's aim and strategies.

#### AS/NZS ISO 9001:2000

SSABSA continued to maintain AS/NZS ISO 9001:2000 accreditation, which included a two-day audit in May 2007 by representatives from Société Générale de Surveillance (SGS).

SSABSA's internal audit processes were maintained through regular audit training of staff and conducting an audit to ensure that the appropriate processes were in place to maintain accreditation in accordance with the standard.

#### Records Management

SSABSA continued to improve its record management systems and initiated the development of a Records Management Policy, a records classification system, and a records disposal schedule. This will enable SSABSA to comply with State legislation and international standards.

### Risk Management Register

The SSABSA Risk Management Policy was approved in 2004. The risk management procedures listed in the policy define the roles and responsibilities of the Chief Executive, Management Team, and staff in the management of risk. The procedures follow the process set out in *AS/NZS 4360:2004 : Risk Management*, published by Standards Australia/Standards New Zealand.

Each identified risk is a subset of one of the following areas that are either operational or strategic risks.

Operational risk:

- Assessment
- Curriculum
- Financial
- Human Resources
- Information Technology
- Management of Information
- Policies
- Public Functions
- Security.

Strategic risk:

- Transitional Change Management.

The Management Team undertakes regular reviews of all risks across the organisation. In 2007 additional risks were identified in relation to transitional change management. A consultant, in undertaking a risk analysis for the future SACE Office, supported a SSABSA risk management register.

The Management Team monitors these risks and the management strategies on a regular basis and, in accordance with policy, provides the Resources Policy Committee with reports twice a year.

### SSABSA Refurbishment

The reception area on the first floor was upgraded during the latter part of 2007 and new carpet was laid in some sections on both levels. Toilet facilities were upgraded early in 2007.

### Energy Efficiency Action Plan

SSABSA as an organisation is committed to being energy-conscious and efficient. Documents for internal use were printed on previously used paper, and for external use, such as in teacher workshops, were printed double-sided. Colour printing was used only when essential.

Air-conditioning units were monitored for effective and efficient function and switched off in rooms that were not in use.

#### 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

Similarly, lights and photocopiers were switched off when areas or machines were not required.

#### Electricity Usage

	Usage (units)	Cost (\$)
Base year 2001	235 530	36 496.28
2002	220 260	37 284.15
2003	231 740	38 586.51
2004	289 116	47 279.93
2005	283 840	51 077.14
2006	273 161	48 664.34
2007	266 825	49 790.06

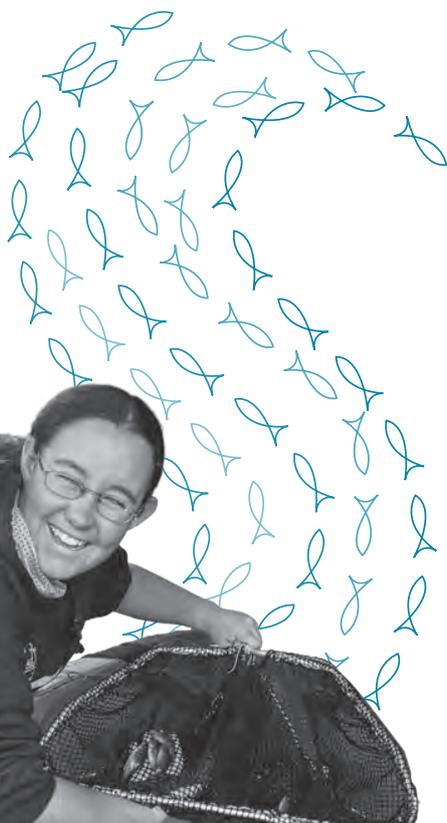
SSABSA officers made every attempt to optimise the number of schools visited on a single journey to achieve maximum efficiency, including fuel efficiency.

#### Motor Vehicle Fuel Usage

	Fuel (litres)	Cost (\$)
2001	23 704.95	18 619.37
2002	25 295.01	18 512.41
2003	26 803.51	20 549.70
2004	26 165.00	21 201.15
2005	28 602.44	27 009.34
2006	27 922.05	29 225.59
2007	27 446.71	28 552.88

### GoGO Environment Plan/Practices

In 2007, a Working Group was established to facilitate the development of an agency approach to Greening of Government Operations and to achieving the milestones set out for South Australian government agencies in the State Government's Greening of Government Operations (GoGO) Action Plan.



## Key Result Area — Research

### Curriculum and Assessment Research

#### *Subject Audits*

As part of the curriculum redevelopment process, participation and performance data were extracted for the Stage 1 and Stage 2 Integrated Learning and the Stage 1 and Stage 2 General Construction (VET) audits undertaken in 2007.

South Australian and Northern Territory Integrated Learning teachers from the three schooling sectors were consulted via surveys. South Australian metropolitan and country General Construction (VET) teachers and students from the three schooling sectors were consulted via surveys. Written reports summarising the feedback were used to initiate improvements to the curriculum statements for these subjects.

#### *Tracking Student Engagement with the SACE*

To assist with the monitoring of students' engagement with the SACE, data were provided to Curriculum and Assessment staff that enabled schools to track the SACE enrolment and completion patterns of their students. This information helped safeguard against students failing to meet the requirements of the SACE because of their enrolment pattern.

### Process Monitoring

#### *Moderation Processes*

The Research Section worked collaboratively with the Curriculum and Assessment Branch to review central moderation processes, including benchmarking practices and performance standards. Revised procedures were trialed in 2007 and evaluated by the Research Section through on-site observation and via feedback from Chief Assessors.

#### *Student Registration Survey*

The Student Registration Survey that students complete when they register for the SACE was amended in 2007 to assist the Research Section to access information about part-time engagement with the SACE, students' reasons for not completing the SACE, and students' destinations after engaging with the SACE.

#### *Special Provisions*

Data were provided to the Special Provisions Panel and SSABSA Management Team to assist in evaluating the impact of SSABSA's revised policy and procedures in relation to the application for, and approval of, special provisions for students.



## Publications

In 2007, several new Data Information Releases were produced and a number of existing Data Information Releases were updated with 2006 data and made available on the SSABSA website. These include:

- 'Subject Mean Achievement Scores for the 2006 Processing Year, Disaggregated by Gender'
- 'Student Participation in Stage 2 Mathematics as Part of Their SACE Studies, 1996–2006'
- 'Student Participation in Stage 2 Science as Part of Their SACE Studies, 1996–2006'
- 'Student Participation in the Stage 2 Health and Personal Development Learning Area as Part of Their SACE Studies, 1996–2006'
- 'Students Returning to SACE Study After Completing the SACE — Disaggregated by Socio-economic Status'
- 'Most Popular Stage 2 2-unit Subjects 1996–2006'
- 'Patterns of Student Engagement with the South Australian Certificate of Education (SACE) — 2000–2003'
- 'Years Taken to Complete the South Australian Certificate of Education (SACE) by South Australian Students — 2003–2006'
- 'Completion Rates for South Australian Students in 2003 to 2006 — Disaggregated by Location, Gender, Aboriginality, and Socio-economic Quartile'
- 'Student Participation in Vocational Education and Training (VET) as Part of SACE Studies'
- 'Profile of the 2003–2006 Stage 2 Cohorts of Students'
- 'Students Repeating Stage 2 of the SACE 2005 and 2006'

## Data and Information Requests

Research staff continued to provide support for a broad range of data requests from within and outside the Agency. 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. Examples of data sought include completion and retention data, data to support the capacity and use of the Personal Learning Programs, and data to assist the work of the Aboriginal Education Strategy Project Officer.

Some of the education stakeholders supplied with data in 2007 were:

- Aboriginal Education Reference Group, DECS;
- Association of Independent Schools of South Australia;
- Catholic Education South Australia;
- Curriculum and Assessment Branch, SSABSA;
- 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;
- Resources and Policy Committee, SSABSA;
- Social Inclusion Unit, Department of Premier and Cabinet;
- TAFE SA, Department of Further Education, Employment, Science and Technology.
- The University of Adelaide;
- The University of Melbourne;
- University of South Australia.

## Collaborative Research and Reference Groups

The Research Section has continued to work collaboratively with the Aboriginal Education Strategy Project Officer to contribute to the Aboriginal Education Strategy progress report. The data have assisted in monitoring and tracking Aboriginal students in an effort to achieve positive outcomes for these young people.

## Legislative Responsibilities

### ***Education (Compulsory Education Age) Amendment Bill***

SSABSA has played a key role in identifying the implementation issues associated with increasing the compulsory education age. This has involved SSABSA representation on several working groups and taking the lead in developing operational positions relating to the registration and reporting of students' participation in learning and earning.

### ***Revision of Research Policy and Procedures***

As part of SSABSA's continual improvement processes, the Research Section undertook a comprehensive review of SSABSA's Research Policy. To support this work a review and redevelopment of research procedures was also undertaken and documented to ensure these align with both the policy and with best practice in the field of educational research. Included in this review was the development of a new system for Records Management. This system involved updating procedures for electronic filing of documents and data, the

development of internal and external data request templates, and a revision of the Declaration for the Ethical Use of SSABSA Data.

### ***Annual Data***

SSSBSA Research staff extracted data for the *2006 Annual Report* and continued to make available participation and performance statistics.

### ***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***

Issues raised at the SACE Coordinators Conferences were used to update the 2007 SACE Coordinators Survey. All SACE coordinators were invited to complete the survey and a report was written summarising the issues raised. This feedback was used to improve SSABSA's processes and practices.



## Key Result Area — Systems

### Results Release

Processing of the 2007 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 SSABSA website and view their results online on 19 December. On the day of results release, 8982 students used this facility with 1689 logging on between 7 a.m. and 8 a.m., compared with 770 in 2006, and 2699 between 8 a.m. and 9 a.m., compared with 1345 for 2006. The increased access to results online was due to significant efforts by Information Systems staff to upgrade the facility before the 2007 results release.

### DATEX Online

Enhancements to, and development of, additional functionality of DATEX Online meant that six new versions (versions 1.13.2 through 1.18) of the system were released throughout 2007. The changes implemented include automatic detection of file import formats to allow entry of estimates for Stage 1 enrolments, and detection of browser pop-up blockers to enable appropriate help to be displayed to the user if reports are blocked from being displayed.

Extensive testing was performed on a change to the system's architecture and to the look and feel of the system, ready for deployment of this change in early 2008.

### Like Schools Data

The Like Schools data for 2006 were uploaded to the SSABSA website in February 2007. 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

The server hardware and maintenance agreement with Electronic Data Systems (EDS) were finalised and signed in early 2007. Advice was sought from EDS on the viability of server virtualisation to reduce server hardware and operating system maintenance costs to SSABSA. As a result of the advice provided, two servers with appropriate specifications were purchased and testing of the proposed virtualised environment commenced. Deployment of the final virtualised environment, including a storage area network and appropriate data backup facilities, is expected in early 2008.

As a result of the failures of the SSABSA website during the 2006 results release, a new web server was commissioned, tested and deployed in readiness for 2007 results release. This, together with a change in the system's architecture, resulted in the improvements in speed and reliability of student access to results reported above.

### Java Development/Visual Basic Maintenance

The new Java Certification System was deployed in time to print the mid-year Statements of Results. Final changes to the system were made in time for the end of year results processing period. As a result, all formal documentation provided to students in 2007 was produced using the new system, which significantly reduced the time required to print Statements of Results.

Maintenance of SSABSA's Visual Basic systems continued throughout 2007, with significant improvements to results processing applications deployed throughout the year. Included were improvements that enabled automatic notification of the status of Special Provisions applications to schools and that led to improved data entry at SSABSA. Many of these improvements were made as a result of suggestions from SSABSA staff who had experienced the 2006 result processing period.

# Financial Statement for the Year Ended 31 December 2007

## Income Statement For the Year Ended 31 December 2007

	Note No.	2007 \$'000	2006 \$'000
<b>Expenses</b>			
Staff benefit expenses	4	8 629	7 729
Supplies and services	5	4 245	4 389
Replacement teachers	6	909	835
Depreciation and amortisation expense	7	305	298
<b>Total expenses</b>		<b>14 088</b>	<b>13 251</b>
<b>Income</b>			
Revenue from fees and charges	8	1 890	1 799
Interest revenues	9	303	257
Net gain from the disposal of assets	10	2	4
Replacement teachers write-back	11	121	195
Other income	12	589	160
<b>Total income</b>		<b>2 905</b>	<b>2 415</b>
<b>Net cost of providing services</b>		<b>11 183</b>	<b>10 836</b>
<b>Revenues from/Payments to SA Government</b>			
Revenues from SA Government	13	10 855	11 624
Net result		(328)	788
<b>The net result is attributable to the SA Government as owner.</b>		<b>(328)</b>	<b>788</b>

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

## Balance Sheet As at 31 December 2007

	Note No.	2007 \$'000	2006 \$'000
<b>Current Assets</b>			
Cash and cash equivalents	25	800	1 352
Receivables	15	469	159
Other financial assets	16	3 905	3 949
Other current assets	17	34	88
<b>Total current assets</b>		<b>5 208</b>	<b>5 548</b>
<b>Non-current Assets</b>			
Property, plant, and equipment	18	608	580
Intangible assets	19	229	344
<b>Total non-current assets</b>		<b>837</b>	<b>924</b>
<b>Total assets</b>		<b>6 045</b>	<b>6 472</b>
<b>Current Liabilities</b>			
Payables	20	404	462
Replacement teachers	21	390	384
Staff benefits	22	623	574
<b>Total current liabilities</b>		<b>1 417</b>	<b>1 420</b>
<b>Non-current Liabilities</b>			
Payables	20	56	76
Staff benefits	22	632	708
<b>Total non-current liabilities</b>		<b>688</b>	<b>784</b>
<b>Total liabilities</b>		<b>2 105</b>	<b>2 204</b>
<b>Net assets</b>		<b>3 940</b>	<b>4 268</b>
<b>Equity</b>			
Retained earnings		3 940	4 268
<b>Total equity</b>		<b>3 940</b>	<b>4 268</b>
<b>The total equity is attributable to the SA Government as owner.</b>			
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 2007

	Note No.	2007 \$'000
Balance at 31 December 2005	24	3 480
<b>Total recognised income and expense for 2006</b>		<b>788</b>
Balance at 31 December 2006	24	4 268
<b>Total recognised income and expense for 2007</b>		<b>(328)</b>
Balance at 31 December 2007	24	3 940

**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 2007

	Note No.	2007 \$'000	2006 \$'000
<b>Cash Flows from Operating Activities</b>			
<b>Cash Outflows</b>			
Staff benefit payments		(9 559)	(8 364)
Supplies and services		(4 269)	(4 429)
GST payments on purchases		(491)	(551)
GST remitted to Australian Taxation Office		(24)	(33)
<b>Cash used in operations</b>		<b>(14 343)</b>	<b>(13 377)</b>
<b>Cash Inflows</b>			
Receipts from fees and charges		1 565	1 788
Interest received		280	222
GST receipts on receivables		183	126
GST input tax credits		370	473
Other receipts		710	356
<b>Cash generated from operations</b>		<b>3 108</b>	<b>2 965</b>
<b>Cash flows from SA Government</b>			
Receipts from SA Government		10 855	11 624
<b>Cash generated from SA Government</b>		<b>10 855</b>	<b>11 624</b>
<b>Net cash provided by operating activities</b>	<b>25</b>	<b>(380)</b>	<b>1 212</b>
<b>Cash Flows from Investing Activities</b>			
<b>Cash Outflows</b>			
Purchases of property, plant, and equipment		(218)	(449)
<b>Cash used in investing activities</b>		<b>(218)</b>	<b>(449)</b>
<b>Cash Inflows</b>			
Proceeds from sale of property, plant, and equipment		2	4
<b>Cash generated from investing activities</b>		<b>2</b>	<b>4</b>
<b>Net cash used in investing activities</b>		<b>(216)</b>	<b>(445)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(596)</b>	<b>767</b>
Cash and cash equivalents at the beginning of the financial year		5 301	4 534
<b>Cash and cash equivalents at the end of the financial year</b>	<b>25</b>	<b>4 705</b>	<b>5 301</b>

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

# Notes to the Financial Statements for the year ended 31 December 2007

## Note 1 Objectives of the Senior Secondary Assessment Board of South Australia

The Senior Secondary Assessment Board of South Australia's (the Board's) objectives are to provide to senior secondary students high quality curriculum, assessment, reporting, and certification services that value and promote educational excellence, equal opportunity, and access to and participation in post-compulsory education. These services should meet the needs and aspirations of students to develop their individual talents and equip them to be confident in making positive contributions to society.

The Board is predominantly funded from grants provided by the State Government of \$10.86 million (2006: \$11.58 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 (AAS) and Treasurer's Instructions and Accounting Policy Statements 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*. Except for the amendments to AASB 101 *Presentation of Financial Statements*, which the Board has early-adopted, 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 2007.

The preparation of the financial report requires:

- the use of certain accounting estimates and requires 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, these are outlined in the applicable notes; and
- compliance with accounting policy statements issued pursuant to section 41 of the PFA Act, by authority of Treasurer's Instruction 19 *Financial Reporting*. In the interest of public accountability and transparency the accounting policy statements require the following note disclosures, that have been included in this financial report:

a) revenues, expenses, financial assets and liabilities where the counterparty/transaction is with an entity within the SA Government as at reporting date, classified according to their nature. A threshold of \$100 000 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; and

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 presented in Australian currency.

### **b) Comparative Information**

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

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

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

### **c) Rounding**

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

### **d) Taxation**

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

- when the GST incurred on a purchase of goods or services is not recoverable from the Australian Taxation Office, in which case the GST is recognised as part of the cost of acquisition of the asset or as part of the expense item applicable; and
- receivables and payables, which are stated with the amount of GST included.

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

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

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 expenses 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.

### **Revenue from SA Government**

Appropriations for program funding are recognised as revenues when the Board obtains control over the funding. Control over appropriations is normally obtained upon receipt.

### **Contributions Received**

Contributions are recognised as an asset and income when the Board obtains control of the contributions or obtains the right to receive the contributions and the income recognition criteria are met (i.e. the amount can be reliably measured and the flow of resources is probable).

Generally, the Board has obtained control or the right to receive for:

- Contributions with unconditional stipulations — this will be when the agreement becomes enforceable; that is, the earlier of when the receiving entity has formally been advised that the contribution (e.g. grant application) has been approved, the agreement/contract is executed, and/or the contribution is received.
- Contributions with conditional stipulations — this will be when the enforceable stipulations specified in the agreement occur or are satisfied; that is, income would be recognised for contributions received or receivable under the agreement.

All contributions received by the Board have been contributions with unconditional stipulations attached and have been recognised as an asset and income upon receipt.

### **Borrowing Costs**

All borrowing costs are recognised as expenses.

### **Fees and Charges**

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

### **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 determined by comparing proceeds with carrying amount. When revalued assets are sold, the revaluation increments are transferred to retained earnings.

## **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 Assessor's comments.

#### **g) Cash and Cash Equivalents**

Cash and cash equivalents recorded in the cash flow statement include 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 comprise 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 2007 range from 6.35% to 6.98% (2006: 5.20% to 6.35%).

#### **h) Receivables**

Receivables include amounts receivable from trade, prepayments, and other accruals.

Trade receivables arise in the normal course of selling goods and services to other agencies and to the public. Trade receivables are generally receivable within 30 days after the issue of an invoice or 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. 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 property, 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 equipment and furniture 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:

<b>Class of Assets</b>	<b>Depreciation Method</b>	<b>Useful Life</b>
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

### **I) 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 oncosts.

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 the date the invoice is first received in accordance with Treasurer's Instruction 11 *Payment of Creditor's Accounts*.

Employment oncosts include 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 salaries and wages are measured as the amount unpaid at the reporting date at remuneration rates current at reporting date.

The annual leave liability is expected to be payable within 12 months and is measured at the undiscounted amount expected to be paid. In the unusual event where salaries 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, it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation and 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 Captive Insurance Corporation, SAICORP, a division of the South Australian Government Financing Authority, 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

	2007	2006
	\$'000	\$'000
Salaries and wages	4 964	4 224
Casual salaries examiners	1 196	1 232
Casual salaries moderators	782	734
Casual salaries other	53	60
Long service leave	240	161
Annual leave	103	79
Employment oncosts — superannuation	754	705
Employment oncosts — other	457	453
Fringe benefits tax	65	56
Board fees	15	25
<b>Total staff benefits costs</b>	<b>8 629</b>	<b>7 729</b>

Remuneration of Staff	2007	2006
The number of staff whose remuneration received or receivable falls within the following bands:		
\$110 000 to \$119 999	2	—
\$120 000 to \$129 999	1	2
\$130 000 to \$139 999	—	—
\$140 000 to \$149 999	1	—
\$180 000 to \$189 999	1	—
\$240 000 to \$249 999	—	—
\$250 000 to \$259 999	—	1
<b>Total number of staff</b>	<b>5</b>	<b>3</b>

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 \$580 000.

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

### Changes to Staffing Arrangements

Pursuant to a proclamation, the *Statutes Amendment (Public Sector Employment) Act 2006* (PSE Act) came into operation on 1 April 2007.

The PSE Act amended the employment provisions of the *Senior Secondary Assessment Board of South Australia Act 1983* (SSABSA Act) to allow the Chief Executive of the Department of Education and Children's Services to be the 'employing authority' of all staff of the Authority. Prior to the operation of the PSE Act, the Authority had the power to appoint staff.

Consistent with the PSE Act, the Chief Executive of the Department has delegated all of his powers and functions relating to the employment of staff to the Authority with the exception of powers related to the employment of the Chief Executive. The Treasurer, pursuant to the PSE Act, has issued a direction to the Authority to make payments with respect to any matter arising in connection with the employment of a person under the SSABSA Act.

As a consequence of these changes the total staffing expenses reflected in this financial report comprise the employee expenses of the Agency for the period 1 July 2006 to 31 March 2007 and the staffing expenses of the Agency for the period 1 April to 30 June 2007.

## Note 5 Supplies and Services

	2007	2006
	\$'000	\$'000
<b>Supplies and services provided by entities within the SA Government</b>		
Rental	665	631
Legal	6	3
Insurance	18	19
Fleet services	141	140
Computing charges	280	343
Other	98	132
<b>Total supplies and services provided by SA Government entities</b>	<b>1 208</b>	<b>1 268</b>
<b>Supplies and services provided by entities external to the SA Government</b>		
Computing and communication	113	142
Repairs and maintenance	66	117
Staff development	75	61
Contractors	941	979
Printing	302	384
Travel and accommodation	403	381
Motor vehicles transport	210	187
Courier and freight	179	149
Stationery and office supplies	59	112
Hospitality	58	68
Software (expensed)	116	81
Equipment hire	127	82
Other	388	378
<b>Total supplies and services provided by non-SA Government entities</b>	<b>3 037</b>	<b>3 121</b>
<b>Total supplies and services</b>	<b>4 245</b>	<b>4 389</b>

## Note 6 Replacement Teachers

	2007	2006
	\$'000	\$'000
Temporary replacement teachers	863	754
Fraction release teachers	46	81
<b>Total replacement teachers</b>	<b>909</b>	<b>835</b>

This expense relates to payments to the Department of Education and Children's Services and the other school sectors for the release of teachers to undertake duties for SSABSA. See also Note 21 for details of the unclaimed funds up to 31 December 2007.

## Note 7 Depreciation and Amortisation Expense

	2007	2006
	\$'000	\$'000
<b>Depreciation</b>		
<b>Plant and equipment</b>		
Furniture and fittings	35	46
Equipment	42	32
Computer equipment	113	105
DATEX software	115	115
<b>Total depreciation and amortisation</b>	<b>305</b>	<b>298</b>

## Note 8 Revenues from Fees and Charges

	2007	2006
	\$'000	\$'000
<b>Fees and Charges Received/Receivable from Entities External to the SA Government</b>		
Overseas students studying in South Australia	309	221
South Australian Matriculation Program	622	649
Northern Territory	959	929
<b>Total fees and charges received/receivable from non SA Government entities</b>	<b>1 890</b>	<b>1 799</b>
<b>Total fees and charges</b>	<b>1 890</b>	<b>1 799</b>

Candidates' fees collected during 2007 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

	2007	2006
	\$'000	\$'000
Interest received/receivable from entities external to the SA Government	45	160
Interest received/receivable from entities within the SA Government	258	97
<b>Total interest revenues</b>	<b>303</b>	<b>257</b>

## Note 10 Net Gain from Disposal of Assets

	2007	2006
	\$'000	\$'000
<b>Plant and Equipment</b>		
Proceeds from disposal	2	4
Less net book value of assets disposed	—	—
<b>Net gain from disposal of plant and equipment</b>	<b>2</b>	<b>4</b>

## Note 11 Replacement Teachers Write-back

During 2007, \$121 000 of the liability for replacement teachers was written-back (2006: \$195 000). The write-back relates to outstanding amounts raised prior to 31 December 2006, 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

	2007	2006
	\$'000	\$'000
<b>Contributions from Entities External to the SA Government</b>		
Assessment fees	17	13
Miscellaneous income	498	90
Replacement certificates	14	12
Sale of publications	6	6
Scaling grant	54	39
<b>Total other revenues</b>	<b>589</b>	<b>160</b>

## Note 13 Revenues from SA Government

	2007	2006
	\$'000	\$'000
<b>Revenues from SA Government</b>		
Operating grant	10 748	11 585
Scaling project	54	39
Social inclusion project	53	—
<b>Total revenues from SA Government</b>	<b>10 855</b>	<b>11 624</b>

The State Government Operating Grant for 2007 has twelve payments, which include an amount of \$903 500 relating to January 2008 paid in advance. The Operating Grant for 2006 had twelve payments including an amount of \$975 000 relating to January 2007.

## Note 14 Auditor's Remuneration

	2007	2006
	\$'000	\$'000
Audit fees paid to the Auditor-General's Department	44	33
<b>Total audit fees — SA Government entities</b>	<b>44</b>	<b>33</b>

### Other Services

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

## Note 15 Receivables

	2007	2006
	\$'000	\$'000
<b>Current</b>		
Receivables	358	5
Accrued revenue	93	98
GST receivable	18	56
<b>Total current receivables</b>	<b>469</b>	<b>159</b>
<b>Government / non-government receivables</b>		
<b>Receivables from SA Government entities</b>		
Receivables	36	—
Accrued revenues	78	79
<b>Total receivables from SA Government entities</b>	<b>114</b>	<b>79</b>
<b>Receivables from non-SA Government entities</b>		
Receivables	322	5
Accrued revenue	15	19
Other	18	56
<b>Total receivables from non-SA Government entities</b>	<b>355</b>	<b>80</b>
<b>Total receivables</b>	<b>469</b>	<b>159</b>

### 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, prepayments and accrued revenues are non-interest-bearing. Other than those 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 \$2000 in the Income Statement.

## Note 16 Other Financial Assets

	2007	2006
Current	\$'000	\$'000
Investments with SAFA	3 905	3 949
<b>Total current investments</b>	<b>3 905</b>	<b>3 949</b>

## Note 17 Other Current Assets

	2007	2006
Current	\$'000	\$'000
Prepayments	34	88
<b>Total other current assets</b>	<b>34</b>	<b>88</b>

## Note 18 Property, Plant, and Equipment

	2007	2006
Plant and Equipment	\$'000	\$'000
Furniture and fittings at cost	716	716
Accumulated depreciation	456	421
<b>Furniture and fittings at fair value</b>	<b>260</b>	<b>295</b>
Equipment at cost	707	624
Accumulated depreciation	507	465
<b>Equipment at fair value</b>	<b>200</b>	<b>159</b>
Computer equipment at cost	662	632
Accumulated depreciation	514	506
<b>Computer equipment at fair value</b>	<b>148</b>	<b>126</b>
<b>Total property, plant, and equipment</b>	<b>608</b>	<b>580</b>

### a) Reconciliation of Carrying Amount

	Carrying Amount \$'000	Additions \$'000	Disposals \$'000	Depreciation Expense \$'000	Carrying Amount \$'000
Furniture and fittings	295	—	—	35	260
Equipment	159	83	—	42	200
Computer equipment	126	135	—	113	148
<b>Total furniture, equipment, and computer assets</b>	<b>580</b>	<b>218</b>	<b>—</b>	<b>190</b>	<b>608</b>

## Note 19 Intangible Assets

	2007	2006
DATEX Software	\$'000	\$'000
DATEX software at cost	1269	1269
Accumulated depreciation	1040	925
<b>Total intangible assets</b>	<b>229</b>	<b>344</b>

### a) Reconciliation of Carrying Amount

	Carrying Amount \$'000	Additions \$'000	Disposals \$'000	Depreciation Expense \$'000	Carrying Amount \$'000
DATEX software	344	—	—	115	229
<b>Total intangible assets</b>	<b>344</b>	<b>—</b>	<b>—</b>	<b>115</b>	<b>229</b>

## Note 20 Payables

	2007	2006
	\$'000	\$'000
<b>Current</b>		
Creditors	44	127
Accrued expenses	287	235
Employment oncosts	73	100
<b>Total current payables</b>	<b>404</b>	<b>462</b>
<b>Non-current</b>		
Employment oncosts	56	76
<b>Total non-current payables</b>	<b>56</b>	<b>76</b>
<b>Government/non-government payables</b>		
<b>Payables to SA Government entities</b>		
Creditors	6	9
Accrued expenses	194	91
Employment oncosts	129	176
<b>Total payables to other SA Government entities</b>	<b>329</b>	<b>276</b>
<b>Payables to non-SA Government entities</b>		
Creditors	39	118
Accrued expenses	93	144
<b>Total payables to non-SA Government entities</b>	<b>132</b>	<b>262</b>
<b>Total payables</b>	<b>461</b>	<b>538</b>

### 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 oncosts 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

	2007	2006
	\$'000	\$'000
<b>Current</b>		
Temporary replacement teachers	384	371
Fraction release teachers	6	13
<b>Total replacement teachers — payables</b>	<b>390</b>	<b>384</b>

The liability for replacement teachers represents the unclaimed portion of funds up to 31 December 2007.

## Note 22 Staff Benefits

	2007	2006
	\$'000	\$'000
<b>Current</b>		
Annual leave	462	391
Accrued salaries and wages	161	183
<b>Total current staff benefits</b>	<b>623</b>	<b>574</b>
<b>Non-current</b>		
Long service leave	632	708
<b>Total non-current staff benefits</b>	<b>632</b>	<b>708</b>
<b>Total staff benefits</b>	<b>1 255</b>	<b>1 282</b>

The total current and non-current staff expense (i.e. aggregate staff benefit plus related oncosts) for 2007 is \$1362 000.

## Note 23 Commitments

	2007	2006
	\$'000	\$'000
<b>Operating Lease Commitments</b>		
Commitments in relation to operating leases contracted for at the reporting date but not recognised as liabilities are payable as follows:		
Within 1 year	811	781
Later than 1 year but not longer than 5 years	1 149	2 000
<b>Total operating lease commitments</b>	<b>1 960</b>	<b>2 781</b>

The Authority'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 arrears:

The operating lease expenses incurred by the Board in 2007 was \$822 000 (2006: \$738 000).

## 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	4 253	2 597
Later than 1 year but not longer than 5 years	3 078	1 978
<b>Total operating lease commitments</b>	<b>7 331</b>	<b>4 575</b>

Amounts disclosed include commitments arising from executive and other service contracts. The Board does not offer remuneration contracts greater than 5 years.

## Note 24 Accumulated Surplus

	2007	2006
	\$'000	\$'000
Accumulated surplus at 1 January 2007	4 268	3 480
Operating surplus	(328)	788
<b>Accumulated surplus as at 31 December 2007</b>	<b>3 940</b>	<b>4 268</b>

## Note 25 Cash Flow Reconciliation

	2007	2006
	\$'000	\$'000
<b>Reconciliation of Cash — Cash at Year End as per:</b>		
Cash Flow Statement	4 705	5 301
Balance Sheet	4 705	5 301
Cash on hand and at bank	800	1 352
Deposits with SAFA	3 905	3 949
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:		
<b>Reconciliation of Net Cash Provided by Operating Activities to Net Cost of Providing Services:</b>		
Net cash provided by (used in) operating activities	(380)	1 212
Less revenues from SA Government	10 855	11 624
<b>Add/less non-cash items</b>		
Depreciation and amortisation expense	305	298
Replacement teachers write-back	(121)	(195)
Gain from sale of non-current assets	(2)	(4)
<b>Changes in assets/liabilities</b>		
Increase (decrease) in receivables	310	31
Increase (decrease) in prepayments	(54)	41
(Increase) decrease in payables	78	—
(Increase) decrease in staff benefits	27	(208)
(Increase) decrease in replacement teachers	(127)	(188)
<b>Net cost of providing services from ordinary activities</b>	<b>11 183</b>	<b>10 835</b>

## Note 26 Remuneration of Board Members

	2007	2006
	\$'000	\$'000
Income paid or due and payable to or on behalf of Board members	15	25

Remuneration of Board members	2007	2006
The number of Board members whose remuneration received or receivable falls within the following bands:		
\$1 to \$9999	27	25
<b>Total number of Board members</b>	<b>27</b>	<b>25</b>

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 \$15475, including \$100 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 Related Party Disclosure

The following persons held the position of Board member during the 2007 calendar year:

Presiding Member:	Mr P.K. Wright
Deputy Presiding Member:	Assoc. Prof. A.R. Vicary
Chief Executive:	Dr P.F. Kilvert (July to December) Dr J.V. Keightley (January to July)

Member	Deputy Member
Ms S. Cameron	Ms W. Engliss (January to June)
Ms J. Scott (July to December)	Mr W. Parker
Ms T. Rogers (July to December)	Ms M. Klem
Mr B.W. Stratfold	Mr G. Petherick (July to December)
Dr P. F. Kilvert (January to June)	Ms J. Scott (January to June)
Ms C. Harrison	Ms A.E. Doolette
Assoc. Prof. G.T. Crisp (January to June)	Assoc. Prof. S. Alagumalai (January to June)
Assoc. Prof. S. Alagumalai (July to December)	Assoc. Prof. G.T. Crisp (July to December)
Prof. D. Turnbull	Dr C.J. MacIntyre
Prof. R.G. Storer	Dr D. Glenn (July to December)
Dr J. Clark (July to December)	Dr R. Hosking (July to December)
Dr B.M. Kameniar (January to May)	Assoc. Prof. L.D. Owens (January to June) Dr D. Gregory (January to June)
Assoc. Prof. A.R. Vicary	Assoc. Prof. D.M. Panton
Ms A. Scarino	Dr C. Smith
Mr L. Saegenschnitter (July to December)	Ms H.E. Whelan
Ms H.M. Trebilcock (January to May)	
Ms H. Carey	Ms. H.F. O'Brien
Dr P. Bartholomaeus	Mrs D. Manolas
Mr C. Dolan	Ms T. Carellas
Ms J. Bone-George	
Ms J. Lundberg	Mr R.D. Nussio
Mrs J. Zerna	Mrs G. Woolford
Ms C. Lopez (January to June)	Mr G.E. Gatley (January to June)
Mr B.J. Meatheringham	Mrs K. Agostinnetto
Ms S. MacDonald-Taylor	Ms S. Jeremic
Mr P.K. Wright	Mr M. E. Dawe (January to June)
Ms S.A. Schubert (July to December)	Ms S.A. Schubert (January to June)
Mr R.E. Johnson (January to June)	
Ms S.J. Powell (July to December)	Mrs T. Cruikshank (July to December)
Mr D. Frith	Ms R. Le
Ms C. Hudson (January to June)	Ms S.J. Powell (January to June)
Comm. L.R. Matthews	Ms A. Burgess

## Note 27 Related Party Disclosure (continued)

The following committee members received remuneration during the 2007 calendar year:

### Curriculum and Assessment Policy Committee

Mr M. Dawe (January to June)

Ms C. Lopez (January to August)

Ms H. Carey

Ms H.F. O'Brien

Ms S.J. Powell

Ms A. Scarino

Prof. R.J. Storer

Ms H.E. Whelan

Mr P.K. Wright

Dr J. Clark (September to December)

### Resources Policy Committee

Mr B.J. Meatheringham (Chairperson)

Dr P. Bartholomaeus

Mr D. Frith

Ms S.A. Schubert

Assoc. Prof. A.R. Vicary

Mr P.K. Wright

### Executive

Mr P.K. Wright (Presiding Member)

Assoc. Prof. A.R. Vicary (Deputy Presiding Member)

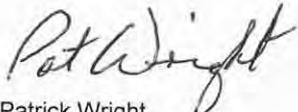
Mr B.J. Meatheringham

## Certification of the Financial Report

We certify that:

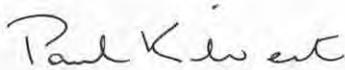
- the attached General Purpose Financial Report for the Senior Secondary Assessment Board of South Australia presents fairly, in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987*, applicable Australian Accounting Standards and other mandatory professional reporting requirements in Australia, the financial position of the Senior Secondary Assessment Board of South Australia as at 31 December 2007, the results of its operations and its cash flows for the year then ended;
- the attached financial statements are in accordance with the accounts and records of the Authority and give an accurate indication of the financial transactions of the Authority for the year then ended; and
- internal controls over the financial reporting have been effective throughout the reporting period and there are reasonable grounds to believe the Authority will be able to pay its debts as and when they become due and payable.

Signed in accordance with a resolution of the Directors.



Patrick Wright  
Presiding Member

Date: 18.3.08



Paul Kilvert  
Chief Executive

Date: 18.3.08



Glenn Best  
Accountant

Date: 18.3.08

## INDEPENDENT AUDITOR'S REPORT



Government of South Australia

Auditor-General's Department

9th Floor  
State Administration Centre  
200 Victoria Square  
Adelaide SA 5000  
DX 56208  
Victoria Square  
Tel +618 8226 9640  
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ABN 53 327 061 410  
audgensa@audit.sa.gov.au  
www.audit.sa.gov.au

### TO THE PRESIDING MEMBER SENIOR SECONDARY ASSESSMENT BOARD OF SOUTH AUSTRALIA

As required by section 31 of the *Public Finance and Audit Act 1987* and section 19(2) of the *Senior Secondary Assessment Board of South Australia Act 1983*, I have audited the accompanying financial report of the Senior Secondary Assessment Board of South Australia for the financial year ended 31 December 2007. The financial report comprises:

- An Income Statement;
- A Balance Sheet;
- A Cash Flow Statement;
- A Statement of Changes in Equity;
- Notes to the Financial Statements; 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 the 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 Senior Secondary Assessment Board of South Australia as at 31 December 2007, 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**  
25 March 2008



## Appendix A: The Board and its Committees

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The SSABSA Board comprises the Chief Executive and twenty-six other members, each with a deputy (see Appendix B). Members are appointed by the Governor.

The current Board was appointed from July 2007.

In 2007 the Board met each month, with the exceptions of January, April, July, October, and 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 Board conducted one seminar in July.

Board members represent the various education systems and sectors, parent groups, employer and employee associations, the Australian Education Union (SA Branch), and the Commissioner for Equal Opportunity (see Figure 3 in Appendix B). All have formal and informal networks for consultation, to ensure that a broad range of opinions underlie Board decisions. In addition, specially formed consultative groups provide advice to the Agency.

Two standing committees help in the organisation of business. The Curriculum and Assessment Policy Committee (CAPC) is responsible for the key result areas of curriculum, assessment, research, and equity. The Resources Policy Committee (RPC) is responsible for the key result areas of management, research, systems, community information, equity, and income generation. A small Executive Group arranges the business of the Board. The members of these three groups are listed in Appendix C.

The Board has established a curriculum committee structure to advise on matters relating to its curriculum statements. A number of Subject Advisory Committees (SACs) report through the Chief Executive to CAPC.

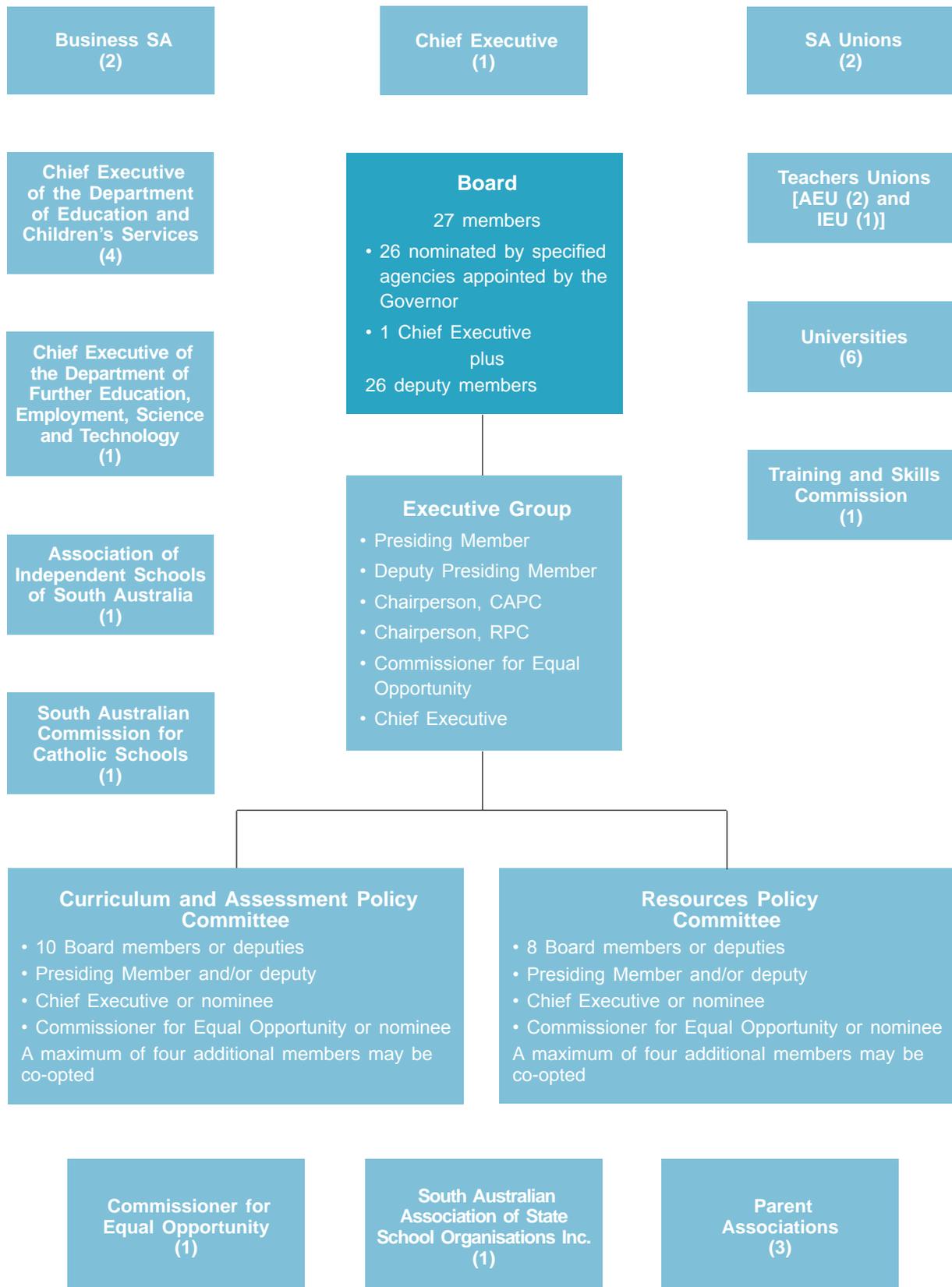
Curriculum Project Groups are established by the Authority for specific tasks identified by the Board, the SACs, or the Agency.

The committee structure is shown in Appendix C, where members of committees are listed.

## Appendix B: Members of the Board

Presiding Member:	Mr 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 M. Klem
	Ms J. Scott	Mr W. Parker
	Ms T. Rogers	Mr G. Petherick
	Mr B.W. Stratfold	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	Assoc. Prof. G. Crisp
	Prof. D. Turnbull	Dr C. MacIntyre
Council of the Flinders University of South Australia	Em. Prof. R.G. Storer	Dr D. Glenn
	Dr J. Clark	Dr R. Hosking
Council of the University of South Australia	Assoc. Prof. A.R. Vicary	Assoc. Prof. D.M. Panton
	Ms A. Scarino	Dr C. Smith
Association of Independent Schools of South Australia (AISSA)	Mr L. Saegenschnitter	Ms H.E. Whelan
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 T. Carellas
	Ms J.D. Bone-George	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
Independent Schools Parents Council of SA Inc.	Ms C. Lopez	Mr G.E. Gatley
The Federation of Catholic School Parent Communities (SA)	Mr B.J. Meatheringham	Mrs K. Agostinetti
Training and Skills Commission	Ms S. MacDonald-Taylor	Ms S. Jeremic
SA Unions	Mr P.K. Wright	Vacant
	Ms S.A. Schubert	Vacant
Business SA	Ms S.J. Powell	Mrs T. Cruikshank
	Mr D. Frith	Ms R. Le
Commissioner for Equal Opportunity	Ms L.R. Matthews	Ms A. Burgess



**Figure 3** The representational base of the board

## Appendix C: Committee Lists, 2007

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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.

### Executive Group and Standing Committees

#### Executive Group

Mr P.K. Wright (Presiding Member)  
Assoc. Prof. A.R. Vicary (Deputy Presiding Member)  
Ms S. Cameron  
Ms L.R. Matthews  
Mr B.J. Meatheringham  
Dr J.V. Keightley (January to June)  
Dr P.F. Kilvert (August to December)

#### Curriculum and Assessment Policy Committee

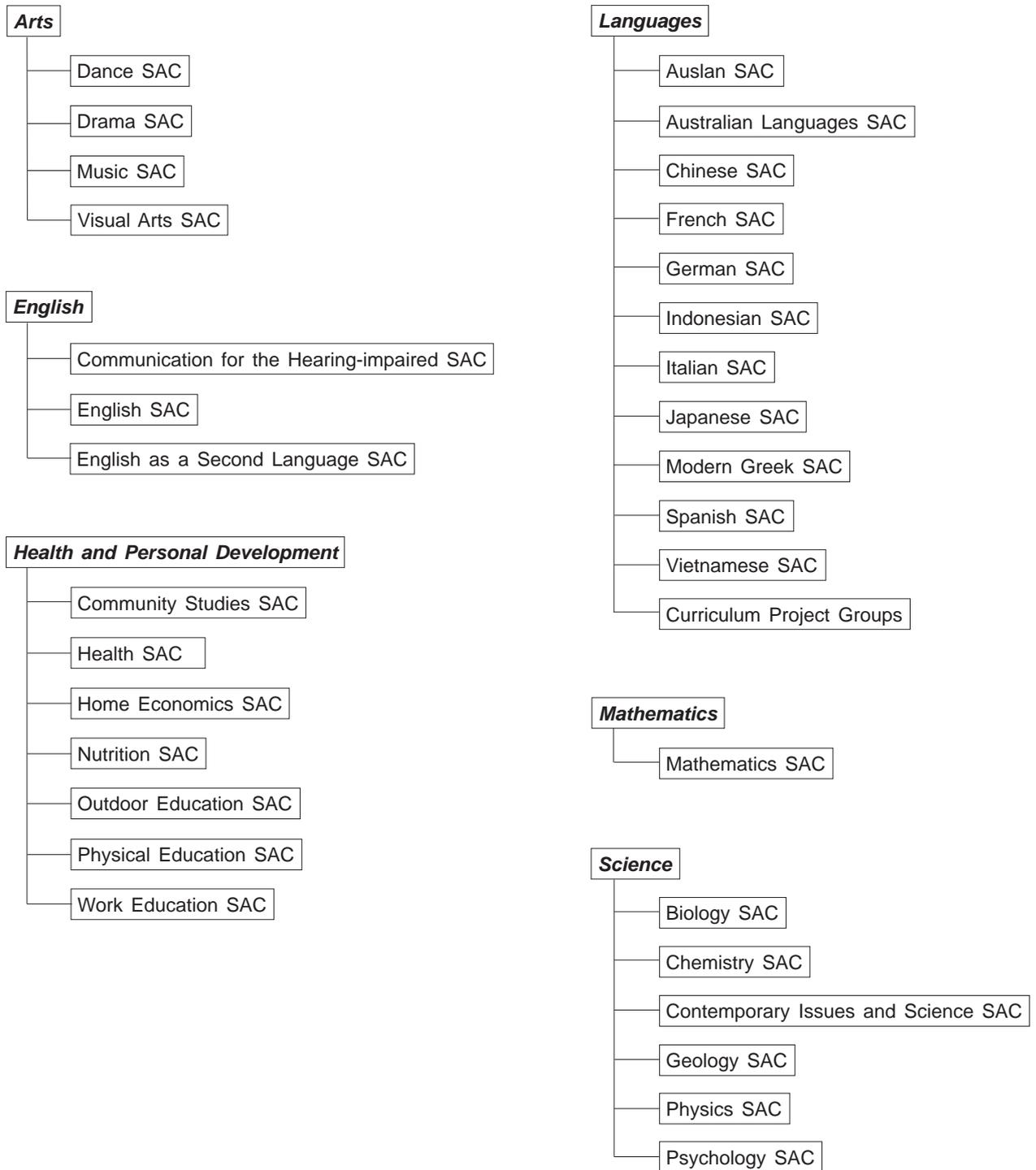
Ms S. Cameron (Chairperson)  
Mr M.E. Dawe (January to June)  
Dr B.M. Kameniar (January to June)  
Dr J.V. Keightley (January to June)  
Ms C. Lopez (January to August)  
Ms H. Carey  
Ms W. Engliss  
Ms H.F. O'Brien  
Ms S.J. Powell  
Ms A. Scarino  
Prof. R.G. Storer  
Mr B.W. Stratfold  
Ms H.E. Whelan  
Mr P.K. Wright  
Ms K. Cooper (*ex officio*)  
Dr P.F. Kilvert (August to December)  
Ms J.D. Bone-George (September to December)  
Dr J. Clark (September to December)  
Ms T. Rogers (September to December)

#### Resources Policy Committee

Mr B.J. Meatheringham (Chairperson)  
Dr J.V. Keightley (January to June)  
Dr P. Bartholomaeus  
Mr D. Frith  
Ms M. Klem  
Ms S.A. Schubert  
Ms J. Scott  
Assoc. Prof. A.R. Vicary  
Mr P.K. Wright  
Mr G. Bengler, JP (*ex officio*)  
Dr P.F. Kilvert (August to December)  
Ms S. Jeremic (September to December)

## Subject Management Structure

The subject management structure is shown below, with each Subject Advisory Committee (SAC) listed under its learning area.



**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
- SSABSA-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 P. Johnston  
Ms A. Kimber  
Ms M. Michael  
Ms C. Obst  
Ms J. Quinn  
Ms K. Skinner  
Ms J. Swan  
Mr J. Henriks (Executive Officer, SSABSA)

#### 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, SSABSA)

#### 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 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, SSABSA)

#### 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, SSABSA)

### English

#### Communication for the Hearing-impaired

Ms S. Cracknell  
Mr J. Freeman (Executive Officer, SSABSA)

#### 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  
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 (Executive Officer, SSABSA)

#### English as a Second Language

Ms S. Emberson (Chairperson)  
Ms R. Antenucci  
Ms D. Burke  
Ms C.L. Ellul  
Ms S. Goldfain  
Ms D. Lange  
Ms B. Lemke (c.)  
Ms P. Marks  
Mrs S. Narayan  
Mrs C.S. Quek-Lai  
Ms A. Rooney  
Mr J. Freeman (Executive Officer, SSABSA)

## 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  
Mrs G. Rogers  
Ms M. Urbano  
Ms R. Williams  
Mr S. Inglis (Executive Officer, SSABSA)  
Mr P. Willis (Acting Executive Officer, SSABSA)

### Health

Mr D. Bayer (Chairperson)  
Ms C. Bennett  
Mrs J. Grove  
Ms T. Knott  
Mrs B. Lipparelli  
Ms A. McAskill  
Ms S. Schell  
Mrs D. White  
B. Telfer (Executive Officer, SSABSA)

### Home Economics

Ms 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  
B. Telfer (Executive Officer, SSABSA)

### 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 K. Smith  
Ms S. Warren  
Ms D. Whittington  
Mr C. Rothenberg (Executive Officer, SSABSA)

### 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. Inglis (Executive Officer, SSABSA)  
Mr J. Holgate (Acting Executive Officer, SSABSA)

### Physical Education

Mr C. Daw (Chairperson)  
Mr P. Baldock (c.)  
Mr R. Baldock  
Mr A. Berzins  
Ms S. Cibich  
Mr C. Davidson  
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 C. Rothenberg (Executive Officer, SSABSA)

### Work Education

Mr P. Willis (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 S. Inglis (Executive Officer, SSABSA)  
Mr P. Willis (Acting Executive Officer, SSABSA)

## Languages

### Auslan

Ms A. Ind  
Ms C. Krohn  
Ms S. Bradshaw (Executive Officer, SSABSA)

### Australian Languages

Dr R. Amery  
Mr G. Tunstill  
Ms C. Warren  
Ms A. Harvey (Executive Officer, SSABSA)

### 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. Willis  
Ms L. Wong  
Mrs Y. Yao  
Mr S. Yusoph  
Dr N. Zhang  
Mr J. Freeman (Executive Officer, SSABSA)

## French

Mr C. Thorburn (Chairperson)  
Ms L. Benoist  
Mrs J. Bird  
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. Vandeppeer  
Ms S. Bradshaw (Executive Officer, SSABSA)

## 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 G. Walldorf-Davis  
Ms A. Harvey (Executive Officer, SSABSA)

## 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  
Ms S. Bradshaw (Executive Officer, SSABSA)

## 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  
Ms A. Harvey (Executive Officer, SSABSA)

## Japanese

Ms L. Wright (Chairperson)  
Ms M. Beck  
Mrs E. Eckermann  
Ms J. Francis  
Ms Y. Fujiwara  
Mr H. Haga  
Ms J. Harris  
Mr R. Lance  
Ms L. Lycett

Mr G. Nielsen  
Ms A. Parsons  
Ms Y. Shaw (c.)  
Dr K. Taguchi  
Mrs R. Thomas  
Ms S. Bradshaw (Executive Officer, SSABSA)

## 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 S. Bradshaw (Executive Officer, SSABSA)

## Spanish

Ms M. McEwen (Chairperson)  
Ms B. Candeloro  
Ms L. Cereceda  
Ms D. Di Palma  
Mr F. Diaz-Martinez  
Ms M. Franco  
Mrs G. Godfrey  
Ms C. Ryan  
Ms A. Harvey (Executive Officer, SSABSA)

## 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  
Ms S. Bradshaw (Executive Officer, SSABSA)

## 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 T. Hogan (c.)  
Ms A. Ind  
Ms J. Kellaway  
Mr A. Lupton  
Ms K. Manuel  
Mr D. Martin  
Ms J. Raymond  
Mr J. Roberts  
Mr B. Schenk  
Ms R. Williams  
Dr A. Wolff  
Mrs D. Woodard-Knight  
Ms H. Parrington (Executive Officer, SSABSA)  
Ms L. Wills (Acting Executive Officer, SSABSA)

## 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  
Assoc. Prof. I. Stupans  
Mr R. Templeman  
Mr P. Walwyn  
Ms D. Whittington  
Dr A. Wood  
Ms L. Ey (Executive Officer, SSABSA)

### 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 C. Rothenberg (Executive Officer, SSABSA)

### 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 C. Rothenberg (Executive Officer, SSABSA)

### 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. Whittington  
Mr P. Wood  
Mr C. Rothenberg (Executive Officer, SSABSA)

### 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  
Ms L. Ey (Executive Officer, SSABSA)

### 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.)  
Mr C. Rothenberg (Executive Officer, SSABSA)

## Society and Environment

### Aboriginal Studies

Ms J. Hodgkinson (Chairperson)  
Ms J. Burford  
Ms L. Cash  
Ms L. Hughes  
Ms H. Monaghan  
Ms A. Pring  
Ms M. Sired (c.)  
Mr J. Sloan  
Ms C. Uren  
Mr A. Wilson  
B. Telfer (Executive Officer, SSABSA)

## 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  
Ms H. Parrington (Executive Officer, SSABSA)  
Mr B. Eckermann (Acting Executive Officer, SSABSA)

## 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, SSABSA)

## 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, SSABSA)

## 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  
B. Telfer (Executive Officer, SSABSA)

## 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  
Ms M. Todd  
Ms H. Parrington (Executive Officer, SSABSA)  
Mr B. Eckermann (Acting Executive Officer, SSABSA)

## 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 H. Parrington (Executive Officer, SSABSA)  
Mr B. Eckermann (Acting Executive Officer, SSABSA)

## 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  
B. Telfer (Executive Officer, SSABSA)

## 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  
Mr P. Stewart  
Ms C. Uren  
B. Telfer (Executive Officer, SSABSA)

## 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 J. Freeman (Executive Officer, SSABSA)

## 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 J. Freeman (Executive Officer, SSABSA)

## Philosophy

B. Telfer (Chairperson)  
Mr F. Dorr  
Mrs J. Farrall  
Prof. P. Jewell  
Prof. S. Knight  
Mr P. Lavskis  
Dr D. Rawnsley  
Mr J. Richardson  
Mr J. Robertson  
Ms P. Whiley  
B. Telfer (Executive Officer, SSABSA)

## 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  
Mr M. Vaughan  
B. Telfer (Executive Officer, SSABSA)

## Religion

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

## Small Business Enterprise

Mr H. Sturitis (Chairperson)  
Ms R. Sih  
Ms O. Wrzensinska  
Ms H. Parrington (Executive Officer, SSABSA)  
Mr B. Eckermann (Acting Executive Officer, SSABSA)

## 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 A. Harvey (Executive Officer, SSABSA)  
Ms R. Williams (Acting Executive Officer, SSABSA)

## 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  
Mr J. Shankar-Noble  
Mrs F. Smith  
Mr R. Smith  
Ms S. Stuart  
Ms M. Tassell  
Mrs V. Upton  
B. Telfer (Executive Officer, SSABSA)  
Mr J. Holgate (Acting Executive Officer, SSABSA)

## 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 S. Inglis (Executive Officer, SSABSA)  
Mr J. Holgate (Acting Executive Officer, SSABSA)

## Women's Studies

B. Telfer (Chairperson)  
Ms A. Bourke  
Dr H. Brook  
Prof. Y. Corcoran-Nantes  
Ms P. Cramond  
Ms K. Fisher  
Ms S. Morrison  
Ms C. Tomlian  
Ms P. Walden  
B. Telfer (Executive Officer, SSABSA)

## 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. Freeman (Executive Officer, SSABSA)

### 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, SSABSA)

## 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 S. Inglis (Executive Officer, SSABSA)  
Mr J. Holgate (Acting Executive Officer, SSABSA)

## 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 S. Heath  
Mr S. Inglis  
Mr S. Johnston  
Ms J. Lenain  
Mr K. McHugh  
Mr W. Parker

Ms A. Parsons  
Dr J. Rice  
Mr B. Skinner  
Mrs K. Teague  
Mrs C. Thompson  
Ms S. White  
Ms A. Harvey (Executive Officer, SSABSA)  
Ms R. Williams (Acting Executive Officer, SSABSA)

### SSABSA–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, SSABSA)

# Appendix D: Accredited Subjects, 2007

## 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 (VET)  
    Community Services A  
    Community Services 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  
Integrated Learning  
    Integrated Learning I  
    Integrated Learning II  
Hospitality (VET)  
    Hospitality — Kitchen Operations A  
    Hospitality — Kitchen Operations B  
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)  
Bengali (continuers)\*  
Bosnian (continuers)  
Chinese (accelerated)  
Chinese (accelerated) A  
Chinese (background speakers)  
Chinese (continuers)  
Croatian (continuers)  
Czech (continuers)\*  
Dutch (continuers)  
Filipino (continuers)  
French (accelerated)  
French (accelerated) A  
French (continuers)  
German (accelerated)  
German (accelerated) A  
German (continuers)  
Hebrew (continuers)  
Hindi (continuers)  
Hungarian (continuers)  
Indonesian (accelerated)  
Indonesian (accelerated) A  
Indonesian (continuers)  
Italian (accelerated)  
Italian (accelerated) A  
Italian (continuers)  
Japanese (accelerated)  
Japanese (accelerated) A  
Japanese (continuers)  
Khmer (continuers)  
Korean (background speakers)  
Latin (continuers)  
Latvian (continuers)\*  
Lithuanian (continuers)\*  
Macedonian (continuers)  
Malay (background speakers)  
Maltese (continuers)  
Modern Greek (accelerated)  
Modern Greek (accelerated) A  
Modern Greek (continuers)  
Persian (background speakers)  
Polish (continuers)  
Portuguese (continuers)  
Punjabi (continuers)  
Romanian (continuers)  
Russian (background speakers)  
Russian (continuers)  
Serbian (continuers)  
Sinhala (continuers)  
Slovenian (continuers)\*  
Spanish (accelerated)  
Spanish (accelerated) A  
Spanish (continuers)  
Swedish (continuers)  
Tamil (continuers)  
Turkish (continuers)  
Ukrainian (continuers)  
Vietnamese (background speakers)  
Vietnamese (continuers)  
Yiddish (continuers)

\* This subject is suspended until further notice.

## 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  
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  
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 (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 (accelerated)  
Albanian (background speakers)  
Albanian (continuers)  
Arabic (accelerated)  
Arabic (background speakers)  
Arabic (continuers)  
Armenian (accelerated)  
Armenian (background speakers)  
Armenian (continuers)  
Auslan (continuers)  
Bengali (accelerated)\*  
Bengali (background speakers)\*  
Bengali (continuers)\*  
Bosnian (accelerated)  
Bosnian (background speakers)  
Bosnian (continuers)  
Chinese (beginners/accelerated)  
Chinese (beginners/accelerated) A  
Chinese (background speakers)  
Chinese (continuers)  
Croatian (accelerated)  
Croatian (background speakers)  
Croatian (continuers)  
Czech (accelerated)\*  
Czech (background speakers)\*  
Czech (continuers)\*  
Dutch (accelerated)  
Dutch (background speakers)  
Dutch (continuers)  
Filipino (accelerated)  
Filipino (background speakers)  
Filipino (continuers)  
French (beginners/accelerated)  
French (beginners/accelerated) A

French (background speakers)  
French (continuers)  
German (beginners/accelerated)  
German (beginners/accelerated) A  
German (background speakers)  
German (continuers)  
Hebrew (accelerated)  
Hebrew (background speakers)  
Hebrew (continuers)  
Hindi (accelerated)  
Hindi (background speakers)  
Hindi (continuers)  
Hungarian (accelerated)  
Hungarian (background speakers)  
Hungarian (continuers)  
Indonesian (beginners/accelerated)  
Indonesian (beginners/accelerated) A  
Indonesian (background speakers)  
Indonesian (continuers)  
Italian (beginners/accelerated)  
Italian (beginners/accelerated) A  
Italian (background speakers)  
Italian (continuers)  
Japanese (beginners/accelerated)  
Japanese (beginners/accelerated) A  
Japanese (background speakers)  
Japanese (continuers)  
Khmer (accelerated)  
Khmer (background speakers)  
Khmer (continuers)  
Korean (accelerated)  
Korean (background speakers)  
Korean (continuers)  
Latin (continuers)  
Latvian (accelerated)\*  
Latvian (background speakers)\*  
Latvian (continuers)\*  
Lithuanian (accelerated)\*  
Lithuanian (background speakers)\*  
Lithuanian (continuers)\*  
Macedonian (accelerated)  
Macedonian (background speakers)  
Macedonian (continuers)  
Malay (accelerated)  
Malay (background speakers)  
Malay (continuers)  
Maltese (accelerated)  
Maltese (background speakers)  
Maltese (continuers)  
Modern Greek (beginners/accelerated)  
Modern Greek (beginners/accelerated) A  
Modern Greek (background speakers)  
Modern Greek (continuers)  
Persian (accelerated)  
Persian (background speakers)  
Persian (continuers)  
Polish (accelerated)  
Polish (background speakers)  
Polish (continuers)  
Portuguese (accelerated)  
Portuguese (background speakers)  
Portuguese (continuers)  
Punjabi (accelerated)  
Punjabi (background speakers)  
Punjabi (continuers)  
Romanian (accelerated)  
Romanian (background speakers)  
Romanian (continuers)  
Russian (accelerated)  
Russian (background speakers)  
Russian (continuers)

\* This subject is suspended until further notice.

Serbian (accelerated)  
 Serbian (background speakers)  
 Serbian (continuers)  
 Sinhala (accelerated)  
 Sinhala (background speakers)  
 Sinhala (continuers)  
 Slovenian (accelerated)\*  
 Slovenian (background speakers)\*  
 Slovenian (continuers)\*  
 Spanish (beginners/accelerated)  
 Spanish (beginners/accelerated) A  
 Spanish (background speakers)  
 Spanish (continuers)  
 Swedish (accelerated)  
 Swedish (background speakers)  
 Swedish (continuers)  
 Tamil (accelerated)  
 Tamil (background speakers)  
 Tamil (continuers)  
 Turkish (accelerated)  
 Turkish (background speakers)  
 Turkish (continuers)  
 Ukrainian (accelerated)  
 Ukrainian (background speakers)  
 Ukrainian (continuers)  
 Vietnamese (accelerated)  
 Vietnamese (background speakers)  
 Vietnamese (continuers)  
 Yiddish (accelerated)  
 Yiddish (background speakers)  
 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  
 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  
 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)

\* This subject is suspended until further notice.

## Appendix E: Prizewinners and Special Awards, 2007

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### Prizewinners

*Alliance Française de l'Australie du Sud Prize for French*

Lily Byrne Gilbert

*Annie Montgomerie Martin Prize and Medal for French*

Lily Byrne Gilbert

*Annie Montgomerie Martin Prize and Medal for modern history subjects*

Courtney Koop

*Association of Ukrainians in South Australia Prize for Ukrainian*

No prize awarded

*Australian Hellenic Educational Progressive Association Prize for Modern Greek*

No prize awarded

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

Prizewinner wishes to remain anonymous

*Azhar Abbas Memorial Trust Prize for Indonesian*

Madeline Boorman

*Campbell Award for students attending government schools*

No prize awarded

*Classical Association of South Australia Prize for Classical Studies*

Peter Mylidonis

*Co-ordinating Italian Committee Prize for Italian*

Giandomenico Bolognese

*Don Maynard Music Prize*

Andrew Keith Barley

*Economics Teachers Society of South Australia Award for Excellence in Economics*

Jared Scott Fairbank

*Geological Society of Australia Prize for Geology*

No prize awarded

*Goethe Society Prize for German*

Julian Dean

*Hardwicke College Prize for Biology*

Hope Mei Hong Lee

*John Lewis Medal and Prize for Geography*

Henry David Upton

*Schiller Prize for German*

Stuart Foid

*Shevchenko Prize for Ukrainian*

No prize awarded

*Tennyson Medal for English Studies*

Hope Mei Hong Lee

*Way College Prize and Medal for Chemistry*

Jared Scott Fairbank

## Special Awards

All Merit students in particular subject areas are recognised through special awards that are offered by the organisations or offices named in the following list:

*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) Inc.

*Australian Hellenic Educational Progressive Association Award* for Modern Greek

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

*BETA SA Awards for Excellence* in Accounting Studies, Business Studies, Information Processing and Publishing, and Small Business Enterprise — Business and Enterprise Teachers Association of SA Inc.

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

*JAJA 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* for students attending government schools — Australian Education Union (SA 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 — State Theatre Company of South Australia

# Appendix F: Merit List, 2007

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

Jessie Keppel Adams  
James Xavier Burrow  
Mia De Brenni  
Christine Amanda Fenech  
Max Hughes  
Helen Chloe Mansueto  
Donald Patrick Meyer  
Alana Jayne Michell  
Emma Rachel Morris  
Madeline Grace Walkom

### Broadcasting and Multimedia (VET)

#### *Broadcasting and Multimedia B*

Jack Batty  
Rebecca Butcher

### Dance

Victoria Galatis  
Nicola Wills-Jones

### Dance Studies

Jessica Babaniotis  
Samantha Monique Iannella  
Andrew Searle

### Design Practical

Lucinda Anne Burgemeister  
Josiah Edward Fyfe  
Phebe Kate Janeway  
Daniel Perrone  
Jack Alfred Saunders  
Richard Andrew Spark  
Michael John Zwar

### Drama

Phoebe Bowden  
Samantha Monique Iannella

### Drama Studies

Elizabeth Rose Cienciala  
Bronwen Jean Davies  
Kimberly Dibenedetto  
Daniel John Gosling  
Holly Tiffany Gryst  
Todd Francis Little  
Lauren Mann  
Leah Potter  
Stephanie Anna Savio  
Jennifer Ann-Li Sim  
Amelia Marie Rose Skaczkowski  
Dasha Sklenar

## Music

### *Composing and Arranging*

Samuel George Basheer  
Daniel John Schricker  
Jamie Seyfang

### *Ensemble Performance*

Carly Travers Adams  
Amy Rose Balales  
Annelyse Bateman  
Casandra Eve Blagdanic  
Charlotte Lorraine Brunner  
Camilla Gemma Charlesworth  
Kara Charlton  
Giovanni Aurelio Clemente  
Daniel William Clohesy  
Alana Simone Doughty  
Tara Tegan Falleti  
Karina Aida Filipi  
Alexander Ioakim  
Dale Ryan Kirk  
Laura Rose Knowling  
Zoe Komazec  
Tessa Laing  
Trudy Ying Hua Lin  
Matthew Ramos James Lykos  
John Malone  
Danny Robert Mathew  
Bronte Jane McNicol  
Madeline Emma Mitchell  
Steven Alexander Monger  
Joshua James Morphet  
Thomas Scott Morris  
Thomas David Mullins  
Alexander Musolino  
Sophia Alexandra Nuske  
Laura Cathryn Rose Pierce  
Taria Marie Pietsch  
Antoneth Spaziani  
Lucas Mark Spiler  
Dustyn-Lee Stephensen  
Sophie Joan Stokes  
Bradley James Sullivan  
Tristan James Trabilis  
Logan Ross Watt

### *Musicianship*

Andrew Keith Barley  
Samuel Garrett Eads  
Shaun Evans  
Georgina Maja Falster  
Joshua James Morphet  
Jamie Seyfang  
Caitlin Thomas

### *Music in Context*

Warwick Vaas Ambrose  
Bess Bennett-Hol  
Caitlin Thomas

### *Music Individual Study*

Matthew Birkin  
Patrick Bojanic  
Daniel Anthony Centofanti  
Georgina Chadderton  
Michael Ciaramella  
Rosalie Dow  
Jessica Lee Gladwin  
Alexis Michele Henry-Comley  
Jana Jayne Jorgensen  
Laura Rose Knowling  
Michael Koegler  
Hannah May Ridge

### *Performance Special Study*

Victoria Nicole Lawrey Anderson  
Emily Kate Bell  
Charlotte Lorraine Brunner  
Camilla Gemma Charlesworth  
Angela Anchee Jou  
Yuhki Mayne  
Steven Alexander Monger  
Taria Marie Pietsch  
Daniel Adam James Platten  
Tristan James Trabilis  
Kirsty Lee Walton  
Chantelle Hiu-Tsing Yam

### *Solo Performance*

Warwick Vaas Ambrose  
Victoria Nicole Lawrey Anderson  
Andrew Keith Barley  
Emily Kate Bell  
Matthew Birdsey  
Casandra Eve Blagdanic  
Charlotte Lorraine Brunner  
Camilla Gemma Charlesworth  
Kara Charlton  
Daniel William Clohesy  
Sarah Jane Edson  
Shaun Evans  
Georgina Maja Falster  
Karina Aida Filipi  
Michael Harris  
Laura Hutchison  
Zoe Komazec  
Chelsea Marie Lang  
Ka Hay (Florence) Lee  
Trudy Ying Hua Lin  
James Wykeham Ryan Lydall  
Ralph Mangohig  
Bronte Jane McNicol  
Joshua James Morphet  
Thomas Scott Morris  
Shaez Taya Mortimer  
Tharani Perera  
Laura Cathryn Rose Pierce  
Taria Marie Pietsch  
Daniel Adam James Platten  
Cassandra Lauren Pope

Peter Donald Rose  
Katharine Jade Sachse  
Antoneth Spaziani  
Sophie Joan Stokes  
Yuichiro Tomo  
Tristan James Trabilis  
Logan Ross Watt  
Samuel Leslie Cane Wright

### Visual Arts Studies

Rennae Friedrich  
Lily Byrne Gilbert  
Christopher Joseph Gogler  
Lucy Clare Cameron Graney  
Kimberley Jean Hamlyn  
Kristin Elise Hankins  
Monika Ann Holmwood  
Monica Helena Huber  
Adam Gregory Humenick  
Martin Edward McCarthy  
Amy Roma McQuade  
Faith Lauren Nel  
Amelia Jane Rieger  
Liana Jai Ross  
Hannah Rose Shaw  
Carly Louise Snoswell  
Kate Louise Steinberg  
Africa Ruth Stott  
Shay Valen Taylor  
Alana Thompson  
Camille Eve Trep  
Edward Michael Weniton  
Arwen Whiting  
Zoe Catherine Woods  
Kate Zwar

## English

### English as a Second Language

Niloofar Iranmehr  
Wing-Yan Mau  
Seong Eun Park

### English as Second Language Studies

Rachel How Wee Ai  
Adib bin Amir  
Tan Sue Anne  
Wenwen Chai  
Erica Wen Li Cheong  
Law Wen Jan  
Sasidaran A/L Krisnasamy  
Duc-Thomas Kien Lam  
Jeremy Tze Kit Leong  
Faye Anne Min Fung Lim  
Joel Soo Min Lim  
Grace Gan Wen Lin  
Samantha Yong Su Lin  
Chai-Yin Lo  
Mazidah binti Maharon  
Muhd. Waris Amir B Mohammad  
Sheu Li-Karen Moy  
Kumarasen A/L Murugiah  
Dharshini Naidu A/P Ragupathy Naidu  
Yee Jia Ng  
Nur Illina binti Mohd Rothi  
Emily Teoh Siew-Oon  
Mohamad Atif bin Mohd Slim

Lim Sulfy  
Vimalan A/L Thiruchelvam  
Joyce Lai Tian Tian  
Daniel Trinh  
Hon Ming Tung  
Michelle Yap Ann Tzen  
Ong Vern-Ming  
Phuong Lan Vo  
Esther Yam Pei Wen  
Samantha Alina Wulff  
Ian Douglas Ho Sien Yen  
Irene Yuen Lin Yui  
Chua Shu Ying  
Cheryl Saw Mei Yueh

### English Communications

Ryan Kelly Bailey  
Timothy John Bartlett  
Justine Beverly Benfell  
James Andrew Paul Biggs  
Samuel Blake  
Isaiah Michael Borgas  
Eliza Grace Box  
Kristie Louise Brown  
Anthony David Butler  
Tully Tobias Challen  
Nikki Kate Church  
Penelope Coulls  
Sarah Cunynghame  
Niyanta D'Souza  
Kate Michelle Dempster  
Julian Thomas Diamond  
Daniel Ellen-Barwell  
Caitlin Jane Fox  
Benita Rose Grimaldi  
Tyler Samuel Grummett  
Alexandra Jade Hall  
Grace Ellen Hancock  
Angus Christopher Hodge  
Alexander Boyd Humphrey  
Shelley Ann Keast  
Michael Paul King  
Jessica Maggie Knycz  
Hannah Koch  
Emily Sarah Rose Lathlean  
Georgia Kennedy Leach  
Kristian Peter Leadbeater  
Jessica Rose Lehmann  
Elizabeth May Lyne  
Joshua David Miles  
Thomas Owen Miles  
Alexandra Jayne Mleczko  
Madelaine Nock  
Brooke Ellen Ottley  
Grace Paley  
Gabrielle Raybould  
Alexandria Reid  
Amy Jane Reid  
Callum Todd Rosenzweig  
Molly Hannah Rydon  
Stephanie Claire Say  
Emily Sarah Schultz  
Ben Sheffield  
Stevie Lee Shehan  
Liana Kim Skrzypczak  
Nathan Robert Sloper  
Fay St Clair-Burke  
Christopher Anthony Stapleton  
Joshua Stump  
Kailash Thiyagarajah  
Sally-Jayne Wallz

Johanna Marie Warren  
Roscoe James Whalan  
Rebecca Louise Woodrow  
Chantelle Hiu-Tsing Yam

### English Studies

Jessie Keppel Adams  
Darcie Megan Barry-Keen  
Donna Jean Belder  
Kelly Bianca Beneforti  
Troy Benson  
Neela Biswas  
Amy Elizabeth Buckerfield  
Xanthe Grace Croot  
Bronwen Jean Davies  
Hannah Elisabeth Dorfmeister  
Louise Maria Faint  
Daniel Lee Fawcett  
Catriona Marie Gibbs  
Adele Imogen Guille  
Aakriti Gupta  
Karla Renee Halsall  
Melissa O'Connor Hampton-Smith  
Kristin Elise Hankins  
Peter John Iannella  
Georgia Kelly-Bakker  
Anthony Chong Kwan Khoo  
Adele Klara Lausberg  
Hope Mei Hong Lee  
Ebony Yan Yan Liu  
Amy Roma McQuade  
Larissa Morozow  
Peter Mylidonis  
Susanne Jane Nicholson  
Sharmila Padhye  
Theone Papps  
Amelia Jane Rieger  
Xinyu Ru  
Joseph Benedict Scales  
Phiala Elisabeth Shanahan  
Lucy Elizabeth Anne Stone  
Anna-Kristen Szubert  
Kristen Qiao Ying Tee  
Lauren Marie Tropeano  
Henry David Upton  
Ruxandra Voinov  
Eleni Chrisanthy Watts  
Mieka Katherine Webb  
Alexandra Wilson Weiland  
Ciella Lee Williams  
Rohan Nicholas Williams  
Miriam Claire Wishart

## Health and Personal Development

### Community Studies

#### *Arts and the Community*

Hacer Arican  
Chante Bacher  
Kathryn Mary Denison  
Jarred Dewey  
Oliver Dowie  
Benjamin Gatehouse  
Michelle Kate Hall  
Allyson Jean Thomas  
Wunyburra 1 Nanarrk  
Jessica Wunungmurra

### *Arts and the Community I*

Virginia Armstrong  
Samantha Jane Bishop  
Erin Aylith Rene Gowers  
Karly Kayser  
Mabel Jessica Latzer  
Ashleigh Maree O'Donohue  
Paola Cherie Perez  
Linda Margaret Pyne  
Zachary James Rawlings  
Jasmine Marie Slade  
Alana Lee Stagg

### *Arts and the Community II*

Rachel May Butler

### *Business and the Community I*

Valma Joan Coad

### *Communication and the Community*

Timothy Clark  
Kayla Clifton  
Valma Joan Coad  
Kristel Naomi Klitscher  
Eleanor Rose Lisk  
Bridget Marie Montgomerie  
Emily Morris  
Paul Rosenzweig  
Shannon Salter  
Trent Aaron Smart

### *Design, Construction, and the Community*

Amber Rose Bragg  
Timothy Byerlee  
Joshua Clayfield  
Paul Louis Giuffreda  
Damien Pignotti  
Ethan Lee Shackelford  
Candace Vander Veen

### *Design, Construction, and the Community II*

Matthew Mark Littlelycke

### *Environment and the Community*

Benjamin John Wyschnja

### *Environment and the Community I*

Ethan McQueer  
Ashleigh Maree O'Donohue

### *Foods and the Community*

Jessie Slee

### *Foods and the Community I*

Emma Kaye Cain

### *Health, Recreation, and the Community*

Jake Dillon Andrewartha  
Bronwyn Camplin  
Shannon Farrelly  
Olivia Rose Hill  
Penelope Alice Magarey  
Bridget Marie Montgomerie  
Ashleigh Maree O'Donohue  
Samuel Xavier Quigley  
Ryan Gregory Taylor  
Skye Catherine Westwood  
Uriel Whipp

### *Health, Recreation, and the Community I*

Erin Aylith Rene Gowers  
Michelle Kate Hall  
Penelope Alice Magarey

### *Health, Recreation, and the Community II*

Sean Dingwall

### *Lifestyle and the Community*

Cherie Allan  
Bronwyn Camplin  
Samantha Lee Charles  
Wendy Elizabeth Miller  
Jamie Mary Moran  
Bianca Jayne North  
Maree Gayle Rochford  
Nicholas David Sweeney

### *Lifestyle and the Community I*

Valma Joan Coad  
Ashleigh Maree O'Donohue

### *Mathematics and the Community I*

Renee Bianca Tonani

### *Mathematics and the Community II*

Lucas Barnes  
Nicholas Sciancalepore

### *Science and the Community*

Steven Jason Saffi

### *Science and the Community I*

Rachael Marie Annandale

### *Technology and the Community*

Carolyn Lisa Clarke  
Michelle Kate Hall  
Trent Aaron Smart  
Daniel Venditti  
Neil Raymond Whittle

### *Technology and the Community I*

Kieran Berden

### *Technology and the Community II*

Karen Lee-Ann Winning

### *Work and the Community*

Timothy Clark  
Georgia Gagliardi  
Phebe Kate Janeway  
Anika Corinne Smith

### *Work and the Community I*

Hivaraj Klessa  
Penelope Alice Magarey

### *Work and the Community II*

Tahnee Maree Clarke

### **Health Education**

#### *Health Studies*

Divya Sarah Pratap

### **Home Economics**

#### *Early Childhood Studies*

Nicole Renee Austin  
Julia Rose Baker  
Emma Brown  
Kate Hayward Carter  
Renee Ashleigh Cram  
Josie Claire Dimond  
Lauren Hannah Elizabeth Gillis  
Ysabella van Sebille  
Rebecca Jane Warden

#### *Food and Hospitality Studies*

Alex Lynne Bury  
Tahnee Jade Denning  
Rachel Lisa Dryden  
Ashlee Faggionato  
Paulina Faustorilla  
Christine Amanda Fenech  
Jennifer Herbert  
Gabrielle Frances Hinge  
Alejandra Isabel  
Tennille Hope Loxton  
Lauren Kaye McHugh  
Stephanie Jane Newland  
Sarah Jane Nicholls  
Asmara Anne Tesfa

### **Integrated Learning**

#### *Integrated Learning II*

Nicole Bonomi  
Nicholas Callander  
Lidia Carmela Nani  
Natalie Maree Pepicelli

### **Nutrition**

Hazel Anderson  
Jessica Barbon  
Lauren Teresa Baulderstone  
Michelle Sheree De'Brennel-Bourne  
Anissia Fairlie  
Britney Keech  
Andrew James Pfeiffer  
Stephanie Anna Savio  
Chantelle Hiu-Tsing Yam  
Emilia Youssef  
Carmel Fay Zoanetti

### **Physical Education**

Christopher Warwick Braithwaite  
Rosie Burgess  
Renee Danielle Chatterton  
Benjamin Charles Cody  
Hannah Elizabeth Custance  
Nathan Andrew Daniel  
Carly Elise Foulis  
Matthew Gibson  
Anna Kate Gordon  
Bianca Jade Greenshields  
Adele Imogen Guille  
Emma Hurley  
Sara Jaric  
James Liam Khabbaz  
Matthew Thomas Langley  
Nadia Louise Lesan  
Sam Thornton Mackerras  
Georgette Katherine March  
Nicole Lee McMahon  
Sophie Alexandra McNeil

Maximillian Nelson  
Matthew Nowosilskyj  
Sophie Katharine Ootes  
Alyssa Jane Parsons  
Adam Geoffrey Philips  
Katherine Eileen Pilmore  
James Ian Mc Leod Polvere  
Molly Hannah Rydon  
Lucy Kate Schipanski  
Samuel Mark Sverdlhoff  
Dominic Alexander Symes  
Samuel Taylor  
Prakash Thiyagarajah  
Simon Andrew Toms  
Kerstin Sara Tromans  
Emily Rose Warner  
Michael James Watchman  
Belinda Louise Wong  
Victoria Kate Wright

## Outdoor and Environmental Education

### *Outdoor and Environmental Studies*

Eve Craker  
Jonathan Edward Doran  
Katherine Eileen Pilmore

## Sport and Recreation (VET)

### *Sport and Recreation B*

Simone Ashleigh Warner  
Chelsea Eva Marie West  
Sam Zoch

## Work Education

### *Vocational Studies A*

Ashlie Mary Celeste  
James Fox  
Trent William Gregor  
Calley Jayne Hoptruff  
Meg Humphrys  
Daniel Kinkura Johnston  
Olivia Ann Newell  
Christopher James Smelt  
Nadine Erin Smith  
Kate Dianne Weger  
Matthew Scott Young

### *Vocational Studies B*

Renee Danielle Chatterton  
Stefan Ciabattoni  
Teresa Costa  
Alix Catherine Dunbar  
Nicholas Beau Ferguson  
Trent William Gregor  
Lauren Hughes  
Amanda Grace Nash  
Olivia Ann Newell  
Alexander Thomas Raptis  
Ursula Tempest Richards  
Sophie Southwell  
Hayley Jayne Taeuber  
Ebony Weidenbach  
Carly Wenham  
Christos Gillie Winter

## Languages

### Australian Languages

#### *Language Revival I*

Khiani Jessica Payne  
Staci Leigh Trindle-Price

### Chinese (background speakers)

Yong Yi Chen  
Xin (Amy) Guo  
Xi Li  
Yunze Wang  
Yi Zheng

### Chinese (continuers)

Ka Lo Chan  
Chantelle Hiu-Tsing Yam

### French (continuers)

Lauren Clark  
Lily Byrne Gilbert  
Aakriti Gupta

### German (continuers)

Rhea Danner  
Julian Dean  
Stuart Foid

### Indonesian (continuers)

Madeline Boorman

### Italian (accelerated)

Helen Dianne Case

### Italian (continuers)

Giandomenico Bolognese  
Lina Joan Cassiano  
Jennifer Ruth O'Brien  
Nadia Ridge

### Japanese (continuers)

Daniel Cartmel Brookes  
Misato Norikiyo  
Daichi Suzuki  
Yohei Tanaka  
Shunsuke Tokimoto  
Yuichiro Tomo  
Andros Shiyao Zhu

### Korean (background speakers)

Seong Eun Park

### Malay (background speakers)

Azyan Syazwani Binti Aziz  
Erica Wen Li Cheong  
Normazahie Bte Zulkiffi  
Nurul Awatis Bt Zuraki

### Modern Greek (continuers)

Jonathon Simon Tsianikas

### Spanish (accelerated)

Melissa Kate Nagel  
Jack Taylor

### Vietnamese (background speakers)

Cat Uyen Le Khac

## Mathematics

### Mathematical Applications

Natalie Louise Ahrens  
Sarah Alford  
Sam Benjamin Andary  
Emma Nicole Bartrop  
Charlotte Celia Budenberg  
Sarah Elyse Bussenschutt  
Philippa Terese Campbell  
Lauren Jade Chamberlain  
Nikki Kate Church  
Thomas Hamish MacKenzie  
Cuthbertson  
Alex Lynne Daniel  
Lewis Alexander Dowie  
Hugh Malcolm Greig Evans  
Nikita Gardiner  
Rhianon Jade Marshall  
Nicole Lee McMahon  
Sara Joy Meneghetti  
Rychelle-Leigh Morris  
Rebecca Marie Neale  
Dylan James Parham  
William Edward Parsons  
Amy Paterson  
Laura Joy Poppleton  
Lucy Natasha Radowicz  
Sophie Elise Roberts  
Lucy Alexia Robertson  
Ella Jane Kaden Shaw  
Lauren Grace Simons  
Emily Rebecca Steer  
Anna Amelia Tallis  
Luke Hamilton Traeger  
Amanda Lee Usher  
Ruxandra Voinov  
Melissa Ann Wilson

### Mathematical Methods

Sam Benjamin Andary  
Sam Christie  
Deanna Daminato  
Zoe Jane Dempster  
Eleanor Rose Cavalier Douglas  
Catriona Marie Gibbs  
Jessica Iammarrone  
Cassandra Kotsoglous  
Fiona Catherine Menz  
Katherine Morrison Miller  
Divya Sarah Pratap  
Nadia Ridge  
James Lyell Roder  
Ryan Tang  
Daniella Tocchetti  
Zara Jade Wachtel

## Mathematical Studies

Nur Jannah bt Arifin  
Hao Lin (Stephanie) Bai  
Charlotte Emily Rose Baker  
Andrew Keith Barley  
Azarel Anak Bartholomew  
Madeline Boorman  
Daniel Cartmel Brookes  
Carmen Chung-Ying Chau  
Brian Nee Hou Chee  
Zheng Chen  
Kevin Khoo Tze Chiang  
Matthew Wen Yau Chin  
Yifeng Chu  
Charlene Kit Zhen Chua  
James Jarvie Connor  
Xanthe Grace Croot  
Sarah Rose Dickins  
Robert Charles Duguid  
Kirsten Elizabeth Dunkin  
Peter Leigh Edwards  
Ashley Justin Elliott  
Jared Scott Fairbank  
Danielle Fitzpatrick  
Patrick Thomas Gordon Flavel  
Samuel Nicholas Ganguly  
Laura Janette Germein  
James John Graham  
Rosemary Claire Hallam  
Kerry Jayne Halupka  
Yong Chen Hao  
Samuel James Hatwell  
Hoo Chin Hau  
Mei Ping (Amanda) Ho  
Sophie Hollitt  
Tan Boon Hong  
Daniel See Hsu-Wen  
Peter John Iannella  
Lisa Lau Jean-Li  
Matthew William Jennings  
Nicholas Peter Kastelein  
Anthony Chong Kwan Khoo  
KiSeok Kim  
Elektra Lily Kordov  
Augusta Lane  
Hui Qing Lee  
Stuart Andrew Lee  
Zhentao Li  
Yacincha Selushia Liem  
Calvin Fung Chye Lim  
Yan Liu  
Zhiyuan Liu  
Sue Wye Luun  
Cathryn Ellen McDonald  
Jia Mi  
John Angus Muchan  
Fan Yee Mun  
Thuy My Michelle Nguyen  
Seong Eun Park  
Laura Ivete Rudaks  
Mark Christopher Saldanha  
Robert Michael Salvemini  
Tyler James Schembri  
Teh Yow Seng  
Phiala Elisabeth Shanahan  
Oliver John Donaldson Sheahan  
Yibing Shen  
Lingxi Shi  
William Scott Stanton  
Teng Sun  
Jessica Yik Chian Tan  
Yohei Tanaka

Jack Taylor  
Kailash Thiyagarajah  
Chris Toft  
Hon Ming Tung  
Wai Keen Vong  
Thi Minh Huong Vu  
Kate Isabel Vugts  
Huan Wang  
Mieka Katherine Webb  
Yong Wen-Qian  
Amy Sadenna Whykes  
Choon Seng Wong  
Tianlai Wu  
Chew Xindee  
Joey Goh Zhong Yi  
Lu You  
Yi Yue  
Long Zhang  
Yi Zhang  
Zhen Zhang  
Bei Zhao  
Lei Zhao  
Siti Najaa Adawiyah bt Zulkifli

## Specialist Mathematics

Azarel Anak Bartholomew  
Madeline Boorman  
Daniel Cartmel Brookes  
Joel Augustine Dignam  
Nathan David Eardley-Harris  
Laura Janette Germein  
Ellise Marie Wilsdon Harmer  
Samuel James Hatwell  
Mei Ping (Amanda) Ho  
Cavan Chai Han Hon  
Lisa Lau Jean-Li  
Matthew William Jennings  
Nicholas Peter Kastelein  
Anthony Chong Kwan Khoo  
KiSeok Kim  
Edward Lee  
Calvin Fung Chye Lim  
Ebony Yan Yan Liu  
Yan Liu  
Zhiyuan Liu  
Sheu Li-Karen Moy  
John Angus Muchan  
Laura Ivete Rudaks  
Steven Jason Saffi  
Teh Yow Seng  
Phiala Elisabeth Shanahan  
Daichi Suzuki  
Yohei Tanaka  
Vimalan A/L Thiruchelvam  
Kailash Thiyagarajah  
Chris Toft  
Thi Minh Huong Vu  
Kate Isabel Vugts  
Mieka Katherine Webb  
Jasmin Lee Whittaker  
Tan Chou Xie  
Chew Xindee  
Yi Yue  
Xiao Zhou Zhan  
Lei Zhao

## Science

### Biology

Siti Hajar bt Abdul Ahmad  
Adib bin Amir  
Maya Araki  
Jessica Barbon  
Melissa Kate Baxter  
Donna Jean Belder  
Neela Biswas  
Amy Elizabeth Buckerfield  
Ellen Mary Margaret Calam  
Wenwen Chai  
Brian Nee Hou Chee  
Michelle Sze Hui Chin  
Charlene Kit Zhen Chua  
Benjamin Domenico Cosentino  
Stephanie Lina Costanzo  
Timothy Mathieson Cross  
Zoe Darling  
Leah Ellen Dornin  
Kate Thea Duncan  
Jared Scott Fairbank  
Georgina Maja Falster  
Frendy Francis  
Carly Gregor  
Alexandra Jade Hall  
Lauren Aisla Hansen  
Tan Boon Hong  
Kimberley Sue Humphrey  
Goh Pei Hwa  
Emma Johnston  
Teng Yuan Kang  
Nurhidayah binti Mohamad Khir  
Jeremy Paul Wai Seng Khong  
Anne-Marie Ee-Mun Lee  
Edward Lee  
Han Siean Lee  
Hope Mei Hong Lee  
Gayle Sulin Lim  
Yee Che Lim  
Ebony Yan Yan Liu  
Suellen Anne Lyne  
Joyce Hei Yun Ma  
Sophie Alexandra McNeil  
Alice India Mott-Lake  
Rebecca Clare Mott-Lake  
Ann Nguyen-Hoang  
Brooke Palmer  
Fatin Arsyida binti Abd Rashid  
Nadia Ridge  
Alice Robinson  
Hannah Claire Rohrlach  
Vaughn Robert Ryan  
S. M. Nazmus Salehin  
Mohamad Atif bin Mohd Slim  
Matthew Sobey  
Michelle Tian Sun  
Samantha Teague  
Daniella Tocchetti  
Kerstin Sara Tromans  
Hon Ming Tung  
Michelle Yap Ann Tzen  
Henry David Upton  
Victoria Louise West  
Zoe Catherine Woods  
Chantelle Hiu-Tsing Yam  
Irene Yuen Lin Yii  
Emilia Youssef  
Saifullah Muzakir bin Yusop  
Muhammad Azfar bin Nor Zaihan

## Chemistry

Adib bin Amir  
Nureen binti Abdul Aziz  
Madeline Boorman  
Cameron Bowker  
Amy Elizabeth Buckerfield  
Wenwen Chai  
Brian Nee Hou Chee  
Charlene Kit Zhen Chua  
James Jarvie Connor  
Victoria Rose Valentina Cox  
Xanthe Grace Croot  
Matthew George Dawson  
Tahnee Jade Denning  
Helen Dockrell  
Robert Charles Duguid  
Jared Scott Fairbank  
Georgina Maja Falster  
Lauren Jayne Gill  
Carly Gregor  
Daniel Joseph Grilli  
Lauren Aisla Hansen  
Robert Thomas Harvey  
Samuel James Hatwell  
Mei Ping (Amanda) Ho  
Alexander Boyd Humphrey  
Ellen Nicole Hurley  
Lisa Lau Jean-Li  
Nurhidayah binti Mohamad Khir  
Anthony Chong Kwan Khoo  
Stefan Thomas Lammerink  
Michael Gia Duy Le  
Anne-Marie Ee-Mun Lee  
Edward Lee  
Hope Mei Hong Lee  
Hui Qing Lee  
Calvin Fung Chye Lim  
Gayle Suilin Lim  
Ebony Yan Yan Liu  
Chai-Yin Lo  
Elizabeth May Lyne  
Alexia Jayne McSkimming  
John Angus Muchan  
Fan Yee Mun  
Ryan Matthew Newbold  
Simon Nam Thien Nguyen  
Robert John Pallotta  
Andrew James Pfeiffer  
Kate Elise Richter  
Nadia Ridge  
Laura Ivete Rudaks  
Tania Salehi  
Hannah Madeline Sexton  
Phiala Elisabeth Shanahan  
Emily Teoh Siew-Oon  
Michelle Tian Sun  
Jessica Yik Chian Tan  
Chris Toft  
Linda Tran  
Kerstin Sara Tromans  
Hon Ming Tung  
Henry David Upton  
Mieka Katherine Webb  
Chew Xindee  
Chantelle Hiu-Tsing Yam  
Irene Yuen Lin Yii

## Physics

Philipp Maximilian Allgeuer  
Sheng Yu Ang  
Charlotte Emily Rose Baker

Kelly Bianca Beneforti  
Madeline Boorman  
Harry Peter Byrnes Howe  
Benjamin Ray Castine  
Brian Nee Hou Chee  
Charlene Kit Zhen Chua  
James Jarvie Connor  
Alan Charles Crisp  
Xanthe Grace Croot  
Shaun Evans  
Patrick Thomas Gordon Flavel  
Samuel Nicholas Ganguly  
Carly Gregor  
Samuel James Hatwell  
Mei Ping (Amanda) Ho  
Peter John Iannella  
Teng Yuan Kang  
Anthony Chong Kwan Khoo  
Stefan Thomas Lammerink  
Augusta Lane  
Edward Lee  
Hope Mei Hong Lee  
Hui Qing Lee  
Ebony Yan Yan Liu  
Chai-Yin Lo  
Syeda Sadia Mahfuz  
Alex David Marschall  
Stephanie Alice May  
Cathryn Ellen McDonald  
Alexia Jayne McSkimming  
Andrew Paul Mickan  
Paul Mikhail  
John Angus Muchan  
Prashant Murali  
Thuy My Michelle Nguyen  
Andrew James Pfeiffer  
Simon James Proctor  
Thomas Samuel Putland  
Kate Elise Richter  
Laura Ivete Rudaks  
Tania Salehi  
Robert Michael Salvemini  
Teh Yow Seng  
Hannah Madeline Sexton  
Richard Laurence Sletvold  
Jessica Yik Chian Tan  
Zhi bin Tan  
Kailash Thiyagarajah  
Edward Paul Tikoft  
Chris Toft  
Paul Leslie Toomath  
Sophia Chau Tran  
Hon Ming Tung  
Kate Isabel Vugts  
Johanna Marie Warren  
Mieka Katherine Webb  
Philippa Grace Williams  
Irene Yuen Lin Yii

## Psychology

Rebekah Anton  
Kate Bulling  
Billie Charles-Britton  
Lily Chen  
Nikki Kate Church  
Timothy Mathieson Cross  
Rachel Grace Curtis  
Catherine Jane Davies  
Adrienne Claire Ey  
Catriona Marie Gibbs  
Annalise Sarah Gracey  
Monica Helena Huber

Susan Gail Keylock  
Rene Lauven  
Joyce Hei Yun Ma  
Stacey Mc Callum  
Rebecca Marie Neale  
Theone Papps  
Stephanie Michelle Pearce  
Miriam Popadinoski  
Laura Joy Poppleton  
Robert Skurray  
Madeline Angela Sprajcer  
Lauren Anne van Nieuwmans  
Ruxandra Voinov  
Hannah Rose Wardill  
Johanna Marie Warren  
Jayne West  
Susannah Elizabeth Wilke  
Zoe Catherine Woods

## Society and Environment

### Aboriginal Studies

Erifili Kalominidis

### Accounting Studies

Lip Ning Vincent Chan  
Hwei Fern Chang  
Erica Wen Li Cheong  
Deanna Dominato  
Adam Thomas Davenport  
Hannah Elisabeth Dorfmeister  
Anthony Mario Dubbioso  
Stephen John Edwards  
Jared Scott Fairbank  
Azul Trinidad Fernandez Indulsky  
Lily Byrne Gilbert  
Andrew John Hanna  
Chan Yi Jien  
Rene Lauven  
Natalie Rose Marotti  
Fiona Catherine Menz  
Anith Ashiqin binti Mohd Ami  
Dina Elise Papaconstantinou  
Megan Hannah Payne  
Melissa Tan Siok Ping  
Robert Michael Salvemini  
Colin Choo Ka Sang  
Michael Grant Stevens  
Stefie Suganda  
Denise Shu Ying Tan  
Kristen Votino  
Chen Xu Wang  
Yong Wen-Qian  
Ka Yi Wong  
Siew Ping Wong  
Pik Khee Yee  
Jaclyn Ting Zhen-Yi

### Agriculture and Horticulture

*Agricultural and Horticultural Principles*

Hannah Mikajlo

*Agricultural and Horticultural Studies*

Chloe Anne Shaw

## Australian and International Politics

Ellen Mary Margaret Calam  
Megan Hannah Payne

## Australian History

Hannah Tess Clarridge  
Campbell William Davis  
Courtney Koop  
Nicole Pyke

## Business Studies

Catherine Grace Adam  
Grace Cecilia Austin  
Brett Lance Baillie  
Tully Tobias Challen  
Amanda d'Alessandro  
Kelly Davis  
Donna Dimasi  
Christopher James Eddington  
Taryn Elise Ewens  
Amanda Ferguson  
Jacqueline Christina Hagger  
Michelle Anne Harris  
Wing Yi Lu  
Brian Allan Maddocks  
Lauren Mann  
Anita Sheridan Maywald  
Nicole Lee McMahon  
Rebecca Kate McMillan  
Louise Minney  
Tayla Noble  
Lucy Madeleine Schulze  
Dylan Evan Taylor  
Ashlee Thackeray  
Johanna Marie Warren  
Kelsey Wilkins

## Classical Studies

Kiara Emily Bacon  
Ellen Mary Margaret Calam  
Emma Finizio  
Camille Renee Jenkinson  
Martin Edward McCarthy  
Peter Mylidonis  
Georgina Elizabeth Paech  
Stephanie Prue Simon

## Economics

Amy Elizabeth Buckerfield  
Benjamin Ray Castine  
Tully Tobias Challen  
Carmen Chung-Ying Chau  
Erica Wen Li Cheong  
Stephen John Edwards  
Adrienne Claire Ey  
Jared Scott Fairbank  
Ashley Beau Harley  
Warren Chan Wen Loong  
Courtney Jade McDonald  
Katherine Morrison Miller  
Shakireen binti Mohd Asri  
Alexandra Clare Newcombe  
Paul Nicolo  
Catherine Margaret Anne Rehn  
Xinyu Ru  
Colin Choo Ka Sang  
Kenny Voon Yung Shen  
Melanie Zhia Yii Teo

Eleni Chrisanthy Watts  
Yong Wen-Qian  
Pik Khee Yee  
Jaclyn Ting Zhen-Yi

## Geography

Donna Jean Belder  
Sophie Ellen Chapman  
Timothy Mathieson Cross  
Hannah Elizabeth Custance  
Eleanor Rose Cavalier Douglas  
Lewis Alexander Dowie  
Benjamin Michael Gibbs  
Alexandra Jane Greig  
Kimberley Sarah Harris  
Sarah Jean Mills  
Lucy Natasha Radowicz  
Ghia Magda Spangenberg  
Anna Amelia Tallis  
Katarzyna Anna Trzepacz  
Henry David Upton  
Kate Isabel Vugts  
Zara Jade Wachtel  
Michael James Watchman  
Eleni Chrisanthy Watts

## Justice in Society

*Justice in Society*  
Nathan Robert Sloper

## Legal Studies

Warwick Vaas Ambrose  
Zoe Anastassiadis  
Hazel Anderson  
Julian Robert Cocciolone  
Benjamin Domenico Cosentino  
Timothy Mathieson Cross  
Nadia Rose D'Souza  
Emily Nicole Haar  
Nicholas J Mangan  
Bonnie McGregor  
Jessica Midson  
Shaez Taya Mortimer  
Susanne Jane Nicholson  
Paul Nicolo  
Ellie Jane Packer  
James Lyell Roder  
Raphaella Victoria Alice Thynne  
Ruxandra Voinov  
Roscoe James Whalan  
Phillip David White

## Modern History

Jessie Keppel Adams  
Ellen Mary Margaret Calam  
Bronwen Jean Davies  
Catherine Jane Davies  
Patrick Dawes  
Damon Sean Delaney  
Eleanor Rose Cavalier Douglas  
Adrienne Claire Ey  
Sally Gee  
Melissa O'Connor Hampton-Smith  
Emily Sarah Kitchener  
Christie Legedza  
Stephanie Alice May  
Courtney Jade McDonald  
Alexandra Clare Newcombe  
Susanne Jane Nicholson

Georgina Elizabeth Paech  
Samantha Prendergast  
Catherine Margaret Anne Rehn  
Nathan Robert Sloper  
Madeline Angela Sprajcer  
Michelle Tian Sun  
Jasmin Lee Whittaker

## Philosophy

James Andrew Baker  
Jessica Louise Taylor

## Religions in Australia

Amanda Rose Frasca  
Kimberly Lynh Nguyen  
Luisa Rosa Visentin

## Small Business Enterprise

Rachel May Butler  
Philip Martin Gold  
John Haeusler  
Jennifer Rusack

## Studies of Religion

Emilia Youssef

## Studies of Societies

Emma Nicole Bartrop  
Rachael Kate Battersby  
Alex Lynne Bury  
Carly Anne Chadwick  
Cara Louise Edwards  
Caitlin Fitzgerald  
Carly Elise Foulis  
Louise Emily Gillard  
Annie Lucy Stirling Hebenstreit  
Peta Ashleigh Hughes  
Georgia Kate Lawrence-Doyle  
Alicia Jade McCallum  
Nicholas James McCallum  
Amy Shannon  
Kimberley Anne Solly  
Tamara Jane Solly  
Sarah Frances Voumard

## Sustainable Futures

### *Sustainable Futures II*

Erin Lydia Lim  
Chrysovalantis Sideris  
Rebecca Werner

## Tourism

Felise Grace Adams  
Catherine Xenia Andruchowycz  
Tiffany Jade Bell  
Andrew Thomas Berno  
Adam James Douglas Brine  
Jasmine Kate Brooksby  
Caroline Emily Cousins  
Paula Heather Dallis  
Thomas Ian Deegan  
Lewis Alexander Dowie  
Sasha Genevieve Drexel  
Lachlan Glenn Dyer  
Travis Eugene Edgar  
Genivieve Fleming  
Kristie Sarah Foyle

Emma Louise Freer  
Matthew Robert Hocking  
Christian Mammone  
Dragan Manojlovic  
Amelia Palm  
Amy Jane Reid  
Tamika Louise Toune

### **Women's Studies**

Nicole Catherine Dikkenberg  
Ashleigh Jane Emery  
Erifili Kalominidis

## **Technology**

### **Design and Technology**

#### *Communication Products A*

Danielle Michelle Apat  
Michael John Bowen  
Eliza Grace Box  
Casie Farrow  
Elle Marie Howell  
Bevis Gordon Kennett  
Matthew James O'Mahoney  
Lauren Emily Penno  
Nicholas Kevin Ryan  
Nicole Zimmerman

#### *Communication Products B*

Maria Giannitsas

### *Systems and Control Products A*

Angus Kent Oke

### **Information Processing and Publishing**

#### *Business Documents*

Deana Cuconits  
Michael Ian Lloyd Gregor  
Natalie Kasperek  
Rebekah Poel  
Alicia Coral Sweetman

#### *Desktop Publishing*

Miriam Rose Blake  
Deana Cuconits  
Breanna Christina Hassam  
Rosaline Thuy Ho  
Felicity Johnson  
Jessica Anna Radvan  
Chloe Woolford

#### *Electronic Publishing*

Rachael Kate Battersby  
Alexander Macdonald Kebbell  
Jessica Anna Radvan  
David John Walker  
Monique Warren

#### *Personal Documents*

Jasmine Hope Golding  
Leigh Joel Hoffrichter  
Sophie Diane Neill

Michelle Alice Osborne  
Alicia Coral Sweetman

### **Information Technology Studies**

Evan Andrews  
Rachael Angley  
Michael Paul Dikih  
Philip Martin Gold  
Simon John Helgerod  
Nicholas Ashley Lanigan  
Alister Thornton McVeigh  
Simon Nam Thien Nguyen  
Cameron Marc Nicholls  
Andrew Ivan Petryszak

### **Information Technology Systems**

Samuel Lawrence Barbara  
Murray Kelvin George Jackson

## **Various Learning Areas**

### **Extension Studies**

#### *Extension Studies A*

Arwen Whiting

#### *Extension Studies B*

Aleksandra Sladojevic

## Appendix G: Statistics

Stage 1 tables that contain lists of subjects are arranged in learning areas. Subjects are listed alphabetically under each learning area.

In Stage 2 tables that contain lists of subjects, subjects have been separated into 2-unit and 1-unit subjects. Subjects are listed alphabetically under each learning area.

A list of accredited subjects by learning area is in Appendix D.

These tables are based on the information contained in SSABSA's database in February 2008.

Individual student results are collected from assessment schools (schools that assess students and send their results to SSABSA); other data are collected from contact schools (schools where students spend most of their time, where SSABSA communications can most easily reach them).

*Note:* Student numbers appearing in the tables for Stage 2 include only those students who signed the declaration for release of results.

### Stage 1

Table 1: Number of students in South Australia completing at least 1 unit, 1997–2007

Table 2: Number of students in the Northern Territory completing at least 1 unit, 2002–07

Table 3: Stage 1 subjects (2 units) — number of students in South Australia receiving a result, by learning area, 2007

Table 4: Stage 1 subjects (2 units) — number of students in the Northern Territory receiving a result, by learning area, 2007

Table 5: Stage 1 subjects (1 unit) — number of students in South Australia receiving a result, by learning area, 2007

Table 6: Stage 1 subjects (1 unit) — number of students in the Northern Territory receiving a result, by learning area, 2007

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, 2007

Table 8: Stage 1 subjects (2 units) — results distribution for students in South Australia, by learning area, 2007

Table 9: Stage 1 subjects (2 units) — results distribution for students in the Northern Territory, by learning area, 2007

Table 10: Stage 1 subjects (1 unit) — results distribution for students in South Australia, by learning area, 2007

Table 11: Stage 1 subjects (1 unit) — results distribution for students in the Northern Territory, by learning area, 2007

**Table 1** Number of students in South Australia completing at least 1 unit, 1997–2007

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Students with Stage 1 results only	23007	26449	29224	31133	32450	32881	32933	33872	34745	35956	<b>36524</b>
Students with Stage 1 and Stage 2 results	3189	3479	3681	3501	3730	4140	3479	3799	4140	4540	<b>4527</b>
<b>Total with Stage 1 Results</b>	<b>26196</b>	<b>29928</b>	<b>32905</b>	<b>34634</b>	<b>36180</b>	<b>37021</b>	<b>36412</b>	<b>37671</b>	<b>38885</b>	<b>40496</b>	<b>41051</b>

**Table 2** Number of students in the Northern Territory completing at least 1 unit, 2002–2007.

	2002	2003	2004	2005	2006	2007
Students with Stage 1 results only	2754	2667	2645	3231	3391	<b>3181</b>
Students with Stage 1 and Stage 2 results	440	478	591	566	631	<b>619</b>
<b>Total with Stage 1 Results</b>	<b>3194</b>	<b>3145</b>	<b>3236</b>	<b>3797</b>	<b>4022</b>	<b>3800</b>

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

**Table 3** Stage 1 subjects (2 units) — number of students in South Australia receiving a result, by learning area, 2007

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
<b>Arts</b>											
Art	0	0	13	5	10	2	23	77	7	23	30
Broadcasting and Multimedia (VET)	4	14	17	38	0	0	21	29	52	71	73
Dance	0	0	5	0	9	3	14	82	3	18	17
Design	0	0	2	1	0	1	2	50	2	50	4
Drama	0	0	8	0	7	2	15	88	2	12	17
Music	5	0	9	21	13	10	27	47	31	53	58
<b>Total Results</b>	<b>9</b>	<b>14</b>	<b>54</b>	<b>65</b>	<b>39</b>	<b>18</b>	<b>102</b>	<b>51</b>	<b>97</b>	<b>49</b>	<b>199</b>
<b>English</b>											
English	5	4	194	223	97	213	296	40	440	60	736
English as a Second Language	8	1	23	25	7	3	38	57	29	43	67
<b>Total Results</b>	<b>13</b>	<b>5</b>	<b>217</b>	<b>248</b>	<b>104</b>	<b>216</b>	<b>334</b>	<b>42</b>	<b>469</b>	<b>58</b>	<b>803</b>
<b>Health and Personal Development</b>											
Community Services (VET)	0	0	115	1	1	0	116	99	1	1	117
<b>Community Studies</b>											
Community Studies I	41	39	176	202	21	15	238	48	256	52	494
Community Studies II	11	32	47	93	6	4	64	33	129	67	193
Home Economics	0	1	24	5	13	6	37	76	12	24	49
Hospitality (VET)	3	6	1	2	0	0	4	33	8	67	12
<b>Integrated Learning</b>											
Integrated Learning I*	3	4	86	177	10	3	99	35	184	65	283
Integrated Learning II*	0	0	39	34	8	7	47	53	41	47	88
Physical Education	0	0	43	116	2	4	45	27	120	73	165
Sport and Recreation (VET)	0	12	36	29	0	0	36	47	41	53	77
Work Education	35	31	74	224	10	15	119	31	270	69	389
<b>Total Results</b>	<b>93</b>	<b>125</b>	<b>641</b>	<b>883</b>	<b>71</b>	<b>54</b>	<b>805</b>	<b>43</b>	<b>1062</b>	<b>57</b>	<b>1867</b>
<b>Languages</b>											
Arabic (continuers)	0	0	0	0	1	1	1	50	1	50	2
Chinese (background speakers)	0	0	3	11	0	0	3	21	11	79	14
German (continuers)	0	0	0	0	3	1	3	75	1	25	4
Indonesian (continuers)	0	0	5	4	0	0	5	56	4	44	9
Japanese (continuers)	0	0	0	0	3	1	3	75	1	25	4
Modern Greek (beginners/accelerated)*	0	0	0	0	1	0	1	100	0	0	1
Modern Greek (continuers)	0	0	0	0	6	1	6	86	1	14	7
Polish (continuers)	0	0	0	0	2	2	2	50	2	50	4
Russian (background speakers)	0	0	0	0	0	1	0	0	1	100	1
Russian (continuers)	0	0	0	0	2	1	2	67	1	33	3
Spanish (continuers)	0	0	3	3	0	0	3	50	3	50	6
Ukrainian (continuers)	0	0	0	0	1	0	1	100	0	0	1
Vietnamese (background speakers)	1	2	0	0	1	1	2	40	3	60	5
Vietnamese (continuers)	2	1	0	0	13	5	15	71	6	29	21
<b>Total Results</b>	<b>3</b>	<b>3</b>	<b>11</b>	<b>18</b>	<b>33</b>	<b>14</b>	<b>47</b>	<b>57</b>	<b>35</b>	<b>43</b>	<b>82</b>
<b>Mathematics</b>											
Mathematics	0	3	17	15	5	3	22	51	21	49	43
<b>Total Results</b>	<b>0</b>	<b>3</b>	<b>17</b>	<b>15</b>	<b>5</b>	<b>3</b>	<b>22</b>	<b>51</b>	<b>21</b>	<b>49</b>	<b>43</b>

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
<b>Science</b>											
Biology	0	0	22	12	4	2	26	65	14	35	40
Chemistry	0	0	3	11	2	1	5	29	12	71	17
Physics	0	0	0	0	2	0	2	100	0	0	2
Psychology	0	0	5	1	0	0	5	83	1	17	6
Seafood Operations (VET)	0	0	5	7	0	0	5	42	7	58	12
<b>Total Results</b>	<b>0</b>	<b>0</b>	<b>35</b>	<b>31</b>	<b>8</b>	<b>3</b>	<b>43</b>	<b>56</b>	<b>34</b>	<b>44</b>	<b>77</b>

<b>Society and Environment</b>											
Accounting	0	0	2	1	0	0	2	67	1	33	3
Agriculture and Horticulture*	0	0	12	24	0	0	12	33	24	67	36
Australian Studies	0	0	0	0	5	11	5	31	11	69	16
Business Services (VET)	14	0	22	19	0	0	36	65	19	35	55
Business Studies	0	0	16	13	0	0	16	55	13	45	29
Conservation and Land Management (VET)	0	0	6	9	0	0	6	40	9	60	15
History	0	0	9	1	2	2	11	79	3	21	14
Retail (VET)	17	0	7	10	0	0	24	71	10	29	34
Studies in Religion	330	210	0	0	0	0	330	61	210	39	540
Tourism	0	0	1	0	0	0	1	100	0	0	1
Tourism Operations (VET)	20	0	0	0	0	0	20	100	0	0	20
<b>Total Results</b>	<b>381</b>	<b>210</b>	<b>75</b>	<b>77</b>	<b>7</b>	<b>13</b>	<b>463</b>	<b>61</b>	<b>300</b>	<b>39</b>	<b>763</b>

<b>Technology</b>											
Automotive Technology (VET)*	0	0	1	11	0	0	1	8	11	92	12
Design and Technology											
Communication Products B	0	0	3	3	0	0	3	50	3	50	6
Material Products A	0	0	3	11	0	0	3	21	11	79	14
Material Products B	0	0	0	2	0	0	0	0	2	100	2
Electrotechnology (VET)*	0	0	0	31	0	0	0	0	31	100	31
General Construction (VET)	0	21	0	51	0	0	0	0	72	100	72
Information Processing and Publishing	0	0	1	11	7	5	8	33	16	67	24
Information Technology (VET)	0	0	16	31	0	0	16	34	31	66	47
Manufacturing and Engineering (VET)	1	10	1	21	0	0	2	6	31	94	33
<b>Total Results</b>	<b>1</b>	<b>31</b>	<b>25</b>	<b>172</b>	<b>7</b>	<b>5</b>	<b>33</b>	<b>14</b>	<b>208</b>	<b>86</b>	<b>241</b>

<b>Grand Total</b>	<b>500</b>	<b>391</b>	<b>1075</b>	<b>1509</b>	<b>274</b>	<b>326</b>	<b>1849</b>	<b>45</b>	<b>2226</b>	<b>55</b>	<b>4075</b>
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<b>Total Students</b>	<b>472</b>	<b>359</b>	<b>907</b>	<b>1166</b>	<b>219</b>	<b>290</b>	<b>1598</b>	<b>47</b>	<b>1815</b>	<b>53</b>	<b>3413</b>
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\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Agriculture and Horticulture replaced Agriculture

Integrated Learning replaced Integrated Studies, Multi Arts, and Personal Development Studies

Modern Greek (beginners/accelerated) replaced Modern Greek (accelerated).

**Table 4** Stage 1 Subjects (2 units) — number of students in the Northern Territory receiving a result, by learning area, 2007

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
<b>English</b>											
English	0	0	2	8	0	0	2	20	8	80	10
English as a Second Language	3	1	0	0	0	0	3	75	1	25	4
<b>Total Results</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>36</b>	<b>9</b>	<b>64</b>	<b>14</b>
<b>Health and Personal Development</b>											
Community Studies											
Community Studies I	0	0	7	2	0	0	7	78	2	22	9
Community Studies II	1	0	1	2	3	5	5	42	7	58	12
Health Education	0	0	5	0	9	1	14	93	1	7	15
Home Economics	0	0	0	0	11	1	11	92	1	8	12
Integrated Learning											
Integrated Learning I*	0	0	0	4	38	37	38	48	41	52	79
Integrated Learning II*	0	7	0	0	0	2	0	0	9	100	9
Outdoor and Environmental Education	0	0	0	0	33	24	33	58	24	42	57
Work Education	0	0	7	19	0	0	7	27	19	73	26
<b>Total Results</b>	<b>1</b>	<b>7</b>	<b>20</b>	<b>27</b>	<b>94</b>	<b>70</b>	<b>115</b>	<b>53</b>	<b>104</b>	<b>47</b>	<b>219</b>
<b>Languages</b>											
Australian Languages	0	0	4	0	0	0	4	100	0	0	4
<b>Total Results</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Science</b>											
Contemporary Issues and Science	0	0	22	19	0	0	22	54	19	46	41
<b>Total Results</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>54</b>	<b>19</b>	<b>46</b>	<b>41</b>
<b>Society and Environment</b>											
Aboriginal Studies	0	0	0	0	2	1	2	67	1	33	3
History	0	0	6	6	0	0	6	50	6	50	12
Legal Studies	0	0	5	1	0	0	5	83	1	17	6
Media Studies	0	0	2	4	0	0	2	33	4	67	6
<b>Total Results</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>15</b>	<b>56</b>	<b>12</b>	<b>44</b>	<b>27</b>
<b>Technology</b>											
Design and Technology											
Communication Products A	0	0	0	0	4	0	4	100	0	0	4
Information Processing and Publishing	0	0	5	2	0	0	5	71	2	29	7
Information Technology Systems*	0	0	7	5	0	0	7	58	5	42	12
<b>Total Results</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>16</b>	<b>70</b>	<b>7</b>	<b>30</b>	<b>23</b>
<b>Grand Total</b>	<b>4</b>	<b>8</b>	<b>73</b>	<b>72</b>	<b>100</b>	<b>71</b>	<b>177</b>	<b>54</b>	<b>151</b>	<b>46</b>	<b>328</b>
<b>Total Students</b>	<b>4</b>	<b>8</b>	<b>65</b>	<b>65</b>	<b>77</b>	<b>61</b>	<b>146</b>	<b>52</b>	<b>134</b>	<b>48</b>	<b>280</b>

\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Information Technology Systems replaced Information Technology

Integrated Learning replaced Integrated Studies, Multi Arts, and Personal Development Studies.

**Table 5** Stage 1 Subjects (1 unit) — number of students in South Australia receiving a result, by learning area, 2007

Subject	Cath		Govt		Indp		Total					Grand Total
	F	M	F	M	F	M	F	%	M	%		
<b>Arts</b>												
Art	752	394	2649	1560	1027	352	4428	66	2306	34	6734	
Broadcasting and Multimedia (VET)	0	0	96	200	6	31	102	31	231	69	333	
Craft	42	16	366	102	0	0	408	78	118	22	526	
Dance	49	0	567	36	100	6	716	94	42	6	758	
Design	526	356	1011	1074	348	378	1885	51	1808	49	3693	
Drama	489	201	917	524	592	215	1998	68	940	32	2938	
Music	297	292	703	849	328	273	1328	48	1414	52	2742	
<b>Total Results</b>	<b>2155</b>	<b>1259</b>	<b>6309</b>	<b>4345</b>	<b>2401</b>	<b>1255</b>	<b>10865</b>	<b>61</b>	<b>6859</b>	<b>39</b>	<b>17724</b>	
<b>English</b>												
Communication for the Hearing-impaired	0	0	5	10	0	0	5	33	10	67	15	
English	3397	3153	9502	9727	3384	2813	16283	51	15693	49	31976	
English as a Second Language	391	307	763	1066	190	245	1344	45	1618	55	2962	
<b>Total Results</b>	<b>3788</b>	<b>3460</b>	<b>10270</b>	<b>10803</b>	<b>3574</b>	<b>3058</b>	<b>17632</b>	<b>50</b>	<b>17321</b>	<b>50</b>	<b>34953</b>	
<b>Health and Personal Development</b>												
Community Services (VET)	0	0	56	3	0	0	56	95	3	5	59	
<b>Community Studies</b>												
Community Studies I	520	93	2474	2094	423	351	3417	57	2538	43	5955	
Community Studies II	112	59	852	1112	68	78	1032	45	1249	55	2281	
Health Education	50	38	1086	767	139	50	1275	60	855	40	2130	
Home Economics	1072	229	3864	1604	1030	353	5966	73	2186	27	8152	
Hospitality (VET)	13	21	150	59	0	0	163	67	80	33	243	
<b>Integrated Learning</b>												
Integrated Learning I*	473	264	3508	3088	149	121	4130	54	3473	46	7603	
Integrated Learning II*	60	53	401	787	10	8	471	36	848	64	1319	
Outdoor and Environmental Education	67	118	396	745	138	171	601	37	1034	63	1635	
Physical Education	768	1134	2051	4194	733	1146	3552	35	6474	65	10026	
Sport and Recreation (VET)	0	16	86	196	8	23	94	29	235	71	329	
Work Education	816	1134	4367	5231	1036	849	6219	46	7214	54	13433	
<b>Total Results</b>	<b>3951</b>	<b>3159</b>	<b>19291</b>	<b>19880</b>	<b>3734</b>	<b>3150</b>	<b>26976</b>	<b>51</b>	<b>26189</b>	<b>49</b>	<b>53165</b>	
<b>Languages</b>												
Arabic (beginners/accelerated)	0	0	11	5	0	0	11	69	5	31	16	
Arabic (continuers)	0	0	6	4	7	1	13	72	5	28	18	
Auslan (continuers)	0	0	10	2	0	0	10	83	2	17	12	
Australian Languages	0	0	13	15	0	0	13	46	15	54	28	
Chinese (background speakers)	128	39	180	255	55	59	363	51	353	49	716	
Chinese (beginners/accelerated)*	0	0	5	4	16	3	21	75	7	25	28	
Chinese (beginners/accelerated) A*	0	0	8	9	0	0	8	47	9	53	17	
Chinese (continuers)	34	6	92	54	15	15	141	65	75	35	216	
Croatian (continuers)	0	0	0	2	0	0	0	0	2	100	2	
French (beginners/accelerated)*	0	0	15	12	4	0	19	61	12	39	31	
French (beginners/accelerated) A*	0	0	26	2	0	0	26	93	2	7	28	
French (continuers)	159	36	186	52	129	17	474	82	105	18	579	
German (beginners/accelerated)*	0	0	6	10	0	0	6	38	10	63	16	
German (beginners/accelerated) A*	0	0	13	9	0	0	13	59	9	41	22	
German (continuers)	0	10	182	99	240	111	422	66	220	34	642	
Indonesian (beginners/accelerated)*	36	0	11	4	0	0	47	92	4	8	51	

Subject	Cath		Govt		Indp		Total			Grand Total	
	F	M	F	M	F	M	F	%	M		%
Indonesian (beginners/accelerated) A*	0	0	2	4	0	0	2	33	4	67	6
Indonesian (continuers)	24	26	42	25	55	36	121	58	87	42	208
Italian (beginners/accelerated)*	4	3	54	20	29	24	87	65	47	35	134
Italian (beginners) A*	0	0	33	5	0	0	33	87	5	13	38
Italian (continuers)	299	139	107	45	3	0	409	69	184	31	593
Japanese (background speakers)*	0	0	3	4	0	0	3	43	4	57	7
Japanese (beginners/accelerated)*	0	0	57	43	19	1	76	63	44	37	120
Japanese (beginners/accelerated) A*	0	0	6	6	0	0	6	50	6	50	12
Japanese (continuers)	46	33	212	85	127	72	385	67	190	33	575
Khmer (continuers)	0	0	9	10	0	0	9	47	10	53	19
Korean (background speakers)	0	0	15	25	0	0	15	38	25	63	40
Korean (beginners/accelerated)	0	0	4	4	0	0	4	50	4	50	8
Latin (continuers)	0	2	0	0	0	0	0	0	2	100	2
Macedonian (beginners/accelerated)	0	0	0	0	1	2	1	33	2	67	3
Macedonian (continuers)	0	0	0	0	2	5	2	29	5	71	7
Modern Greek (background speakers)	0	0	0	0	3	1	3	75	1	25	4
Modern Greek (continuers)	0	0	42	22	3	1	45	66	23	34	68
Persian (background speakers)	0	0	16	12	0	0	16	57	12	43	28
Persian (beginners/accelerated)	0	0	11	3	0	0	11	79	3	21	14
Polish (continuers)	0	0	8	9	1	1	9	47	10	53	19
Portuguese (continuers)	0	0	0	0	2	0	2	100	0	0	2
Russian (background speakers)	0	0	0	0	2	0	2	100	0	0	2
Serbian (continuers)	0	0	4	0	0	0	4	100	0	0	4
Spanish (beginners/accelerated)*	0	0	105	34	0	0	105	76	34	24	139
Spanish (beginners/accelerated) A*	0	0	25	12	0	0	25	68	12	32	37
Spanish (continuers)	0	0	29	25	0	0	29	54	25	46	54
Vietnamese (background speakers)	22	0	22	28	0	0	44	61	28	39	72
Vietnamese (continuers)	29	0	13	10	7	7	49	74	17	26	66
<b>Total Results</b>	<b>781</b>	<b>294</b>	<b>1583</b>	<b>969</b>	<b>720</b>	<b>356</b>	<b>3084</b>	<b>66</b>	<b>1619</b>	<b>34</b>	<b>4703</b>

### Mathematics

Mathematics	3944	3970	9806	11363	4345	4541	18095	48	19874	52	37969
<b>Total Results</b>	<b>3944</b>	<b>3970</b>	<b>9806</b>	<b>11363</b>	<b>4345</b>	<b>4541</b>	<b>18095</b>	<b>48</b>	<b>19874</b>	<b>52</b>	<b>37969</b>

### Science

Biology	1622	773	3529	1727	1636	816	6787	67	3316	33	10103
Chemistry	1013	986	2083	2165	1134	1213	4230	49	4364	51	8594
Contemporary Issues and Science	281	223	593	668	99	81	973	50	972	50	1945
Geology	4	7	22	27	0	18	26	33	52	67	78
Physics	573	1139	1302	3044	674	1327	2549	32	5510	68	8059
Psychology	432	160	1282	400	657	162	2371	77	722	23	3093
Seafood Operations (VET)	0	0	5	1	0	0	5	83	1	17	6
<b>Total Results</b>	<b>3925</b>	<b>3288</b>	<b>8816</b>	<b>8032</b>	<b>4200</b>	<b>3617</b>	<b>16941</b>	<b>53</b>	<b>14937</b>	<b>47</b>	<b>31878</b>

### Society and Environment

Aboriginal Studies	0	0	51	25	0	0	51	67	25	33	76
Accounting	321	284	333	326	186	349	840	47	959	53	1799
Agriculture and Horticulture*	9	79	444	520	48	130	501	41	729	59	1230
Ancient Studies	123	89	354	291	122	81	599	57	461	43	1060
Australian and International Politics	0	13	14	10	76	32	90	62	55	38	145
Australian Studies	2203	2045	5434	5877	1987	1858	9624	50	9780	50	19404

Subject	Cath		Govt		Indp		Total			Grand Total	
	F	M	F	M	F	M	F	%	M		%
Business Services (VET)	65	2	15	4	10	2	90	92	8	8	98
Business Studies	704	632	1339	1624	591	480	2634	49	2736	51	5370
Conservation and Land Management (VET)	0	0	16	22	11	10	27	46	32	54	59
Economics	259	387	74	145	234	467	567	36	999	64	1566
Geography*	283	266	465	534	474	538	1222	48	1338	52	2560
History	551	452	869	730	765	546	2185	56	1728	44	3913
Legal Studies	471	469	1070	677	337	263	1878	57	1409	43	3287
Media Studies	94	62	299	369	39	45	432	48	476	52	908
Philosophy	87	63	78	44	86	63	251	60	170	40	421
Retail (VET)	0	0	32	18	0	0	32	64	18	36	50
Studies in Religion	2411	2536	0	0	1020	1135	3431	48	3671	52	7102
Studies of Societies	39	70	252	181	10	12	301	53	263	47	564
Sustainable Futures											
Sustainable Futures I	0	0	98	49	17	3	115	69	52	31	167
Sustainable Futures II	0	0	10	7	0	0	10	59	7	41	17
Tourism	320	221	1022	497	151	69	1493	65	787	35	2280
Tourism Operations (VET)	0	0	19	6	0	0	19	76	6	24	25
Women's Studies	0	0	26	0	0	0	26	100	0	0	26
<b>Total Results</b>	<b>7940</b>	<b>7670</b>	<b>12314</b>	<b>11956</b>	<b>6164</b>	<b>6083</b>	<b>26418</b>	<b>51</b>	<b>25709</b>	<b>49</b>	<b>52127</b>

<b>Technology</b>											
Automotive Technology (VET)*	0	0	0	18	0	0	0	0	18	100	18
Design and Technology											
Communication Products A	255	216	1141	1038	194	114	1590	54	1368	46	2958
Communication Products B	47	74	129	257	3	11	179	34	342	66	521
Material Products A	29	601	457	2860	75	572	561	12	4033	88	4594
Material Products B	10	79	159	881	6	90	175	14	1050	86	1225
Systems and Control Products A	4	88	70	828	7	106	81	7	1022	93	1103
Systems and Control Products B	0	16	10	190	3	30	13	5	236	95	249
General Construction (VET)	0	0	0	72	0	0	0	0	72	100	72
Information Processing and Publishing	472	221	1459	832	319	208	2250	64	1261	36	3511
Information Technology (VET)	0	10	98	204	0	0	98	31	214	69	312
Information Technology Systems*	230	462	307	981	212	493	749	28	1936	72	2685
Manufacturing and Engineering (VET)	0	23	0	1	0	0	0	0	24	100	24
<b>Total Results</b>	<b>1047</b>	<b>1790</b>	<b>3830</b>	<b>8162</b>	<b>819</b>	<b>1624</b>	<b>5696</b>	<b>33</b>	<b>11576</b>	<b>67</b>	<b>17272</b>

<b>Grand Total</b>	<b>27531</b>	<b>24890</b>	<b>72219</b>	<b>75510</b>	<b>25957</b>	<b>23684</b>	<b>125707</b>	<b>50</b>	<b>124084</b>	<b>50</b>	<b>249791</b>
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<b>Total students</b>	<b>4306</b>	<b>3776</b>	<b>12965</b>	<b>13403</b>	<b>3793</b>	<b>3501</b>	<b>21064</b>	<b>50</b>	<b>20680</b>	<b>50</b>	<b>41744</b>
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\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Agriculture and Horticulture replaced Agriculture

Beginners/accelerated-level languages replaced accelerated-level languages

Information Technology Systems replaced Information Technology

Integrated Learning replaced Integrated Studies, Multi Arts, and Personal Development Studies.

**Table 6** Stage 1 Subjects (1 unit) — number of students in the Northern Territory receiving a result, by learning area, 2007.

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
<b>Arts</b>											
Art	60	17	578	316	67	22	705	67	355	33	1060
Craft	31	3	61	20	0	0	92	80	23	20	115
Dance	7	7	62	1	16	0	85	91	8	9	93
Design	0	0	79	44	8	15	87	60	59	40	146
Drama	14	4	103	40	16	10	133	71	54	29	187
Music	16	52	148	193	13	17	177	40	262	60	439
<b>Total Results</b>	<b>128</b>	<b>83</b>	<b>1031</b>	<b>614</b>	<b>120</b>	<b>64</b>	<b>1279</b>	<b>63</b>	<b>761</b>	<b>37</b>	<b>2040</b>
<b>English</b>											
English	162	128	1196	1285	179	150	1537	50	1563	50	3100
English as a Second Language	23	47	152	148	20	17	195	48	212	52	407
<b>Total Results</b>	<b>185</b>	<b>175</b>	<b>1348</b>	<b>1433</b>	<b>199</b>	<b>167</b>	<b>1732</b>	<b>49</b>	<b>1775</b>	<b>51</b>	<b>3507</b>
<b>Health and Personal Development</b>											
Community Studies											
Community Studies I	37	22	118	120	40	54	195	50	196	50	391
Community Studies II	24	1	49	45	24	32	97	55	78	45	175
Health Education	0	0	21	13	0	0	21	62	13	38	34
Home Economics	70	33	243	126	8	1	321	67	160	33	481
Integrated Learning											
Integrated Learning I*	20	27	304	394	42	42	366	44	463	56	829
Integrated Learning II*	0	0	85	119	0	0	85	42	119	58	204
Outdoor and Environmental Education	36	41	89	125	12	30	137	41	196	59	333
Physical Education	49	83	272	479	51	58	372	38	620	63	992
Work Education	33	26	70	103	68	78	171	45	207	55	378
<b>Total Results</b>	<b>269</b>	<b>233</b>	<b>1251</b>	<b>1524</b>	<b>245</b>	<b>295</b>	<b>1765</b>	<b>46</b>	<b>2052</b>	<b>54</b>	<b>3817</b>
<b>Languages</b>											
Australian Languages	0	0	27	8	0	0	27	77	8	23	35
Chinese (continuers)	0	0	16	2	0	0	16	89	2	11	18
French (beginners/accelerated)*	0	0	21	13	0	0	21	62	13	38	34
French (continuers)	0	0	0	0	1	2	1	33	2	67	3
German (continuers)	0	0	23	16	0	0	23	59	16	41	39
Indonesian (beginners/accelerated)*	0	0	36	12	0	0	36	75	12	25	48
Indonesian (beginners/accelerated) A*	0	0	0	1	0	0	0	0	1	100	1
Indonesian (continuers)	4	20	35	12	6	0	45	58	32	42	77
Italian (beginners/accelerated)*	2	0	0	0	0	0	2	100	0	0	2
Italian (continuers)	0	0	17	12	0	0	17	59	12	41	29
Japanese (beginners/accelerated)*	1	0	0	0	0	0	1	100	0	0	1
Japanese (continuers)	4	0	64	33	10	4	78	68	37	32	115
Modern Greek (continuers)	0	0	8	9	0	0	8	47	9	53	17
Spanish (beginners/accelerated)*	0	0	9	1	0	0	9	90	1	10	10
Spanish (continuers)	0	0	8	1	0	0	8	89	1	11	9
<b>Total Results</b>	<b>11</b>	<b>20</b>	<b>264</b>	<b>120</b>	<b>17</b>	<b>6</b>	<b>292</b>	<b>67</b>	<b>146</b>	<b>33</b>	<b>438</b>
<b>Mathematics</b>											
Mathematics	210	208	1179	1356	210	176	1599	48	1740	52	3339
<b>Total Results</b>	<b>210</b>	<b>208</b>	<b>1179</b>	<b>1356</b>	<b>210</b>	<b>176</b>	<b>1599</b>	<b>48</b>	<b>1740</b>	<b>52</b>	<b>3339</b>

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
<b>Science</b>											
Biology	90	24	407	303	83	40	580	61	367	39	947
Chemistry	33	26	202	291	35	22	270	44	339	56	609
Contemporary Issues and Science	6	10	92	113	25	12	123	48	135	52	258
Geology	0	0	8	16	0	0	8	33	16	67	24
Physics	12	47	108	296	22	38	142	27	381	73	523
Psychology	62	7	289	98	20	8	371	77	113	23	484
<b>Total Results</b>	<b>203</b>	<b>114</b>	<b>1106</b>	<b>1117</b>	<b>185</b>	<b>120</b>	<b>1494</b>	<b>53</b>	<b>1351</b>	<b>47</b>	<b>2845</b>

<b>Society and Environment</b>											
Aboriginal Studies	2	2	23	11	0	0	25	66	13	34	38
Accounting	22	12	79	66	19	11	120	57	89	43	209
Agriculture and Horticulture*	13	12	8	6	0	0	21	54	18	46	39
Ancient Studies	0	0	64	43	0	0	64	60	43	40	107
Australian and International Politics	0	0	17	11	0	0	17	61	11	39	28
Australian Studies	0	0	22	23	0	0	22	49	23	51	45
Business Studies	66	48	136	146	19	24	221	50	218	50	439
Economics	0	0	53	61	13	14	66	47	75	53	141
Geography*	11	10	48	39	40	32	99	55	81	45	180
History	25	19	89	77	7	5	121	55	101	45	222
Legal Studies	21	10	134	85	37	17	192	63	112	37	304
Media Studies	18	14	21	20	7	5	46	54	39	46	85
Philosophy	0	0	24	12	0	0	24	67	12	33	36
Studies in Religion	178	139	0	0	0	0	178	56	139	44	317
Studies of Societies	0	0	7	5	0	0	7	58	5	42	12
<b>Sustainable Futures</b>											
Sustainable Futures I	0	0	4	12	44	41	48	48	53	52	101
Sustainable Futures II	0	0	2	8	0	0	2	20	8	80	10
Tourism	27	19	98	42	0	0	125	67	61	33	186
Women's Studies	0	0	15	1	0	0	15	94	1	6	16
<b>Total Results</b>	<b>383</b>	<b>285</b>	<b>844</b>	<b>668</b>	<b>186</b>	<b>149</b>	<b>1413</b>	<b>56</b>	<b>1102</b>	<b>44</b>	<b>2515</b>

<b>Technology</b>											
<b>Design and Technology</b>											
Communication Products A	24	22	71	166	0	0	95	34	188	66	283
Communication Products B	0	0	11	34	0	0	11	24	34	76	45
Material Products A	4	46	19	169	1	16	24	9	231	91	255
Material Products B	1	6	26	56	1	6	28	29	68	71	96
Systems and Control Products A	0	0	4	93	0	0	4	4	93	96	97
Information Processing and Publishing	31	44	129	114	9	14	169	50	172	50	341
Information Technology Systems*	0	0	63	193	19	29	82	27	222	73	304
<b>Total Results</b>	<b>60</b>	<b>118</b>	<b>323</b>	<b>825</b>	<b>30</b>	<b>65</b>	<b>413</b>	<b>29</b>	<b>1008</b>	<b>71</b>	<b>1421</b>

<b>Grand Total</b>	<b>1449</b>	<b>1236</b>	<b>7346</b>	<b>7657</b>	<b>1192</b>	<b>1042</b>	<b>9987</b>	<b>50</b>	<b>9935</b>	<b>50</b>	<b>19922</b>
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<b>Total students</b>	<b>230</b>	<b>185</b>	<b>1456</b>	<b>1474</b>	<b>256</b>	<b>238</b>	<b>1942</b>	<b>51</b>	<b>1897</b>	<b>49</b>	<b>3839</b>
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\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Agriculture and Horticulture replaced Agriculture

Beginners/accelerated-level languages replaced accelerated-level languages

Information Technology Systems replaced Information Technology

Integrated Learning replaced Integrated Studies, Multi Arts, and Personal Development Studies.

**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, 2007

South Australia			Northern Territory		
Name of Program	Number of Units	Number of Students	Name of Program	Number of Units	Number of Students
Australian Air Force Cadets	2	12	Australian Air Force Cadets	2	8
Australian Army Cadets	1	9	Australian Army Cadets	1	1
Australian Army Cadets	2	3	Australian Music Examinations Board	1	1
Australian Guild of Music and Speech	1	2	Community Development	1	1
Australian Music Examinations Board	1	48	Duke of Edinburgh's Award	1	10
Choices for Indigenous Students	1	2	Duke of Edinburgh's Award	2	1
Community Development	1	13	Performance	1	1
Duke of Edinburgh's Award	1	184	Royal Life Saving Society Australia	1	23
Duke of Edinburgh's Award	2	18	Self Development	1	2
Guides Australia	3	4	Sport Skills and Management	1	3
Independent Living	1	13	St John Ambulance Australia Cadets	1	3
Independent Living	2	4	Volunteering	1	3
Operation Flinders	2	101	Work Skills and Career Development	1	3
Performance	1	28	Work Skills and Career Development	2	1
Recreation Skills and Management	1	16	<b>Total Students</b>		<b>48</b>
Royal Life Saving Society Australia	1	65			
Royal Life Saving Society Australia	2	4	<b>Total Units</b>		<b>71</b>
SA Country Fire Service	2	66			
SA State Emergency Service	2	4			
SA Tall Ships Inc.	1	42			
Scouts Australia	3	1			
Self Development	1	51			
Self Development	2	4			
Sport Skills and Management	1	76			
Sport Skills and Management	2	1			
St Cecilia School of Music	1	2			
St John Ambulance Australia Cadets	1	31			
St John Ambulance Australia Cadets	2	1			
St John Ambulance Australia Cadets	4	1			
Volunteering	1	35			
Volunteering	2	2			
Work Skills and Career Development	1	109			
Work Skills and Career Development	2	12			
<b>Total Students</b>		<b>757</b>			
<b>Total Units</b>		<b>1209</b>			

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, 2007

Subject	SA	RA	RNM	Total
<b>Arts</b>				
Art	30	0	0	30
Broadcasting and Multimedia (VET)	52	17	4	73
Dance	17	0	0	17
Design	3	1	0	4
Drama	15	2	0	17
Music	56	2	0	58
<b>Total Results</b>	<b>173</b>	<b>22</b>	<b>4</b>	<b>199</b>

<b>English</b>				
English	694	34	8	736
English as a Second Language	63	4	0	67
<b>Total Results</b>	<b>757</b>	<b>38</b>	<b>8</b>	<b>803</b>

<b>Health and Personal Development</b>				
Community Services (VET)	100	5	12	117
<b>Community Studies</b>				
Community Studies I	467	21	6	494
Community Studies II	185	7	1	193
Home Economics	44	5	0	49
Hospitality (VET)	9	2	1	12
<b>Integrated Learning</b>				
Integrated Learning I*	262	20	1	283
Integrated Learning II*	77	11	0	88
Physical Education	155	10	0	165
Sport and Recreation (VET)	68	7	2	77
Work Education	357	31	1	389
<b>Total Results</b>	<b>1724</b>	<b>119</b>	<b>24</b>	<b>1867</b>

<b>Languages</b>				
Arabic (continuers)	0	1	1	2
Chinese (background speakers)	14	0	0	14
German (continuers)	4	0	0	4
Indonesian (continuers)	9	0	0	9
Japanese (continuers)	4	0	0	4
Modern Greek (beginners/accelerated)*	1	0	0	1
Modern Greek (continuers)	7	0	0	7
Polish (continuers)	4	0	0	4
Russian (background speakers)	1	0	0	1
Russian (continuers)	3	0	0	3
Spanish (continuers)	4	2	0	6
Ukrainian (continuers)	1	0	0	1
Vietnamese (background speakers)	5	0	0	5
Vietnamese (continuers)	21	0	0	21
<b>Total Results</b>	<b>78</b>	<b>3</b>	<b>1</b>	<b>82</b>

Subject	SA	RA	RNM	Total
<b>Mathematics</b>				
Mathematics	41	2	0	43
<b>Total Results</b>	<b>41</b>	<b>2</b>	<b>0</b>	<b>43</b>

<b>Science</b>				
Biology	29	10	1	40
Chemistry	13	4	0	17
Physics	2	0	0	2
Psychology	5	0	1	6
Seafood Operations (VET)	12	0	0	12
<b>Total Results</b>	<b>61</b>	<b>14</b>	<b>2</b>	<b>77</b>

<b>Society and Environment</b>				
Accounting	3	0	0	3
Agriculture and Horticulture*	32	4	0	36
Australian Studies	16	0	0	16
Business Services (VET)	48	7	0	55
Business Studies	22	6	1	29
Conservation and Land Management (VET)	15	0	0	15
History	12	2	0	14
Retail (VET)	29	5	0	34
Studies in Religion	528	11	1	540
Tourism	1	0	0	1
Tourism Operations (VET)	17	3	0	20
<b>Total Results</b>	<b>723</b>	<b>38</b>	<b>2</b>	<b>763</b>

<b>Technology</b>				
Automotive Technology (VET)*	12	0	0	12
<b>Design and Technology</b>				
Communication Products B	6	0	0	6
Material Products A	14	0	0	14
Material Products B	2	0	0	2
Electrotechnology (VET)*	25	6	0	31
General Construction (VET)	68	4	0	72
Information Processing and Publishing	24	0	0	24
Information Technology (VET)	43	2	2	47
Manufacturing and Engineering (VET)	33	0	0	33
<b>Total Results</b>	<b>227</b>	<b>12</b>	<b>2</b>	<b>241</b>

<b>Grand Total</b>	<b>3784</b>	<b>248</b>	<b>43</b>	<b>4075</b>
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SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Agriculture and Horticulture replaced Agriculture  
 Integrated Learning replaced Integrated Studies, Multi Arts ,  
 and Personal Development Studies  
 Modern Greek (beginners/accelerated) replaced Modern  
 Greek (accelerated).

**Table 9** Stage 1 subjects (2 units) — results distribution, for students in the Northern Territory, by learning area, 2007

Subject	SA	RA	RNM	Total
<b>English</b>				
English	8	2	0	10
English as a Second Language	3	1	0	4
<b>Total Results</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>14</b>
<b>Health and Personal Development</b>				
Community Studies				
Community Studies I	8	1	0	9
Community Studies II	11	1	0	12
Health Education	10	5	0	15
Home Economics	5	7	0	12
Integrated Learning				
Integrated Learning I*	57	22	0	79
Integrated Learning II*	8	1	0	9
Outdoor and Environmental Education	57	0	0	57
Work Education	14	12	0	26
<b>Total Results</b>	<b>170</b>	<b>49</b>	<b>0</b>	<b>219</b>
<b>Languages</b>				
Australian Languages	4	0	0	4
<b>Total Results</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Science</b>				
Contemporary Issues and Science	20	21	0	41
<b>Total Results</b>	<b>20</b>	<b>21</b>	<b>0</b>	<b>41</b>
<b>Society and Environment</b>				
Aboriginal Studies	2	1	0	3
History	7	4	1	12
Legal Studies	5	1	0	6
Media Studies	6	0	0	6
<b>Total Results</b>	<b>20</b>	<b>6</b>	<b>1</b>	<b>27</b>
<b>Technology</b>				
Design and Technology				
Communication Products A	3	1	0	4
Information Processing and Publishing	6	1	0	7
Information Technology Systems*	10	2	0	12
<b>Total Results</b>	<b>19</b>	<b>4</b>	<b>0</b>	<b>23</b>
<b>Grand Total</b>	<b>244</b>	<b>83</b>	<b>1</b>	<b>328</b>

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Information Technology Systems replaced Information Technology

Integrated Learning replaced Integrated Studies, Multi Arts and

Personal Development Studies

**Table 10** Stage 1 subjects (1 unit) — results distribution for students in South Australia, by learning area, 2007

Subject	SA	RA	RNM	Total
<b>Arts</b>				
Art	5751	820	163	6734
Broadcasting and Multimedia (VET)	270	54	9	333
Craft	438	77	11	526
Dance	672	69	17	758
Design	3100	481	112	3693
Drama	2623	263	52	2938
Music	2541	172	29	2742
<b>Total Results</b>	<b>15395</b>	<b>1936</b>	<b>393</b>	<b>17724</b>

<b>English</b>				
Communication for the Hearing-impaired	15	0	0	15
English	28084	3270	622	31976
English as a Second Language	2663	280	19	2962
<b>Total Results</b>	<b>30762</b>	<b>3550</b>	<b>641</b>	<b>34953</b>

<b>Health and Personal Development</b>				
Community Services (VET)	57	0	2	59
<b>Community Studies</b>				
Community Studies I	5155	666	134	5955
Community Studies II	1996	224	61	2281
Health Education	1933	179	18	2130
Home Economics	6960	1013	179	8152
Hospitality (VET)	211	31	1	243
<b>Integrated Learning</b>				
Integrated Learning I*	6787	695	121	7603
Integrated Learning II*	1132	140	47	1319
Outdoor and Environmental Education	1473	143	19	1635
Physical Education	8869	1046	111	10026
Sport and Recreation (VET)	281	43	5	329
Work Education	11780	1402	251	13433
<b>Total Results</b>	<b>46634</b>	<b>5582</b>	<b>949</b>	<b>53165</b>

<b>Languages</b>				
Arabic (beginners/accelerated)	16	0	0	16
Arabic (continuers)	18	0	0	18
Auslan (continuers)	8	4	0	12
Australian Languages	16	5	7	28
Chinese (background speakers)	688	28	0	716
Chinese (beginners/accelerated)*	25	3	0	28
Chinese (beginners/accelerated) A*	16	1	0	17
Chinese (continuers)	212	2	2	216
Croatian (continuers)	2	0	0	2
French (beginners/accelerated)*	27	2	2	31
French (beginners/accelerated) A*	25	1	2	28
French (continuers)	570	8	1	579

Subject	SA	RA	RNM	Total
German (beginners/accelerated)*	15	1	0	16
German (beginners/accelerated) A*	22	0	0	22
German (continuers)	619	21	2	642
Indonesian (beginners/accelerated)*	51	0	0	51
Indonesian (beginners/accelerated) A*	5	1	0	6
Indonesian (continuers)	204	4	0	208
Italian (beginners/accelerated)*	122	12	0	134
Italian (beginners/accelerated) A*	37	1	0	38
Italian (continuers)	583	9	1	593
Japanese (background speakers)*	7	0	0	7
Japanese (beginners/accelerated)*	116	4	0	120
Japanese (beginners/accelerated) A*	10	1	1	12
Japanese (continuers)	559	16	0	575
Khmer (continuers)	16	3	0	19
Korean (background speakers)	40	0	0	40
Korean (beginners/accelerated)	7	0	1	8
Latin (continuers)	2	0	0	2
Macedonian (beginners/accelerated)	3	0	0	3
Macedonian (continuers)	7	0	0	7
Modern Greek (background speakers)	4	0	0	4
Modern Greek (continuers)	58	10	0	68
Persian (background speakers)	26	1	1	28
Persian (beginners/accelerated)	14	0	0	14
Polish (continuers)	17	2	0	19
Portuguese (continuers)	1	1	0	2
Russian (background speakers)	2	0	0	2
Serbian (continuers)	2	2	0	4
Spanish (beginners/accelerated)*	124	14	1	139
Spanish (beginners/accelerated) A*	30	7	0	37
Spanish (continuers)	53	1	0	54
Vietnamese (background speakers)	67	5	0	72
Vietnamese (continuers)	65	1	0	66
<b>Total Results</b>	<b>4511</b>	<b>171</b>	<b>21</b>	<b>4703</b>

<b>Mathematics</b>				
Mathematics	31934	5300	735	37969
<b>Total Results</b>	<b>31934</b>	<b>5300</b>	<b>735</b>	<b>37969</b>

Subject	SA	RA	RNM	Total
<b>Science</b>				
Biology	8935	1045	123	10103
Chemistry	7833	720	41	8594
Contemporary Issues and Science	1618	276	51	1945
Geology	64	13	1	78
Physics	7220	770	69	8059
Psychology	2706	336	51	3093
Seafood Operations (VET)	6	0	0	6
<b>Total Results</b>	<b>28382</b>	<b>3160</b>	<b>336</b>	<b>31878</b>

<b>Society and Environment</b>				
Aboriginal Studies	52	23	1	76
Accounting	1574	204	21	1799
Agriculture and Horticulture*	1034	177	19	1230
Ancient Studies	913	121	26	1060
Australian and International Politics	138	6	1	145
Australian Studies	16820	2115	469	19404
Business Services (VET)	90	6	2	98
Business Studies	4639	639	92	5370
Conservation and Land Management (VET)	51	6	2	59
Economics	1442	117	7	1566
Geography*	2314	217	29	2560
History	3490	349	74	3913
Legal Studies	2920	309	58	3287
Media Studies	705	177	26	908
Philosophy	400	21	0	421
Retail (VET)	38	12	0	50
Studies in Religion	6595	478	29	7102
Studies of Societies	485	65	14	564
Sustainable Futures				
Sustainable Futures I	146	19	2	167
Sustainable Futures II	15	2	0	17
Tourism	1890	327	63	2280
Tourism Operations (VET)	23	2	0	25
Women's Studies	23	3	0	26
<b>Total Results</b>	<b>45797</b>	<b>5395</b>	<b>935</b>	<b>52127</b>

Subject	SA	RA	RNM	Total
<b>Technology</b>				
Automotive Technology (VET)*	13	2	3	18
Design and Technology				
Communication Products A	2492	344	122	2958
Communication Products B	417	79	25	521
Material Products A	3822	658	114	4594
Material Products B	997	181	47	1225
Systems and Control Products A	919	144	40	1103
Systems and Control Products B	199	47	3	249
General Construction (VET)	63	7	2	72
Information Processing and Publishing	3067	378	66	3511
Information Technology (VET)	240	57	15	312
Information Technology Systems*	2229	390	66	2685
Manufacturing and Engineering (VET)	21	3	0	24
<b>Total Results</b>	<b>14479</b>	<b>2290</b>	<b>503</b>	<b>17272</b>
<b>Grand Total</b>	<b>217894</b>	<b>27384</b>	<b>4513</b>	<b>249791</b>

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Agriculture and Horticulture replaced Agriculture

Beginners-level languages replaced accelerated-level languages

Integrated Learning replaced Integrated Studies, Multi Arts and Personal Development Studies.

**Table 11** Stage 1 subjects (1 unit) — results distribution for students in the Northern Territory, by learning area, 2007

Subject	SA	RA	RNM	Total
<b>Arts</b>				
Art	856	172	32	1060
Craft	89	25	1	115
Dance	90	3	0	93
Design	118	26	2	146
Drama	163	22	2	187
Music	335	86	18	439
<b>Total Results</b>	<b>1651</b>	<b>334</b>	<b>55</b>	<b>2040</b>

<b>English</b>				
English	2492	513	95	3100
English as a Second Language	314	89	4	407
<b>Total Results</b>	<b>2806</b>	<b>602</b>	<b>99</b>	<b>3507</b>

<b>Health and Personal Development</b>				
Community Studies				
Community Studies I	362	28	1	391
Community Studies II	141	29	5	175
Health Education	22	11	1	34
Home Economics	418	58	5	481
Integrated Learning				
Integrated Learning I*	665	147	17	829
Integrated Learning II*	158	36	10	204
Outdoor and Environmental Education	289	42	2	333
Physical Education	807	174	11	992
Work Education	336	37	5	378
<b>Total Results</b>	<b>3198</b>	<b>562</b>	<b>57</b>	<b>3817</b>

<b>Languages</b>				
Australian Languages	13	20	2	35
Chinese (continuers)	18	0	0	18
French (beginners/accelerated)*	22	9	3	34
French (continuers)	3	0	0	3
German (continuers)	33	6	0	39
Indonesian (beginners/accelerated)*	48	0	0	48
Indonesian (beginners/accelerated) A*	1	0	0	1
Indonesian (continuers)	75	2	0	77
Italian (beginners/accelerated)*	2	0	0	2
Italian (continuers)	25	4	0	29
Japanese (beginners/accelerated)*	0	1	0	1
Japanese (continuers)	105	9	1	115
Modern Greek (continuers)	13	3	1	17
Spanish (beginners/accelerated)*	9	0	1	10
Spanish (continuers)	9	0	0	9
<b>Total Results</b>	<b>376</b>	<b>54</b>	<b>8</b>	<b>438</b>

<b>Mathematics</b>				
Mathematics	2483	760	96	3339
<b>Total Results</b>	<b>2483</b>	<b>760</b>	<b>96</b>	<b>3339</b>

Subject	SA	RA	RNM	Total
<b>Science</b>				
Biology	761	169	17	947
Chemistry	514	89	6	609
Contemporary Issues and Science	178	66	14	258
Geology	16	8	0	24
Physics	444	76	3	523
Psychology	369	93	22	484
<b>Total Results</b>	<b>2282</b>	<b>501</b>	<b>62</b>	<b>2845</b>

<b>Society and Environment</b>				
Aboriginal Studies	29	8	1	38
Accounting	173	35	1	209
Agriculture and Horticulture*	21	18	0	39
Ancient Studies	85	21	1	107
Australian and International Politics	23	5	0	28
Australian Studies	33	11	1	45
Business Studies	349	67	23	439
Economics	119	18	4	141
Geography*	150	29	1	180
History	193	27	2	222
Legal Studies	228	70	6	304
Media Studies	78	7	0	85
Philosophy	28	6	2	36
Studies in Religion	271	43	3	317
Studies of Societies	8	1	3	12
Sustainable Futures				
Sustainable Futures I	84	17	0	101
Sustainable Futures II	3	6	1	10
Tourism	127	46	13	186
Women's Studies	9	7	0	16
<b>Total Results</b>	<b>2011</b>	<b>442</b>	<b>62</b>	<b>2515</b>

<b>Technology</b>				
Design and Technology				
Communication Products A	206	64	13	283
Communication Products B	31	13	1	45
Material Products A	207	34	14	255
Material Products B	83	10	3	96
Systems and Control Products A	88	9	0	97
Information Processing and Publishing	272	60	9	341
Information Technology Systems*	243	42	19	304
<b>Total Results</b>	<b>1130</b>	<b>232</b>	<b>59</b>	<b>1421</b>

<b>Grand Total</b>	<b>15937</b>	<b>3487</b>	<b>498</b>	<b>19922</b>
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SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Agriculture and Horticulture replaced Agriculture

Beginners-level languages replaced accelerated-level languages

Integrated Learning replaced Integrated Studies, Multi Arts and Personal Development Studies.

## Stage 2

- Table 1: Number of students receiving a result in one or more Stage 2 subjects, 2007
- Table 2: Number of students receiving a result in one or more Stage 2 subjects, 1995–2007
- Table 3: Number of South Australian schools offering 2-unit Stage 2 subjects, by learning area, 2007
- Table 4: Number of Northern Territory and Asian schools offering 2-unit Stage 2 subjects, by learning area, 2007
- Table 5: Number of South Australian and Northern Territory schools offering 1-unit Stage 2 subjects, by learning area, 2007
- Table 6: Stage 2 subjects (2 units) — number of results for students in South Australia, by learning area, 2007
- Table 7: Stage 2 subjects (2 units) — number of results for students in the Northern Territory and Asia, by learning area, 2007
- Table 8: Number of students in South Australia and the Northern Territory receiving a result in at least one 2-unit Stage 2 subject, 2007
- Table 9: Number of individual subject results in 2-unit Stage 2 subjects, 2007
- Table 10: Stage 2 subjects (1 unit) — number of results for students in South Australia, by learning area, 2007
- Table 11: Stage 2 subjects (1 unit) — number of results for students in the Northern Territory, by learning area, 2007
- Table 12: Number of students in South Australia and the Northern Territory receiving a result in at least one 1-unit Stage 2 subject, 2007
- Table 13: Number of individual subject results in 1-unit Stage 2 subjects, 2007
- 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, 2007
- Table 15: Stage 2 subjects (2 units) — grade distribution, by learning area, 2007
- Table 16: Stage 2 subjects (1 unit) — grade distribution, by learning area, 2007
- Table 17: Stage 2 subjects (2 units) with levelled results by learning area — results distribution, 2007
- Table 18: Stage 2 subjects (1 unit) with levelled results, by learning area — results distribution, 2007
- Table 19: Number of students completing all requirements of the SACE, 1995–2007
- Table 20: Number of students receiving a tertiary entrance rank (TER), 2007
- Table 21: Number of students receiving a TAFE Score, 2007
- Table 22: Number of students fulfilling the Higher Education Selection Subjects (HESS) requirements for all courses at the University of Adelaide, Flinders University, and the University of South Australia, 2007

**Table 1** Number of students receiving a result in one or more Stage 2 subjects, 2007

	F	%	M	%	Total
South Australia	9224	54	7877	46	17101
Northern Territory	855	52	805	48	1660
Asia	803	54	688	46	1491
<b>Total Students</b>	<b>10882</b>	<b>54</b>	<b>9370</b>	<b>46</b>	<b>20252</b>

**Table 2** Number of students receiving a result in one or more Stage 2 subjects, 1995–2007

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
South Australia	14987	14172	14434	15190	15562	15950	16439	16806	16703	16642	16658	16886	17101
Northern Territory	1206	1186	1205	1247	1233	1269	1431	1410	1485	1576	1520	1582	1660
Asia	1245	1181	1150	923	947	988	1005	1069	1219	1298	1288	1734	1491
<b>Total Students</b>	<b>17438</b>	<b>16539</b>	<b>16789</b>	<b>17360</b>	<b>17742</b>	<b>18207</b>	<b>18875</b>	<b>19285</b>	<b>19407</b>	<b>19516</b>	<b>19466</b>	<b>20202</b>	<b>20252</b>

**Table 3** Number of South Australian schools offering 2-unit Stage 2 subjects, by learning area, 2007

Subject	Cath	Govt	Indp	Total
<b>Arts</b>				
Art Practical	26	98	32	156
Broadcasting and Multimedia (VET)				
Broadcasting and Multimedia A	1	3	0	4
Broadcasting and Multimedia B	1	7	2	10
Craft Practical	2	20	4	26
Dance	1	12	4	17
Dance Studies	0	9	6	15
Design Practical	15	57	18	90
Drama	16	32	19	67
Drama Studies	20	36	25	81
Visual Arts Studies	23	56	29	108
<b>Total</b>	<b>27</b>	<b>105</b>	<b>42</b>	<b>174</b>
<b>English</b>				
Communication for the Hearing-impaired	0	1	0	1
English as a Second Language	8	27	4	39
English as Second Language Studies	12	23	10	45
English Communications	28	123	41	192
English Studies	25	62	34	121
<b>Total</b>	<b>28</b>	<b>123</b>	<b>42</b>	<b>193</b>
<b>Health and Personal Development</b>				
Community Services (VET)				
Community Services A	1	11	2	14
Community Services B	1	7	1	9
Community Studies				
Arts and the Community	14	54	4	72
Business and the Community	4	19	2	25
Communication and the Community	8	40	5	53
Design, Construction, and the Community	4	32	4	40
Environment and the Community	3	21	2	26
Foods and the Community	6	26	1	33
Health, Recreation, and the Community	12	53	7	72
Lifestyle and the Community	9	30	5	44
Mathematics and the Community	4	20	6	30
Science and the Community	6	21	0	27
Technology and the Community	8	43	5	56
Work and the Community	11	55	6	72
Health Education				
Health Studies	0	18	1	19
Home Economics				
Early Childhood Studies	15	65	14	94
Food and Hospitality Studies	15	85	18	118
Nutrition Studies	4	5	3	12
Textile Studies	1	5	2	8
Hospitality (VET)				
Hospitality — Kitchen Operations A	3	3	0	6
Hospitality — Kitchen Operations B	1	3	0	4
Integrated Learning				
Integrated Learning I*	3	15	2	20
Integrated Learning II*	2	15	2	19

Subject	Cath	Govt	Indp	Total
Nutrition	4	21	4	29
Outdoor and Environmental Education				
Outdoor and Environmental Studies	5	6	2	13
Physical Education	27	88	32	147
Sport and Recreation (VET)				
Sport and Recreation A	1	6	2	9
Sport and Recreation B	0	8	0	8
Work Education				
Vocational Studies A	19	82	14	115
Vocational Studies B	14	45	6	65
<b>Total</b>	<b>28</b>	<b>134</b>	<b>39</b>	<b>201</b>

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)	4	9	5	18
Chinese (accelerated)	0	0	1	1
Chinese (continuers)	1	4	4	9
Croatian (continuers)	0	1	0	1
Filipino (continuers)	0	1	0	1
French (accelerated)	0	0	0	0
French (accelerated) A	0	1	0	1
French (continuers)	5	11	7	23
German (accelerated)	0	1	0	1
German (continuers)	1	13	12	26
Hindi (continuers)	0	0	1	1
Indonesian (accelerated)	1	1	0	2
Indonesian (accelerated) A	0	1	0	1
Indonesian (continuers)	0	3	3	6
Italian (accelerated)	0	1	0	1
Italian (accelerated) A	0	1	0	1
Italian (continuers)	15	7	0	22
Japanese (accelerated)	0	2	0	2
Japanese (continuers)	4	16	8	28
Khmer (continuers)	0	1	0	1
Korean (background speakers)	0	2	0	2
Latin (continuers)	0	0	1	1
Macedonian (continuers)	0	0	1	1
Malay (background speakers)	0	0	0	0
Maltese (continuers)	0	0	1	1
Modern Greek (continuers)	0	3	3	6
Persian (background speakers)	0	1	0	1
Polish (continuers)	0	1	1	2
Portuguese (continuers)	0	1	1	2
Russian (background speakers)	0	0	1	1
Serbian (continuers)	0	2	0	2
Sinhala (continuers)	0	1	0	1
Spanish (accelerated)	0	2	0	2
Spanish (accelerated) A	0	1	0	1
Spanish (continuers)	0	4	0	4

Subject	Cath	Govt	Indp	Total
Vietnamese (background speakers)	1	2	1	4
Vietnamese (continuers)	1	2	2	5
<b>Total</b>	<b>19</b>	<b>32</b>	<b>37</b>	<b>88</b>

<b>Mathematics</b>				
Mathematical Applications	28	105	39	172
Mathematical Methods	11	16	19	46
Mathematical Studies	27	72	36	135
Specialist Mathematics	21	35	26	82
<b>Total</b>	<b>28</b>	<b>112</b>	<b>42</b>	<b>182</b>

<b>Science</b>				
Biology	28	85	37	150
Chemistry	25	61	34	120
Contemporary Issues and Science	12	19	6	37
Geology	1	5	1	7
Physics	25	58	32	115
Psychology	11	36	17	64
Seafood Operations (VET)				
Seafood Operations A	0	2	0	2
Seafood Operations B	0	1	0	1
<b>Total</b>	<b>28</b>	<b>96</b>	<b>40</b>	<b>164</b>

<b>Society and Environment</b>				
Aboriginal Studies	1	7	1	9
Accounting Studies	21	18	14	53
Agricultural and Horticultural Science*	1	6	5	12
Agriculture and Horticulture				
Agricultural and Horticultural Applied Technologies*	0	2	1	3
Agricultural and Horticultural Enterprise*	0	1	0	1
Agricultural and Horticultural Management*	0	8	1	9
Agricultural and Horticultural Principles*	1	3	2	6
Agricultural and Horticultural Studies*	0	12	0	12
Australian and International Politics	0	5	3	8
Australian History	3	11	2	16
Business Services (VET)				
Business Services A	2	1	1	4
Business Services B	1	2	0	3
Business Studies	26	50	30	106
Classical Studies	8	14	10	32
Conservation and Land Management (VET)				
Conservation and Land Management A	0	1	0	1
Conservation and Land Management B	0	1	0	1
Economics	14	8	17	39
Financial Services (VET)				
Financial Services A	0	0	1	1
Geography*	18	35	26	79
Justice in Society				
Justice in Society	2	6	1	9
Legal Studies	19	34	19	72
Media Studies	3	16	3	22
Modern History	21	47	33	101
Philosophy	2	5	2	9

Subject	Cath	Govt	Indp	Total
Religions in Australia	8	0	1	9
<b>Retail (VET)</b>				
Retail A	1	2	0	3
Retail B	0	2	0	2
Small Business Enterprise	4	18	0	22
Studies of Religion	5	0	0	5
Studies of Societies	22	46	8	76
<b>Sustainable Futures</b>				
Sustainable Futures I	0	3	1	4
Sustainable Futures II	0	2	0	2
Tourism	17	66	14	97
Women's Studies	2	9	0	11
<b>Total</b>	<b>28</b>	<b>111</b>	<b>41</b>	<b>180</b>

<b>Technology</b>				
<b>Automotive Technology (VET)</b>				
Automotive Technology A*	0	2	0	2
Automotive Technology B*	0	1	0	1
<b>Design and Technology</b>				
Communication Products A	6	61	8	75
Communication Products B	3	16	0	19
Material Products A	9	74	20	103
Material Products B	3	29	3	35
Systems and Control Products A	2	11	0	13
Systems and Control Products B	0	3	1	4
Design and Technology Studies	5	13	10	28
<b>General Construction (VET)</b>				
General Construction A	1	1	0	2
<b>Information Technology (VET)</b>				
Information Technology A	0	3	1	4
Information Technology B	0	6	1	7
Information Technology Studies*	13	18	15	46
Information Technology Systems*	2	13	6	21
<b>Manufacturing and Engineering (VET)</b>				
Engineering Applications A	2	2	0	4
<b>Total</b>	<b>23</b>	<b>108</b>	<b>35</b>	<b>166</b>

<b>Various Learning Areas</b>				
<b>Extension Studies</b>				
Extension Studies A	6	22	5	33
Extension Studies B	1	16	6	23
<b>Total</b>	<b>6</b>	<b>26</b>	<b>7</b>	<b>39</b>

<b>Total Number of Schools</b>	<b>28</b>	<b>137</b>	<b>57</b>	<b>222</b>
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\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Agricultural and Horticultural Applied Technologies replaced Agricultural and Horticultural Practice

Geography replaced Geography Studies

Information Technology Systems replaced Information Technology.

**Table 4** Number of Northern Territory and Asian schools offering 2-unit Stage 2 subjects, by learning area, 2007

Subject	Northern Territory				Asia	Total
	Cath	Govt	Indp	Total		
<b>Arts</b>						
Art Practical	3	7	3	13	0	13
Broadcasting and Multimedia (VET)						
Broadcasting and Multimedia A	0	1	0	1	0	1
Broadcasting and Multimedia B	0	1	0	1	0	1
Craft Practical	0	2	0	2	0	2
Dance	1	2	1	4	0	4
Dance Studies	0	1	1	2	0	2
Design Practical	1	2	1	4	0	4
Drama	2	3	2	7	0	7
Drama Studies	1	0	1	2	0	2
Visual Arts Studies	0	2	2	4	0	4
<b>Total</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>13</b>
<b>English</b>						
Communication for the Hearing-impaired	0	0	0	0	0	0
English as a Second Language	1	7	1	9	0	9
English as Second Language Studies	1	3	0	4	6	10
English Communications	3	10	3	16	0	16
English Studies	2	7	3	12	0	12
<b>Total</b>	<b>3</b>	<b>12</b>	<b>3</b>	<b>18</b>	<b>6</b>	<b>24</b>
<b>Health and Personal Development</b>						
Community Services (VET)						
Community Services A	0	0	0	0	0	0
Community Services B	0	0	0	0	0	0
Community Studies						
Arts and the Community	2	4	1	7	0	7
Business and the Community	0	1	0	1	0	1
Communication and the Community	0	2	1	3	0	3
Design, Construction, and the Community	0	2	0	2	0	2
Environment and the Community	0	2	0	2	0	2
Foods and the Community	0	1	1	2	0	2
Health, Recreation, and the Community	0	7	1	8	0	8
Lifestyle and the Community	0	2	0	2	0	2
Mathematics and the Community	0	1	0	1	0	1
Science and the Community	0	0	0	0	0	0
Technology and the Community	0	2	1	3	0	3
Work and the Community	1	4	1	6	0	6
Health Education						
Health Studies	0	1	0	1	0	1
Home Economics						
Early Childhood Studies	0	3	0	3	0	3
Food and Hospitality Studies	0	5	0	5	0	5
Nutrition Studies	1	3	0	4	0	4
Textile Studies	0	0	0	0	0	0
Hospitality (VET)						
Hospitality — Kitchen Operations A	0	0	0	0	0	0
Hospitality — Kitchen Operations B	0	0	0	0	0	0

Subject	Northern Territory				Asia	Total
	Cath	Govt	Indp	Total		
Integrated Learning						
Integrated Learning I*	1	5	0	6	0	6
Integrated Learning II*	3	4	0	7	0	7
Nutrition	0	1	0	1	0	1
Outdoor and Environmental Education						
Outdoor and Environmental Studies	0	1	1	2	0	2
Physical Education	3	5	3	11	0	11
Sport and Recreation (VET)						
Sport and Recreation A	0	1	0	1	0	1
Sport and Recreation B	1	1	0	2	0	2
Work Education						
Vocational Studies A	2	10	2	14	0	14
Vocational Studies B	0	4	0	4	0	4
<b>Total</b>	<b>4</b>	<b>11</b>	<b>3</b>	<b>18</b>	<b>0</b>	<b>18</b>

Languages						
Albanian (continuers)	0	0	0	0	0	0
Arabic (continuers)	0	0	0	0	0	0
Auslan (continuers)	0	0	0	0	0	0
Bosnian (continuers)	0	0	0	0	0	0
Chinese (background speakers)	0	0	0	0	0	0
Chinese (accelerated)	0	0	0	0	0	0
Chinese (continuers)	0	1	0	1	0	1
Croatian (continuers)	0	0	0	0	0	0
Filipino (continuers)	0	0	0	0	0	0
French (accelerated)	0	1	0	1	0	1
French (accelerated) A	0	0	0	0	0	0
French (continuers)	0	0	0	0	0	0
German (accelerated)	0	0	0	0	0	0
German (continuers)	0	1	0	1	0	1
Hindi (continuers)	0	0	0	0	0	0
Indonesian (accelerated)	0	1	0	1	0	1
Indonesian (accelerated) A	0	0	0	0	0	0
Indonesian (continuers)	1	2	0	3	0	3
Italian (accelerated)	0	1	0	1	0	1
Italian (accelerated) A	0	0	0	0	0	0
Italian (continuers)	1	0	0	1	0	1
Japanese (accelerated)	0	0	0	0	0	0
Japanese (continuers)	0	1	1	2	0	2
Khmer (continuers)	0	0	0	0	0	0
Korean (background speakers)	0	0	0	0	0	0
Latin (continuers)	0	0	0	0	0	0
Macedonian (continuers)	0	0	0	0	0	0
Malay (background speakers)	0	0	0	0	3	3
Maltese (continuers)	0	0	0	0	0	0
Modern Greek (continuers)	0	0	0	0	0	0
Persian (background speakers)	0	0	0	0	0	0
Polish (continuers)	0	0	0	0	0	0
Portuguese (continuers)	0	0	0	0	0	0
Russian (background speakers)	0	0	0	0	0	0
Serbian (continuers)	0	0	0	0	0	0

Subject	Northern Territory				Asia	Total
	Cath	Govt	Indp	Total		
Sinhala (continuers)	0	0	0	0	0	0
Spanish (accelerated)	0	0	0	0	0	0
Spanish (accelerated) A	0	0	0	0	0	0
Spanish (continuers)	0	0	0	0	0	0
Vietnamese (background speakers)	0	0	0	0	0	0
Vietnamese (continuers)	0	0	0	0	0	0
<b>Total</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>8</b>

Mathematics						
Mathematical Applications	3	10	3	16	0	16
Mathematical Methods	3	4	1	8	0	8
Mathematical Studies	3	5	2	10	6	16
Specialist Mathematics	0	2	1	3	5	8
<b>Total</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>16</b>	<b>6</b>	<b>22</b>

Science						
Biology	2	8	3	13	5	18
Chemistry	1	7	2	10	6	16
Contemporary Issues and Science	1	8	1	10	0	10
Geology	0	1	0	1	0	1
Physics	2	5	2	9	6	15
Psychology	1	6	0	7	3	10
Seafood Operations (VET)						
Seafood Operations A	0	0	0	0	0	0
Seafood Operations B	0	0	0	0	0	0
<b>Total</b>	<b>3</b>	<b>12</b>	<b>3</b>	<b>18</b>	<b>6</b>	<b>24</b>

Society and Environment						
Aboriginal Studies	0	2	1	3	0	3
Accounting Studies	2	4	1	7	4	11
Agricultural and Horticultural Science*	0	0	0	0	0	0
Agriculture and Horticulture						
Agricultural and Horticultural Applied Technologies*	0	0	0	0	0	0
Agricultural and Horticultural Enterprise*	0	0	0	0	0	0
Agricultural and Horticultural Management*	0	0	0	0	0	0
Agricultural and Horticultural Principles*	0	0	0	0	0	0
Agricultural and Horticultural Studies*	1	0	0	1	0	1
Australian and International Politics	0	2	0	2	0	2
Australian History	0	2	0	2	0	2
Business Services (VET)						
Business Services A	0	1	0	1	0	1
Business Services B	0	2	0	2	0	2
Business Studies	2	3	1	6	0	6
Classical Studies	0	1	0	1	0	1
Conservation and Land Management (VET)						
Conservation and Land Management A	0	0	0	0	0	0
Conservation and Land Management B	0	0	0	0	0	0
Economics	0	4	1	5	4	9
Financial Services (VET)						
Financial Services A	0	0	0	0	0	0
Geography*	0	3	1	4	0	4
Justice in Society						
Justice in Society	0	1	1	2	0	2

Subject	Northern Territory				Asia	Total
	Cath	Govt	Indp	Total		
Legal Studies	0	5	1	6	3	9
Media Studies	1	1	0	2	0	2
Modern History	1	4	2	7	0	7
Philosophy	0	1	0	1	0	1
Religions in Australia	3	0	0	3	0	3
<b>Retail (VET)</b>						
Retail A	0	0	0	0	0	0
Retail B	0	0	0	0	0	0
Small Business Enterprise	0	6	0	6	0	6
Studies of Religion	1	0	0	1	0	1
Studies of Societies	0	2	0	2	0	2
<b>Sustainable Futures</b>						
Sustainable Futures I	0	2	0	2	0	2
Sustainable Futures II	0	2	1	3	0	3
Tourism	1	4	0	5	0	5
Women's Studies	0	1	0	1	0	1
<b>Total</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>15</b>	<b>4</b>	<b>19</b>

<b>Technology</b>						
<b>Automotive Technology (VET)</b>						
Automotive Technology A*	0	0	0	0	0	0
Automotive Technology B*	0	0	0	0	0	0
<b>Design and Technology</b>						
Communication Products A	2	4	1	7	0	7
Communication Products B	0	1	0	1	0	1
Material Products A	2	0	1	3	0	3
Material Products B	1	0	1	2	0	2
Systems and Control Products A	0	1	0	1	0	1
Systems and Control Products B	0	1	0	1	0	1
Design and Technology Studies	0	0	0	0	0	0
<b>General Construction (VET)</b>						
General Construction A	0	0	0	0	0	0
<b>Information Technology (VET)</b>						
Information Technology A	0	0	0	0	0	0
Information Technology B	1	0	0	1	0	1
Information Technology Studies*	0	2	1	3	2	5
Information Technology Systems*	0	2	1	3	0	3
<b>Manufacturing and Engineering (VET)</b>						
Engineering Applications A	0	1	0	1	0	1
<b>Total</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>12</b>	<b>2</b>	<b>14</b>

<b>Various Learning Areas</b>						
<b>Extension Studies</b>						
Extension Studies A	0	2	1	3	0	3
Extension Studies B	0	2	0	2	0	2
<b>Total</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>3</b>

<b>Total Number of Schools</b>	<b>4</b>	<b>13</b>	<b>3</b>	<b>20</b>	<b>6</b>	<b>26</b>
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\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Agricultural and Horticultural Applied Technologies replaced Agricultural and Horticultural Practice

Geography replaced Geography Studies

Information Technology Systems replaced Information Technology.

**Table 5** Number of South Australian and Northern Territory schools offering 1-unit Stage 2 subjects, by learning area, 2007

Subject	South Australia				Northern Territory				Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
<b>Arts</b>									
Art Practical	1	10	1	12	0	0	0	0	12
Craft Practical	0	5	0	5	0	0	0	0	5
Design Practical	0	5	1	6	0	0	0	0	6
Drama	1	1	0	2	0	0	0	0	2
Music									
Composing and Arranging	7	13	14	34	0	3	0	3	37
Ensemble Performance	19	58	24	101	1	4	1	6	107
Music in Context	6	8	8	22	0	0	0	0	22
Music Individual Study	15	27	9	51	0	5	1	6	57
Music Technology	2	9	6	17	0	2	0	2	19
Musicianship	14	24	13	51	1	0	0	1	52
Performance Special Study	1	12	11	24	0	1	0	1	25
Solo Performance	21	61	30	112	1	4	2	7	119
<b>Total</b>	<b>25</b>	<b>74</b>	<b>34</b>	<b>133</b>	<b>2</b>	<b>7</b>	<b>2</b>	<b>11</b>	<b>144</b>
<b>English</b>									
English Communications	2	9	0	11	0	0	0	0	11
<b>Total</b>	<b>2</b>	<b>9</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>
<b>Health and Personal Development</b>									
Community Studies									
Arts and the Community I	7	40	5	52	0	3	1	4	56
Arts and the Community II	3	14	5	22	0	1	1	2	24
Business and the Community I	2	14	1	17	0	0	0	0	17
Business and the Community II	0	4	1	5	0	0	0	0	5
Communication and the Community I	4	25	3	32	0	2	1	3	35
Communication and the Community II	0	10	1	11	0	1	0	1	12
Design, Construction and the Community I	3	38	3	44	0	4	0	4	48
Design, Construction and the Community II	4	13	0	17	0	1	0	1	18
Environment and the Community I	0	15	4	19	1	1	0	2	21
Environment and the Community II	0	0	0	0	1	1	0	2	2
Foods and the Community I	2	34	2	38	0	4	1	5	43
Foods and the Community II	3	12	1	16	0	0	0	0	16
Health, Recreation, and the Community I	5	40	5	50	0	6	0	6	56
Health, Recreation, and the Community II	1	19	3	23	0	5	0	5	28
Lifestyle and the Community I	6	30	5	41	0	2	1	3	44
Lifestyle and the Community II	1	18	1	20	0	1	1	2	22
Mathematics and the Community I	5	19	3	27	0	2	1	3	30
Mathematics and the Community II	2	4	1	7	0	0	0	0	7
Science and the Community I	2	7	1	10	0	3	1	4	14
Science and the Community II	1	3	0	4	0	2	0	2	6
Technology and the Community I	6	35	5	46	0	2	0	2	48
Technology and the Community II	4	17	0	21	0	3	0	3	24
Work and the Community I	8	43	4	55	0	5	0	5	60
Work and the Community II	2	20	2	24	0	1	0	1	25
Health Education									
Health Education I	0	5	0	5	0	2	0	2	7
Health Education II	0	5	0	5	0	2	0	2	7

Subject	South Australia				Northern Territory				Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
Home Economics									
Early Childhood Studies	2	3	1	6	0	3	0	3	9
Food and Hospitality Studies	2	13	1	16	1	1	0	2	18
Nutrition Studies	1	9	0	10	1	2	0	3	13
Textile Studies	0	1	0	1	0	1	0	1	2
Integrated Learning									
Integrated Learning I*	0	0	0	0	0	1	0	1	1
Integrated Learning II*	0	0	0	0	1	2	0	3	3
Outdoor and Environmental Education									
Outdoor Education I	2	12	2	16	1	2	2	5	21
Outdoor Education II	2	12	2	16	1	2	2	5	21
Work Education									
Work Studies A	4	22	6	32	0	2	0	2	34
Work Studies B	5	21	5	31	0	2	0	2	33
<b>Total</b>	<b>16</b>	<b>84</b>	<b>10</b>	<b>110</b>	<b>3</b>	<b>12</b>	<b>2</b>	<b>17</b>	<b>127</b>

Languages									
Australian Languages									
Language Awareness I	1	0	0	1	0	1	0	1	2
Language Awareness II	1	0	0	1	0	1	0	1	2
Language Revival I	0	0	0	0	0	1	0	1	1
Language Revival II	0	0	0	0	0	1	0	1	1
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

Mathematics									
Mathematical Applications	3	17	1	21	1	0	0	1	22
<b>Total</b>	<b>3</b>	<b>17</b>	<b>1</b>	<b>21</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>22</b>

Science									
Psychology	0	1	0	1	0	0	0	0	1
<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

Society and Environment									
Agriculture and Horticulture									
Agricultural and Horticultural Applied Technologies I*	0	1	0	1	0	0	0	0	1
Agricultural and Horticultural Enterprise I*	0	1	0	1	0	0	0	0	1
Agricultural and Horticultural Management I*	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 I*	0	1	0	1	0	0	0	0	1
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
Business Studies	0	1	0	1	0	0	0	0	1
Religions in Australia	4	0	0	4	0	0	0	0	4
Studies of Societies	1	0	0	1	0	0	0	0	1
Sustainable Futures									
Sustainable Futures I	0	1	0	1	0	0	0	0	1
<b>Total</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>

Technology									
Design and Technology									
Communication Products A	1	8	1	10	0	0	0	0	10
Communication Products B	1	7	1	9	0	0	0	0	9
Material Products A	1	20	1	22	0	0	0	0	22

Subject	South Australia				Northern Territory				Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
Material Products B	1	22	0	23	0	0	0	0	23
Systems and Control Products A	0	9	1	10	0	0	0	0	10
Systems and Control Products B	0	5	0	5	0	0	0	0	5
Information Processing and Publishing									
Business Documents	4	32	7	43	0	2	1	3	46
Desktop Publishing	16	75	17	108	0	4	0	4	112
Electronic Publishing	11	23	10	44	0	3	1	4	48
Personal Documents	7	41	5	53	0	1	0	1	54
<b>Total</b>	<b>19</b>	<b>89</b>	<b>19</b>	<b>127</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>133</b>
<b>Total Number of Schools</b>	<b>28</b>	<b>117</b>	<b>36</b>	<b>181</b>	<b>4</b>	<b>13</b>	<b>3</b>	<b>20</b>	<b>201</b>

\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Agricultural and Horticultural Applied Technologies I replaced Agricultural and Horticultural Practice I.

**Table 6** Stage 2 subjects (2 units) — number of results for students in South Australia, by learning area, 2007

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
<b>Arts</b>											
Art Practical	86	34	350	166	121	46	557	69	246	31	803
Broadcasting and Multimedia (VET)											
Broadcasting and Multimedia A	4	4	2	15	0	0	6	24	19	76	25
Broadcasting and Multimedia B	4	2	12	34	6	8	22	33	44	67	66
Craft Practical	5	0	46	15	16	0	67	82	15	18	82
Dance	1	0	64	3	6	0	71	96	3	4	74
Dance Studies	0	0	48	2	38	3	86	95	5	5	91
Design Practical	52	52	144	169	59	66	255	47	287	53	542
Drama	36	16	74	53	40	21	150	63	90	38	240
Drama Studies	120	38	214	91	215	80	549	72	209	28	758
Visual Arts Studies	205	80	363	169	264	90	832	71	339	29	1171
<b>Total</b>	<b>513</b>	<b>226</b>	<b>1317</b>	<b>717</b>	<b>765</b>	<b>314</b>	<b>2595</b>	<b>67</b>	<b>1257</b>	<b>33</b>	<b>3852</b>
<b>English</b>											
Communication for the Hearing-impaired	0	0	0	4	0	0	0	0	4	100	4
English as a Second Language	29	25	127	167	10	5	166	46	197	54	363
English as Second Language Studies	80	94	129	170	90	71	299	47	335	53	634
English Communications	822	540	2117	1547	943	785	3882	57	2872	43	6754
English Studies	303	207	704	319	501	256	1508	66	782	34	2290
<b>Total</b>	<b>1234</b>	<b>866</b>	<b>3077</b>	<b>2207</b>	<b>1544</b>	<b>1117</b>	<b>5855</b>	<b>58</b>	<b>4190</b>	<b>42</b>	<b>10045</b>
<b>Health and Personal Development</b>											
Community Services (VET)											
Community Services A	2	0	63	0	2	0	67	100	0	0	67
Community Services B	3	0	12	0	1	0	16	100	0	0	16
Community Studies											
Arts and the Community	15	10	97	90	8	4	120	54	104	46	224
Business and the Community	8	3	14	13	4	2	26	59	18	41	44
Communication and the Community	13	2	52	50	3	3	68	55	55	45	123
Design, Construction, and the Community	13	30	30	58	7	0	50	36	88	64	138
Environment and the Community	9	11	18	27	0	2	27	40	40	60	67
Foods and the Community	12	5	45	35	1	0	58	59	40	41	98
Health, Recreation, and the Community	14	18	76	106	10	7	100	43	131	57	231
Lifestyle and the Community	26	4	45	19	3	2	74	75	25	25	99
Mathematics and the Community	2	5	15	27	8	3	25	42	35	58	60
Science and the Community	4	2	20	15	0	0	24	59	17	41	41
Technology and the Community	9	25	60	76	0	5	69	39	106	61	175
Work and the Community	32	41	100	70	10	1	142	56	112	44	254
Health Education											
Health Studies	0	0	236	66	23	14	259	76	80	24	339
Home Economics											
Early Childhood Studies	216	10	922	43	201	16	1339	95	69	5	1408
Food and Hospitality Studies	253	86	817	378	259	125	1329	69	589	31	1918
Nutrition Studies	62	12	70	20	26	17	158	76	49	24	207
Textile Studies	5	0	29	1	6	0	40	98	1	2	41
Hospitality (VET)											
Hospitality — Kitchen Operations A	5	4	3	4	0	0	8	50	8	50	16
Hospitality — Kitchen Operations B	10	3	9	1	0	0	19	83	4	17	23

Subject	Cath		Govt		Indp		Total			Grand Total	
	F	M	F	M	F	M	F	%	M		%
Integrated Learning											
Integrated Learning I*	8	5	54	73	5	4	67	45	82	55	149
Integrated Learning II*	9	2	41	77	3	13	53	37	92	63	145
Nutrition	50	69	395	144	91	34	536	68	247	32	783
Outdoor and Environmental Education											
Outdoor and Environmental Studies	9	34	13	13	10	15	32	34	62	66	94
Physical Education	258	410	571	1032	278	427	1107	37	1869	63	2976
Sport and Recreation (VET)											
Sport and Recreation A	1	5	8	26	9	11	18	30	42	70	60
Sport and Recreation B	0	0	26	47	0	0	26	36	47	64	73
Work Education											
Vocational Studies A	120	124	504	584	68	97	692	46	805	54	1497
Vocational Studies B	31	91	232	309	25	41	288	40	441	60	729
<b>Total</b>	<b>1199</b>	<b>1011</b>	<b>4577</b>	<b>3404</b>	<b>1061</b>	<b>843</b>	<b>6837</b>	<b>57</b>	<b>5258</b>	<b>43</b>	<b>12095</b>

<b>Languages</b>											
Albanian (continuers)	0	0	0	1	0	0	0	0	1	100	1
Arabic (continuers)	0	0	7	3	13	9	20	63	12	38	32
Auslan (continuers)	0	0	4	3	0	0	4	57	3	43	7
Bosnian (continuers)	0	0	9	4	0	0	9	69	4	31	13
Chinese (background speakers)	26	29	92	93	24	21	142	50	143	50	285
Chinese (accelerated)	0	0	0	0	8	3	8	73	3	27	11
Chinese (continuers)	7	0	27	16	26	15	60	66	31	34	91
Croatian (continuers)	0	0	1	0	0	0	1	100	0	0	1
Filipino (continuers)	0	0	3	1	0	0	3	75	1	25	4
French (accelerated) A	0	0	2	1	0	0	2	67	1	33	3
French (continuers)	34	3	72	23	49	14	155	79	40	21	195
German (accelerated)	0	0	2	0	0	0	2	100	0	0	2
German (continuers)	4	15	77	31	62	37	143	63	83	37	226
Hindi (continuers)	0	0	0	0	2	0	2	100	0	0	2
Indonesian (accelerated)	9	0	5	1	0	0	14	93	1	7	15
Indonesian (accelerated) A	0	0	2	2	0	0	2	50	2	50	4
Indonesian (continuers)	0	0	13	18	24	5	37	62	23	38	60
Italian (accelerated)	0	0	5	6	0	0	5	45	6	55	11
Italian (accelerated) A	0	0	2	5	0	0	2	29	5	71	7
Italian (continuers)	126	38	51	13	0	0	177	78	51	22	228
Japanese (accelerated)	0	0	16	9	0	0	16	64	9	36	25
Japanese (continuers)	13	19	102	63	46	26	161	60	108	40	269
Khmer (continuers)	0	0	5	8	0	0	5	38	8	62	13
Korean (background speakers)	0	0	14	19	0	0	14	42	19	58	33
Latin (continuers)	0	0	0	0	0	1	0	0	1	100	1
Macedonian (continuers)	0	0	0	0	0	1	0	0	1	100	1
Maltese (continuers)	0	0	0	0	1	0	1	100	0	0	1
Modern Greek (continuers)	0	0	21	12	18	11	39	63	23	37	62
Persian (background speakers)	0	0	2	6	0	0	2	25	6	75	8
Polish (continuers)	0	0	9	1	1	0	10	91	1	9	11
Portuguese (continuers)	0	0	1	0	1	2	2	50	2	50	4
Russian (background speakers)	0	0	0	0	2	3	2	40	3	60	5
Serbian (continuers)	0	0	3	1	0	0	3	75	1	25	4
Sinhala (continuers)	0	0	1	1	0	0	1	50	1	50	2
Spanish (accelerated)	0	0	25	9	0	0	25	74	9	26	34

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
Spanish (accelerated) A	0	0	0	1	0	0	0	0	1	100	1
Spanish (continuers)	0	0	27	8	0	0	27	77	8	23	35
Vietnamese (background speakers)	8	0	12	17	3	4	23	52	21	48	44
Vietnamese (continuers)	3	2	3	6	18	8	24	60	16	40	40
<b>Total</b>	<b>230</b>	<b>106</b>	<b>615</b>	<b>382</b>	<b>298</b>	<b>160</b>	<b>1143</b>	<b>64</b>	<b>648</b>	<b>36</b>	<b>1791</b>

<b>Mathematics</b>											
Mathematical Applications	389	311	798	829	490	391	1677	52	1531	48	3208
Mathematical Methods	116	141	132	104	204	196	452	51	441	49	893
Mathematical Studies	331	372	542	901	397	533	1270	41	1806	59	3076
Specialist Mathematics	88	163	131	400	131	233	350	31	796	69	1146
<b>Total</b>	<b>924</b>	<b>987</b>	<b>1603</b>	<b>2234</b>	<b>1222</b>	<b>1353</b>	<b>3749</b>	<b>45</b>	<b>4574</b>	<b>55</b>	<b>8323</b>

<b>Science</b>											
Biology	515	244	1199	614	723	377	2437	66	1235	34	3672
Chemistry	212	236	440	548	361	389	1013	46	1173	54	2186
Contemporary Issues and Science	70	58	73	73	33	20	176	54	151	46	327
Geology	11	6	24	35	0	6	35	43	47	57	82
Physics	127	285	237	757	185	406	549	27	1448	73	1997
Psychology	189	45	745	312	325	78	1259	74	435	26	1694
Seafood Operations (VET)											
Seafood Operations A	0	0	1	2	0	0	1	33	2	67	3
Seafood Operations B	0	0	3	4	0	0	3	43	4	57	7
<b>Total</b>	<b>1124</b>	<b>874</b>	<b>2722</b>	<b>2345</b>	<b>1627</b>	<b>1276</b>	<b>5473</b>	<b>55</b>	<b>4495</b>	<b>45</b>	<b>9968</b>

<b>Society and Environment</b>											
Aboriginal Studies	19	0	43	10	5	5	67	82	15	18	82
Accounting Studies	153	179	177	182	126	129	456	48	490	52	946
Agricultural and Horticultural Science*	0	9	33	19	24	28	57	50	56	50	113
Agriculture and Horticulture											
Agricultural and Horticultural Applied Technologies*	0	0	2	8	0	4	2	14	12	86	14
Agricultural and Horticultural Enterprise*	0	0	2	2	0	0	2	50	2	50	4
Agricultural and Horticultural Management*	0	0	7	25	1	2	8	23	27	77	35
Agricultural and Horticultural Principles*	0	4	4	11	4	6	8	28	21	72	29
Agricultural and Horticultural Studies*	0	0	18	30	0	0	18	38	30	63	48
Australian and International Politics	0	0	21	23	57	22	78	63	45	37	123
Australian History	33	3	84	63	11	11	128	62	77	38	205
Business Services (VET)											
Business Services A	2	1	0	1	1	0	3	60	2	40	5
Business Services B	1	0	6	6	0	0	7	54	6	46	13
Business Studies	349	338	482	481	318	322	1149	50	1141	50	2290
Classical Studies	73	28	137	87	75	71	285	61	186	39	471
Conservation and Land Management (VET)											
Conservation and Land Management A	0	0	1	3	0	0	1	25	3	75	4
Conservation and Land Management B	0	0	1	1	0	0	1	50	1	50	2
Economics	79	126	40	75	122	175	241	39	376	61	617
Financial Services (VET)											
Financial Services A	0	0	0	0	6	4	6	60	4	40	10
Geography*	107	144	240	295	182	255	529	43	694	57	1223
Justice in Society											
Justice in Society	7	4	24	16	3	5	34	58	25	42	59
Legal Studies	170	142	311	229	119	115	600	55	486	45	1086

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
Media Studies	16	8	92	133	10	17	118	43	158	57	276
Modern History	165	165	373	344	305	242	843	53	751	47	1594
Philosophy	5	24	42	30	17	6	64	52	60	48	124
Religions in Australia	161	158	0	0	8	16	169	49	174	51	343
<b>Retail (VET)</b>											
Retail A	4	0	7	11	0	0	11	50	11	50	22
Retail B	0	0	4	0	0	0	4	100	0	0	4
Small Business Enterprise	10	36	91	118	0	0	101	40	154	60	255
Studies of Religion	47	43	0	0	0	0	47	52	43	48	90
Studies of Societies	425	232	614	324	97	27	1136	66	583	34	1719
<b>Sustainable Futures</b>											
Sustainable Futures I	0	0	5	8	3	3	8	42	11	58	19
Sustainable Futures II	0	0	9	3	0	0	9	75	3	25	12
Tourism	255	152	845	377	172	83	1272	68	612	32	1884
Women's Studies	37	0	182	17	0	0	219	93	17	7	236
<b>Total</b>	<b>2118</b>	<b>1796</b>	<b>3897</b>	<b>2932</b>	<b>1666</b>	<b>1548</b>	<b>7681</b>	<b>55</b>	<b>6276</b>	<b>45</b>	<b>13957</b>

<b>Technology</b>											
<b>Automotive Technology (VET)</b>											
Automotive Technology A*	0	0	1	1	0	0	1	50	1	50	2
Automotive Technology B*	0	0	0	1	0	0	0	0	1	100	1
<b>Design and Technology</b>											
Communication Products A	58	62	422	311	71	53	551	56	426	44	977
Communication Products B	2	29	97	77	0	0	99	48	106	52	205
Material Products A	7	108	52	444	21	139	80	10	691	90	771
Material Products B	0	22	22	189	2	25	24	9	236	91	260
Systems and Control Products A	0	33	5	80	0	0	5	4	113	96	118
Systems and Control Products B	0	0	2	40	0	11	2	4	51	96	53
Design and Technology Studies	19	33	28	76	21	75	68	27	184	73	252
<b>General Construction (VET)</b>											
General Construction A	0	2	0	1	0	0	0	0	3	100	3
<b>Information Technology (VET)</b>											
Information Technology A	0	0	1	11	0	4	1	6	15	94	16
Information Technology B	0	0	6	27	0	2	6	17	29	83	35
Information Technology Studies*	34	110	31	145	28	119	93	20	374	80	467
Information Technology Systems*	0	13	14	57	12	43	26	19	113	81	139
<b>Manufacturing and Engineering (VET)</b>											
Engineering Applications A	0	21	0	15	0	0	0	0	36	100	36
<b>Total</b>	<b>120</b>	<b>433</b>	<b>681</b>	<b>1475</b>	<b>155</b>	<b>471</b>	<b>956</b>	<b>29</b>	<b>2379</b>	<b>71</b>	<b>3335</b>

<b>Various Learning Areas</b>											
<b>Extension Studies</b>											
Extension Studies A	12	14	58	27	9	0	79	66	41	34	120
Extension Studies B	3	2	15	27	3	3	21	40	32	60	53
<b>Total</b>	<b>15</b>	<b>16</b>	<b>73</b>	<b>54</b>	<b>12</b>	<b>3</b>	<b>100</b>	<b>58</b>	<b>73</b>	<b>42</b>	<b>173</b>

<b>Total Results</b>	<b>7477</b>	<b>6315</b>	<b>18562</b>	<b>15750</b>	<b>8350</b>	<b>7085</b>	<b>34389</b>	<b>54</b>	<b>29150</b>	<b>46</b>	<b>63539</b>
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\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Agricultural and Horticultural Applied Technologies replaced Agricultural and Horticultural Practice

Geography replaced Geography Studies

Information Technology Systems replaced Information Technology.

**Table 7** Stage 2 subjects (2 units) — number of results for students in the Northern Territory and Asia, by learning area, 2007

Subject	Northern Territory										Asia				Grand Total
	Cath		Govt		Indp		Total				F		M		
	F	M	F	M	F	M	F	%	M	%	F	%	M	%	
<b>Arts</b>															
Art Practical	10	4	60	35	7	7	77	63	46	37	0	0	0	0	123
Broadcasting and Multimedia (VET)															
Broadcasting and Multimedia A	0	0	0	2	0	0	0	0	2	100	0	0	0	0	2
Broadcasting and Multimedia B	0	0	2	9	0	0	2	18	9	82	0	0	0	0	11
Craft Practical	0	0	5	2	0	0	5	71	2	29	0	0	0	0	7
Dance	6	0	6	0	1	0	13	100	0	0	0	0	0	0	13
Dance Studies	0	0	8	0	10	0	18	100	0	0	0	0	0	0	18
Design Practical	3	3	29	14	2	8	34	58	25	42	0	0	0	0	59
Drama	9	1	14	8	5	0	28	76	9	24	0	0	0	0	37
Drama Studies	3	0	0	0	5	0	8	100	0	0	0	0	0	0	8
Visual Arts Studies	0	0	22	10	6	1	28	72	11	28	0	0	0	0	39
<b>Total</b>	<b>31</b>	<b>8</b>	<b>146</b>	<b>80</b>	<b>36</b>	<b>16</b>	<b>213</b>	<b>67</b>	<b>104</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>317</b>
<b>English</b>															
English as a Second Language	5	8	21	27	6	4	32	45	39	55	0	0	0	0	71
English as Second Language Studies	0	8	18	32	0	0	18	31	40	69	803	54	687	46	1548
English Communications	50	32	252	253	32	40	334	51	325	49	0	0	0	0	659
English Studies	17	12	113	69	26	20	156	61	101	39	0	0	0	0	257
<b>Total</b>	<b>72</b>	<b>60</b>	<b>404</b>	<b>381</b>	<b>64</b>	<b>64</b>	<b>540</b>	<b>52</b>	<b>505</b>	<b>48</b>	<b>803</b>	<b>54</b>	<b>687</b>	<b>46</b>	<b>2535</b>
<b>Health and Personal Development</b>															
Community Studies															
Arts and the Community	6	3	7	4	5	4	18	62	11	38	0	0	0	0	29
Business and the Community	0	0	3	0	0	0	3	100	0	0	0	0	0	0	3
Communication and the Community	0	0	1	2	1	0	2	50	2	50	0	0	0	0	4
Design, Construction, and the Community	0	0	1	4	0	0	1	20	4	80	0	0	0	0	5
Environment and the Community	0	0	10	20	0	0	10	33	20	67	0	0	0	0	30
Foods and the Community	0	0	6	17	1	0	7	29	17	71	0	0	0	0	24
Health, Recreation, and the Community	0	0	16	21	4	2	20	47	23	53	0	0	0	0	43
Lifestyle and the Community	0	0	10	10	0	0	10	50	10	50	0	0	0	0	20
Mathematics and the Community	0	0	0	1	0	0	0	0	1	100	0	0	0	0	1
Technology and the Community	0	0	0	2	6	4	6	50	6	50	0	0	0	0	12
Work and the Community	0	1	9	8	0	2	9	45	11	55	0	0	0	0	20
Health Education															
Health Studies	0	0	0	1	0	0	0	0	1	100	0	0	0	0	1
Home Economics															
Early Childhood Studies	0	0	47	4	0	0	47	92	4	8	0	0	0	0	51
Food and Hospitality Studies	0	0	25	26	0	0	25	49	26	51	0	0	0	0	51
Nutrition Studies	8	5	28	10	0	0	36	71	15	29	0	0	0	0	51
Integrated Learning															
Integrated Learning I*	4	1	15	20	0	0	19	48	21	53	0	0	0	0	40
Integrated Learning II*	4	19	6	14	0	0	10	23	33	77	0	0	0	0	43
Nutrition	0	0	74	38	0	0	74	66	38	34	0	0	0	0	112
Outdoor and Environmental Education															
Outdoor and Environmental Studies	0	0	3	3	6	3	9	60	6	40	0	0	0	0	15

Subject	Northern Territory										Asia				Grand Total
	Cath		Govt		Indp		Total				F		M		
	F	M	F	M	F	M	F	%	M	%	F	%	M	%	
Physical Education	11	17	55	76	8	22	74	39	115	61	0	0	0	0	189
Sport and Recreation (VET)															
Sport and Recreation A	0	0	4	29	0	0	4	12	29	88	0	0	0	0	33
Sport and Recreation B	10	9	0	2	0	0	10	48	11	52	0	0	0	0	21
Work Education															
Vocational Studies A	21	23	55	67	9	3	85	48	93	52	0	0	0	0	178
Vocational Studies B	0	0	5	4	0	0	5	56	4	44	0	0	0	0	9
<b>Total</b>	<b>64</b>	<b>78</b>	<b>380</b>	<b>383</b>	<b>40</b>	<b>40</b>	<b>484</b>	<b>49</b>	<b>501</b>	<b>51</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>985</b>

Languages															
Chinese (continuers)	0	0	2	3	0	0	2	40	3	60	0	0	0	0	5
French (accelerated)	0	0	3	0	0	0	3	100	0	0	0	0	0	0	3
German (continuers)	0	0	10	12	0	0	10	45	12	55	0	0	0	0	22
Indonesian (accelerated)	0	0	16	9	0	0	16	64	9	36	0	0	0	0	25
Indonesian (continuers)	1	10	9	13	0	0	10	30	23	70	0	0	0	0	33
Italian (accelerated)	0	0	9	3	0	0	9	75	3	25	0	0	0	0	12
Italian (continuers)	5	1	0	0	0	0	5	83	1	17	0	0	0	0	6
Japanese (continuers)	0	0	11	11	2	1	13	52	12	48	0	0	0	0	25
Malay (background speakers)	0	0	0	0	0	0	0	0	0	0	55	57	41	43	96
<b>Total</b>	<b>6</b>	<b>11</b>	<b>60</b>	<b>51</b>	<b>2</b>	<b>1</b>	<b>68</b>	<b>52</b>	<b>63</b>	<b>48</b>	<b>55</b>	<b>57</b>	<b>41</b>	<b>43</b>	<b>227</b>

Mathematics															
Mathematical Applications	31	17	124	130	21	26	176	50	173	50	0	0	0	0	349
Mathematical Methods	18	13	117	90	7	10	142	56	113	44	0	0	0	0	255
Mathematical Studies	16	13	48	73	7	18	71	41	104	59	794	54	677	46	1646
Specialist Mathematics	0	0	11	23	3	6	14	33	29	67	185	36	324	64	552
<b>Total</b>	<b>65</b>	<b>43</b>	<b>300</b>	<b>316</b>	<b>38</b>	<b>60</b>	<b>403</b>	<b>49</b>	<b>419</b>	<b>51</b>	<b>979</b>	<b>49</b>	<b>1001</b>	<b>51</b>	<b>2802</b>

Science															
Biology	20	7	113	57	20	10	153	67	74	33	407	65	216	35	850
Chemistry	7	3	71	84	8	7	86	48	94	52	536	54	451	46	1167
Contemporary Issues and Science	9	4	28	38	12	2	49	53	44	47	0	0	0	0	93
Geology	0	0	4	8	0	0	4	33	8	67	0	0	0	0	12
Physics	7	12	27	74	11	28	45	28	114	72	465	50	465	50	1089
Psychology	9	1	91	38	0	0	100	72	39	28	124	76	39	24	302
<b>Total</b>	<b>52</b>	<b>27</b>	<b>334</b>	<b>299</b>	<b>51</b>	<b>47</b>	<b>437</b>	<b>54</b>	<b>373</b>	<b>46</b>	<b>1532</b>	<b>57</b>	<b>1171</b>	<b>43</b>	<b>3513</b>

Society and Environment															
Aboriginal Studies	0	0	11	19	1	4	12	34	23	66	0	0	0	0	35
Accounting Studies	8	6	21	27	2	4	31	46	37	54	252	56	201	44	521
Agriculture and Horticulture															
Agricultural and Horticultural Studies*	3	5	0	0	0	0	3	38	5	63	0	0	0	0	8
Australian and International Politics	0	0	17	16	0	0	17	52	16	48	0	0	0	0	33
Australian History	0	0	19	7	0	0	19	73	7	27	0	0	0	0	26
Business Services (VET)															
Business Services A	0	0	5	0	0	0	5	100	0	0	0	0	0	0	5
Business Services B	0	0	16	12	0	0	16	57	12	43	0	0	0	0	28
Business Studies	12	8	40	33	6	8	58	54	49	46	0	0	0	0	107
Classical Studies	0	0	3	4	0	0	3	43	4	57	0	0	0	0	7
Economics	0	0	24	23	0	13	24	40	36	60	256	56	198	44	514

Subject	Northern Territory										Asia				Grand Total
	Cath		Govt		Indp		Total				F		M		
	F	M	F	M	F	M	F	%	M	%	F	%	M	%	
Geography*	0	0	30	26	3	1	33	55	27	45	0	0	0	0	60
Justice in Society															
Justice in Society	0	0	8	4	4	1	12	71	5	29	0	0	0	0	17
Legal Studies	0	0	48	28	3	7	51	59	35	41	89	60	60	40	235
Media Studies	0	4	6	2	0	0	6	50	6	50	0	0	0	0	12
Modern History	2	4	29	31	5	12	36	43	47	57	0	0	0	0	83
Philosophy	0	0	7	1	0	0	7	88	1	13	0	0	0	0	8
Religions in Australia	44	24	0	0	0	0	44	65	24	35	0	0	0	0	68
Small Business Enterprise	0	0	24	29	0	0	24	45	29	55	0	0	0	0	53
Studies of Religion	2	1	0	0	0	0	2	67	1	33	0	0	0	0	3
Studies of Societies	0	0	18	6	0	0	18	75	6	25	0	0	0	0	24
Sustainable Futures															
Sustainable Futures I	0	0	2	6	0	0	2	25	6	75	0	0	0	0	8
Sustainable Futures II	0	0	9	11	4	5	13	45	16	55	0	0	0	0	29
Tourism	3	0	36	11	0	0	39	78	11	22	0	0	0	0	50
Women's Studies	0	0	9	2	0	0	9	82	2	18	0	0	0	0	11
<b>Total</b>	<b>74</b>	<b>52</b>	<b>382</b>	<b>298</b>	<b>28</b>	<b>55</b>	<b>484</b>	<b>54</b>	<b>405</b>	<b>46</b>	<b>597</b>	<b>57</b>	<b>459</b>	<b>43</b>	<b>1945</b>

### Technology

Design and Technology															
Communication Products A	22	34	23	25	7	8	52	44	67	56	0	0	0	0	119
Communication Products B	0	0	7	16	0	0	7	30	16	70	0	0	0	0	23
Material Products A	1	5	0	0	0	1	1	14	6	86	0	0	0	0	7
Material Products B	5	3	0	0	3	2	8	62	5	38	0	0	0	0	13
Systems and Control Products A	0	0	6	22	0	0	6	21	22	79	0	0	0	0	28
Systems and Control Products B	0	0	10	0	0	0	0	0	10	100	0	0	0	0	10
Information Technology (VET)															
Information Technology B	3	11	0	0	0	0	3	21	11	79	0	0	0	0	14
Information Technology Studies*	0	0	4	23	2	6	6	17	29	83	49	38	79	62	163
Information Technology Systems*	0	0	4	7	0	5	4	25	12	75	0	0	0	0	16
Manufacturing and Engineering (VET)															
Engineering Applications A	0	0	0	11	0	0	0	0	11	100	0	0	0	0	11
<b>Total</b>	<b>31</b>	<b>53</b>	<b>44</b>	<b>114</b>	<b>12</b>	<b>22</b>	<b>87</b>	<b>32</b>	<b>189</b>	<b>68</b>	<b>49</b>	<b>38</b>	<b>79</b>	<b>62</b>	<b>404</b>

### Various Learning Areas

Extension Studies															
Extension Studies A	0	0	2	2	0	1	2	40	3	60	0	0	0	0	5
Extension Studies B	0	0	1	3	0	0	1	25	3	75	0	0	0	0	4
<b>Total</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>33</b>	<b>6</b>	<b>67</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>

<b>Total Results</b>	<b>395</b>	<b>332</b>	<b>2053</b>	<b>1927</b>	<b>271</b>	<b>306</b>	<b>2719</b>	<b>51</b>	<b>2565</b>	<b>49</b>	<b>4015</b>	<b>54</b>	<b>3438</b>	<b>46</b>	<b>12737</b>
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\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Geography replaced Geography Studies

Information Technology Systems replaced Information Technology.

**Table 8** Number of students in South Australia and the Northern Territory receiving a result in at least one 2-unit Stage 2 subject, 2007

<b>South Australia</b>		
Catholic	Female	1865
	Male	1613
	Total	3478
Government	Female	5895
	Male	5064
	Total	10959
Independent	Female	2163
	Male	1779
	Total	3942
<b>South Australia Total</b>		<b>18379</b>
<b>Northern Territory</b>		
Catholic	Female	140
	Male	113
	Total	253
Government	Female	659
	Male	659
	Total	1318
Independent	Female	91
	Male	89
	Total	180
<b>Northern Territory Total</b>		<b>1751</b>
<b>Grand Total</b>		<b>20130</b>

**Table 9** Number of individual subject results in 2-unit Stage 2 subjects, 2007

Subjects with scored results			Subjects with levelled results		
<b>South Australia</b>			<b>South Australia</b>		
Catholic	Female	7302	Female	175	
	Male	6122	Male	193	
	Total	13424	Total	368	
Government	Female	17897	Female	665	
	Male	15065	Male	685	
	Total	32962	Total	1350	
Independent	Female	8278	Female	72	
	Male	7037	Male	48	
	Total	15315	Total	120	
<b>South Australia Total</b>		<b>61701</b>	<b>South Australia Total</b>		<b>1838</b>
<b>Northern Territory</b>			<b>Northern Territory</b>		
Catholic	Female	389	Female	6	
	Male	328	Male	4	
	Total	717	Total	10	
Government	Female	1981	Female	72	
	Male	1796	Male	131	
	Total	3777	Total	203	
Independent	Female	254	Female	17	
	Male	294	Male	12	
	Total	548	Total	29	
<b>Northern Territory Total</b>		<b>5042</b>	<b>Northern Territory Total</b>		<b>242</b>
<b>Grand Total</b>		<b>66743</b>	<b>Grand Total</b>		<b>2080</b>

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, 2007

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
<b>Arts</b>											
Art Practical	1	0	10	4	1	0	12	75	4	25	16
Craft Practical	0	0	5	2	0	0	5	71	2	29	7
Design Practical	0	0	4	1	0	1	4	67	2	33	6
Drama	0	1	1	0	0	0	1	50	1	50	2
<b>Music</b>											
Composing and Arranging	5	8	9	13	12	20	26	39	41	61	67
Ensemble Performance	53	56	174	176	93	61	320	52	293	48	613
Music in Context	10	13	22	22	33	27	65	51	62	49	127
Music Individual Study	19	35	46	40	15	9	80	49	84	51	164
Music Technology	3	6	5	14	3	28	11	19	48	81	59
Musicianship	53	23	94	90	67	66	214	54	179	46	393
Performance Special Study	0	1	22	18	21	7	43	62	26	38	69
Solo Performance	81	48	183	148	113	88	377	57	284	43	661
<b>Total</b>	<b>225</b>	<b>191</b>	<b>575</b>	<b>528</b>	<b>358</b>	<b>307</b>	<b>1158</b>	<b>53</b>	<b>1026</b>	<b>47</b>	<b>2184</b>
<b>English</b>											
English Communications	0	2	9	3	0	0	9	64	5	36	14
<b>Total</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>64</b>	<b>5</b>	<b>36</b>	<b>14</b>
<b>Health and Personal Development</b>											
<b>Community Studies</b>											
Arts and the Community I	9	8	79	67	11	7	99	55	82	45	181
Arts and the Community II	5	4	11	16	4	4	20	45	24	55	44
Business and the Community I	1	1	23	23	3	1	27	52	25	48	52
Business and the Community II	0	0	2	5	1	0	3	38	5	63	8
Communication and the Community I	1	5	39	29	4	2	44	55	36	45	80
Communication and the Community II	0	0	13	8	1	0	14	64	8	36	22
Design, Construction and the Community I	1	14	87	68	1	3	89	51	85	49	174
Design, Construction and the Community II	1	9	17	23	0	0	18	36	32	64	50
Environment and the Community I	0	0	10	11	4	3	14	50	14	50	28
Foods and the Community I	1	1	107	56	1	1	109	65	58	35	167
Foods and the Community II	2	2	19	11	1	0	22	63	13	37	35
Health, Recreation, and the Community I	7	6	79	119	1	18	87	38	143	62	230
Health, Recreation, and the Community II	0	3	25	32	1	6	26	39	41	61	67
Lifestyle and the Community I	4	12	77	41	5	2	86	61	55	39	141
Lifestyle and the Community II	2	1	17	15	1	0	20	56	16	44	36
Mathematics and the Community I	2	20	33	29	4	4	39	42	53	58	92
Mathematics and the Community II	3	17	4	2	4	0	11	37	19	63	30
Science and the Community I	2	0	7	5	0	1	9	60	6	40	15
Science and the Community II	1	0	3	0	0	0	4	100	0	0	4
Technology and the Community I	2	17	29	70	1	9	32	25	96	75	128
Technology and the Community II	2	7	2	20	0	0	4	13	27	87	31
Work and the Community I	8	9	91	62	2	9	101	56	80	44	181
Work and the Community II	1	2	28	12	3	2	32	67	16	33	48
<b>Health Education</b>											
Health Education I	0	0	11	8	0	0	11	58	8	42	19
Health Education II	0	0	9	7	0	0	9	56	7	44	16

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
Home Economics											
Early Childhood Studies	6	0	18	0	2	1	26	96	1	4	27
Food and Hospitality Studies	5	2	69	45	2	1	76	61	48	39	124
Nutrition Studies	1	2	33	33	0	0	34	49	35	51	69
Textile Studies	0	0	3	0	0	0	3	100	0	0	3
Outdoor and Environmental Education											
Outdoor Education I	5	21	47	84	2	12	54	32	117	68	171
Outdoor Education II	4	19	42	76	2	12	48	31	107	69	155
Work Education											
Work Studies A	12	19	85	77	9	6	106	51	102	49	208
Work Studies B	13	17	67	63	6	2	86	51	82	49	168
<b>Total</b>	<b>101</b>	<b>218</b>	<b>1186</b>	<b>1117</b>	<b>76</b>	<b>106</b>	<b>1363</b>	<b>49</b>	<b>1441</b>	<b>51</b>	<b>2804</b>

Languages											
Australian Languages											
Language Awareness I	0	10	0	0	0	0	0	0	10	100	10
Language Awareness II	0	10	0	0	0	0	0	0	10	100	10
<b>Total</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>100</b>	<b>20</b>

Mathematics											
Mathematical Applications	2	2	14	12	0	1	16	52	15	48	31
<b>Total</b>	<b>2</b>	<b>2</b>	<b>14</b>	<b>12</b>	<b>0</b>	<b>1</b>	<b>16</b>	<b>52</b>	<b>15</b>	<b>48</b>	<b>31</b>

Science											
Psychology	0	0	1	0	0	0	1	100	0	0	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>1</b>

Society and Environment											
Agriculture and Horticulture											
Agricultural and Horticultural Applied Technologies I*	0	0	0	1	0	0	0	0	1	100	1
Agricultural and Horticultural Enterprise I*	0	0	4	0	0	0	4	100	0	0	4
Agricultural and Horticultural Management I*	0	0	5	8	0	0	5	38	8	62	13
Agricultural and Horticultural Management II*	0	0	6	0	0	0	6	100	0	0	6
Agricultural and Horticultural Principles I*	0	0	0	8	0	0	0	0	8	100	8
Agricultural and Horticultural Principles II*	0	0	5	4	0	0	5	56	4	44	9
Agricultural and Horticultural Studies I*	0	0	7	2	0	0	7	78	2	22	9
Business Studies	0	0	0	1	0	0	0	0	1	100	1
Religions in Australia	90	38	0	0	0	0	90	70	38	30	128
Studies of Societies	0	1	0	0	0	0	0	0	1	100	1
Sustainable Futures											
Sustainable Futures I	0	0	1	0	0	0	1	100	0	0	1
<b>Total</b>	<b>90</b>	<b>39</b>	<b>28</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>118</b>	<b>65</b>	<b>63</b>	<b>35</b>	<b>181</b>

Technology											
Design and Technology											
Communication Products A	18	8	28	30	2	0	48	56	38	44	86
Communication Products B	18	8	16	49	2	0	36	39	57	61	93
Material Products A	1	10	32	141	2	10	35	18	161	82	196
Material Products B	1	9	24	110	0	0	25	17	119	83	144
Systems and Control Products A	0	0	6	56	2	12	8	11	68	89	76
Systems and Control Products B	0	0	6	46	0	0	6	12	46	88	52

Subject	Cath		Govt		Indp		Total				Grand Total	
	F	M	F	M	F	M	F	%	M	%		
Information Processing and Publishing												
Business Documents	43	6	245	102	46	24	334	72	132	28	466	
Desktop Publishing	224	77	570	327	115	87	909	65	491	35	1400	
Electronic Publishing	163	62	110	79	47	69	320	60	210	40	530	
Personal Documents	66	23	344	201	39	14	449	65	238	35	687	
<b>Total</b>	<b>534</b>	<b>203</b>	<b>1381</b>	<b>1141</b>	<b>255</b>	<b>216</b>	<b>2170</b>	<b>58</b>	<b>1560</b>	<b>42</b>	<b>3730</b>	
<b>Total Results</b>	<b>952</b>	<b>675</b>	<b>3194</b>	<b>2825</b>	<b>689</b>	<b>630</b>	<b>4835</b>	<b>54</b>	<b>4130</b>	<b>46</b>	<b>8965</b>	

\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Agricultural and Horticultural Applied Technologies I replaced Agricultural and Horticultural Practice I.

**Table 11** Stage 2 subjects (1 unit) — number of results for students in the Northern Territory, by learning area, 2007

Subject	Cath		Govt		Indp		Total				Grand Total	
	F	M	F	M	F	M	F	%	M	%		
<b>Arts</b>												
Music												
Composing and Arranging	0	0	2	1	0	0	2	67	1	33	3	
Ensemble Performance	1	1	7	18	1	4	9	28	23	72	32	
Music Individual Study	0	0	1	8	3	3	4	27	11	73	15	
Music Technology	0	0	0	4	0	0	0	0	4	100	4	
Musicianship	2	3	0	0	0	0	2	40	3	60	5	
Performance Special Study	0	0	0	1	0	0	0	0	1	100	1	
Solo Performance	1	2	5	10	3	3	9	38	15	63	24	
<b>Total</b>	<b>4</b>	<b>6</b>	<b>15</b>	<b>42</b>	<b>7</b>	<b>10</b>	<b>26</b>	<b>31</b>	<b>58</b>	<b>69</b>	<b>84</b>	
<b>Health and Personal Development</b>												
Community Studies												
Arts and the Community I	0	0	7	7	5	1	12	60	8	40	20	
Arts and the Community II	0	0	0	2	4	1	4	57	3	43	7	
Communication and the Community I	0	0	2	1	1	3	3	43	4	57	7	
Communication and the Community II	0	0	0	1	0	0	0	0	1	100	1	
Design, Construction and the Community I	0	0	5	2	0	0	5	71	2	29	7	
Design, Construction and the Community II	0	0	0	1	0	0	0	0	1	100	1	
Environment and the Community I	4	3	0	1	0	0	4	50	4	50	8	
Environment and the Community II	4	3	0	1	0	0	4	50	4	50	8	
Foods and the Community I	0	0	5	1	6	5	11	65	6	35	17	
Health, Recreation, and the Community I	0	0	8	20	0	0	8	29	20	71	28	
Health, Recreation, and the Community II	0	0	4	7	0	0	4	36	7	64	11	
Lifestyle and the Community I	0	0	10	11	5	6	15	47	17	53	32	
Lifestyle and the Community II	0	0	1	1	2	3	3	43	4	57	7	
Mathematics and the Community I	0	0	2	3	3	6	5	36	9	64	14	
Science and the Community I	0	0	2	1	4	5	6	50	6	50	12	
Science and the Community II	0	0	2	0	0	0	2	100	0	0	2	
Technology and the Community I	0	0	2	7	0	0	2	22	7	78	9	
Technology and the Community II	0	0	4	1	0	0	4	80	1	20	5	
Work and the Community I	0	0	6	14	0	0	6	30	14	70	20	
Work and the Community II	0	0	2	1	0	0	2	67	1	33	3	
Health Education												
Health Education I	0	0	35	16	0	0	35	69	16	31	51	
Health Education II	0	0	33	13	0	0	33	72	13	28	46	
Home Economics												
Early Childhood Studies	0	0	15	3	0	0	15	83	3	17	18	
Food and Hospitality Studies	7	1	4	1	0	0	11	85	2	15	13	
Nutrition Studies	9	1	9	3	0	0	18	82	4	18	22	
Textile Studies	0	0	3	0	0	0	3	100	0	0	3	
Integrated Learning												
Integrated Learning I*	0	0	7	0	0	0	7	100	0	0	7	
Integrated Learning II*	1	0	8	1	0	0	9	90	1	10	10	
Outdoor and Environmental Education												
Outdoor Education I	4	7	11	13	5	9	20	41	29	59	49	
Outdoor Education II	4	5	11	12	5	8	20	44	25	56	45	
Work Education												
Work Studies A	0	0	6	10	0	0	6	38	10	63	16	
Work Studies B	0	0	4	7	0	0	4	36	7	64	11	
<b>Total</b>	<b>33</b>	<b>20</b>	<b>208</b>	<b>162</b>	<b>40</b>	<b>47</b>	<b>281</b>	<b>55</b>	<b>229</b>	<b>45</b>	<b>510</b>	

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
<b>Languages</b>											
Australian Languages											
Language Awareness I	0	0	3	3	0	0	3	50	3	50	6
Language Awareness II	0	0	3	3	0	0	3	50	3	50	6
Language Revival I	0	0	4	1	0	0	4	80	1	20	5
Language Revival II	0	0	4	1	0	0	4	80	1	20	5
<b>Total</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>64</b>	<b>8</b>	<b>36</b>	<b>22</b>
<b>Mathematics</b>											
Mathematical Applications	1	0	0	0	0	0	1	100	0	0	1
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Technology</b>											
Information Processing and Publishing											
Business Documents	0	0	37	24	8	5	45	61	29	39	74
Desktop Publishing	0	0	41	26	0	0	41	61	26	39	67
Electronic Publishing	0	0	9	9	8	4	17	57	13	43	30
Personal Documents	0	0	7	7	0	0	7	50	7	50	14
<b>Total</b>	<b>0</b>	<b>0</b>	<b>94</b>	<b>66</b>	<b>16</b>	<b>9</b>	<b>110</b>	<b>59</b>	<b>75</b>	<b>41</b>	<b>185</b>
<b>Total Results</b>	<b>38</b>	<b>26</b>	<b>331</b>	<b>278</b>	<b>63</b>	<b>66</b>	<b>432</b>	<b>54</b>	<b>370</b>	<b>46</b>	<b>802</b>

\*New or redeveloped subject for 2007.

**Table 12** Number of students in South Australia and the Northern Territory receiving a result in at least one 1-unit Stage 2 subject, 2007

<b>South Australia</b>		
Catholic	Female	488
	Male	329
	Total	817
Government	Female	1617
	Male	1435
	Total	3052
Independent	Female	364
	Male	327
	Total	691
<b>South Australia Total</b>		<b>4560</b>
<b>Northern Territory</b>		
Catholic	Female	21
	Male	15
	Total	36
Government	Female	166
	Male	146
	Total	312
Independent	Female	23
	Male	25
	Total	48
<b>Northern Territory Total</b>		<b>396</b>
<b>Grand Total</b>		<b>4956</b>

**Table 13** Number of individual subject results in 1-unit Stage 2 subjects, 2007

Subjects with scored results			Subjects with levelled results		
<b>South Australia</b>			<b>South Australia</b>		
Catholic	Female	897	Female	55	
	Male	537	Male	138	
	Total	1434	Total	193	
Government	Female	2392	Female	802	
	Male	2101	Male	724	
	Total	4493	Total	1526	
Independent	Female	636	Female	53	
	Male	558	Male	72	
	Total	1194	Total	125	
<b>South Australia Total</b>		<b>7121</b>	<b>South Australia Total</b>		<b>1844</b>
<b>Northern Territory</b>			<b>Northern Territory</b>		
Catholic	Female	30	Female	8	
	Male	20	Male	6	
	Total	50	Total	14	
Government	Female	269	Female	62	
	Male	195	Male	83	
	Total	464	Total	145	
Independent	Female	33	Female	30	
	Male	36	Male	30	
	Total	69	Total	60	
<b>Northern Territory Total</b>		<b>583</b>	<b>Northern Territory Total</b>		<b>219</b>
<b>Grand Total</b>		<b>7704</b>	<b>Grand Total</b>		<b>2063</b>

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, 2007

<b>Name of Program</b>	<b>Number of Students</b>
<b>South Australia</b>	
Australian Air Force Cadets	1
Australian and New Zealand Cultural Arts Limited	1
Australian Music Examinations Board	28
Community Development	17
Guides Australia	4
Independent Living	11
Performance	10
Recreation Skills and Management	6
Royal Life Saving Society Australia	24
Scouts Australia	1
Self Development	14
Sport Skills and Management	17
Volunteering	14
Work Skills and Career Development	27
<b>South Australia Total</b>	<b>175</b>
<b>Northern Territory</b>	
Australian Music Examinations Board	1
Community Development	1
Royal Life Saving Society Australia	8
Sport Skills and Management	2
<b>Northern Territory Total</b>	<b>12</b>
<b>Grand Total</b>	<b>187</b>

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

**Table 15** Stage 2 subjects (2 units) — grade distribution, by learning area, 2007

Subject	A		B		C		D		E		Partial Assessm't †		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
<b>Arts</b>															
Art Practical	106	25	143	49	205	85	105	71	75	62	0	0	634	292	926
Broadcasting and Multimedia (VET)															
Broadcasting and Multimedia B	11	16	6	17	3	6	0	7	4	7	0	0	24	53	77
Craft Practical	10	0	23	2	19	1	7	3	13	11	0	0	72	17	89
Dance	9	0	20	0	29	1	18	2	8	0	0	0	84	3	87
Dance Studies	26	1	17	2	40	0	16	1	2	0	3	1	104	5	109
Design Practical	55	45	82	66	88	96	42	55	22	50	0	0	289	312	601
Drama	16	4	51	21	72	26	32	32	7	16	0	0	178	99	277
Drama Studies	108	25	185	60	201	79	44	30	14	11	5	4	557	209	766
Visual Arts Studies	175	31	312	93	266	122	72	73	29	28	6	3	860	350	1210
<b>Total</b>	<b>516</b>	<b>147</b>	<b>839</b>	<b>310</b>	<b>923</b>	<b>416</b>	<b>336</b>	<b>274</b>	<b>174</b>	<b>185</b>	<b>14</b>	<b>8</b>	<b>2802</b>	<b>1340</b>	<b>4142</b>
<b>English</b>															
Communication for the Hearing-impaired	0	1	0	2	0	1	0	0	0	0	0	0	0	4	4
English as a Second Language	30	15	80	73	66	95	16	36	6	17	0	0	198	236	434
English as Second Language Studies	335	250	521	434	217	265	43	78	2	28	2	7	1120	1062	2182
English Communications	1143	571	1908	1308	842	891	205	269	118	158	0	0	4216	3197	7413
English Studies	429	172	751	398	375	235	78	62	27	15	4	1	1664	883	2547
<b>Total</b>	<b>1937</b>	<b>1009</b>	<b>3260</b>	<b>2215</b>	<b>1500</b>	<b>1487</b>	<b>342</b>	<b>445</b>	<b>153</b>	<b>218</b>	<b>6</b>	<b>8</b>	<b>7198</b>	<b>5382</b>	<b>12580</b>
<b>Health and Personal Development</b>															
Community Services (VET)															
Community Services B	8	0	2	0	4	0	0	0	2	0	0	0	16	0	16
Health Education															
Health Studies	39	4	109	21	73	24	20	13	18	19	0	0	259	81	340
Home Economics															
Early Childhood Studies	224	3	640	21	383	34	101	10	38	5	0	0	1386	73	1459
Food and Hospitality Studies	223	31	597	173	412	266	97	112	25	33	0	0	1354	615	1969
Nutrition Studies	23	3	92	20	66	27	9	12	4	2	0	0	194	64	258
Textile Studies	8	0	20	0	9	1	3	0	0	0	0	0	40	1	41
Hospitality (VET)															
Hospitality — Kitchen Operations B	7	1	4	1	3	0	5	2	0	0	0	0	19	4	23
Integrated Learning															
Integrated Learning I*	6	4	28	19	38	48	8	20	6	12	0	0	86	103	189
Integrated Learning II*	11	5	15	41	25	53	8	15	4	11	0	0	63	125	188
Nutrition	117	28	205	98	177	90	69	48	25	16	17	5	610	285	895
Outdoor and Environmental Education															
Outdoor and Environmental Studies	9	11	18	25	13	24	1	6	0	2	0	0	41	68	109
Physical Education	244	293	404	698	295	537	161	314	67	106	10	36	1181	1984	3165
Sport and Recreation (VET)															
Sport and Recreation B	21	13	11	23	4	17	0	3	0	2	0	0	36	58	94
Work Education															
Vocational Studies A	315	201	295	391	111	208	45	71	11	27	0	0	777	898	1675
Vocational Studies B	90	79	95	136	67	131	20	69	21	30	0	0	293	445	738
<b>Total</b>	<b>1345</b>	<b>676</b>	<b>2535</b>	<b>1667</b>	<b>1680</b>	<b>1460</b>	<b>547</b>	<b>695</b>	<b>221</b>	<b>265</b>	<b>27</b>	<b>41</b>	<b>6355</b>	<b>4804</b>	<b>11159</b>

Subject	A		B		C		D		E		Partial Assessm't †		Total		Grand Total	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
<b>Languages</b>																
Albanian (continuers)	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	
Arabic (continuers)	3	2	6	2	2	4	4	2	4	1	1	1	1	20	12	32
Auslan (continuers)	0	0	1	0	3	1	0	2	0	0	0	0	0	4	3	7
Bosnian (continuers)	3	0	3	2	2	2	0	0	0	0	1	0	0	9	4	13
Chinese (background speakers)	65	19	51	50	23	53	2	14	1	5	0	2	142	143	285	
Chinese (accelerated)	3	0	5	1	0	2	0	0	0	0	0	0	8	3	11	
Chinese (continuers)	29	8	17	11	11	8	5	4	0	2	0	1	62	34	96	
Croatian (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	
Filipino (continuers)	1	0	0	0	2	0	0	1	0	0	0	0	3	1	4	
French (accelerated)	0	0	1	0	2	0	0	0	0	0	0	0	3	0	3	
French (continuers)	69	15	56	13	24	7	5	3	1	2	0	0	155	40	195	
German (accelerated)	1	0	1	0	0	0	0	0	0	0	0	0	2	0	2	
German (continuers)	49	28	68	36	29	20	6	8	1	3	0	0	153	95	248	
Hindi (continuers)	0	0	1	0	1	0	0	0	0	0	0	0	2	0	2	
Indonesian (accelerated)	4	2	13	5	10	3	3	0	0	0	0	0	30	10	40	
Indonesian (continuers)	17	15	17	12	9	9	2	5	0	5	2	0	47	46	93	
Italian (accelerated)	4	4	5	4	4	1	1	0	0	0	0	0	14	9	23	
Italian (continuers)	53	15	73	21	39	12	13	2	4	2	0	0	182	52	234	
Japanese (accelerated)	1	0	3	0	6	1	4	2	2	5	0	1	16	9	25	
Japanese (continuers)	63	52	68	33	32	26	8	6	3	2	0	1	174	120	294	
Khmer (continuers)	0	1	1	3	0	2	2	0	2	2	0	0	5	8	13	
Korean (background speakers)	5	2	7	5	2	9	0	3	0	0	0	0	14	19	33	
Latin (continuers)	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	
Macedonian (continuers)	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	
Malay (background speakers)	22	16	25	8	7	11	0	6	1	0	0	0	55	41	96	
Maltese (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	
Modern Greek (continuers)	10	7	15	4	9	5	4	4	1	2	0	1	39	23	62	
Persian (background speakers)	2	0	0	3	0	0	0	1	0	2	0	0	2	6	8	
Polish (continuers)	4	0	4	0	1	1	1	0	0	0	0	0	10	1	11	
Portuguese (continuers)	0	0	1	0	1	2	0	0	0	0	0	0	2	2	4	
Russian (background speakers)	1	0	1	1	0	1	0	1	0	0	0	0	2	3	5	
Serbian (continuers)	0	0	0	0	2	0	1	1	0	0	0	0	3	1	4	
Sinhala (continuers)	0	0	0	0	1	1	0	0	0	0	0	0	1	1	2	
Spanish (accelerated)	5	2	10	2	9	2	1	2	0	0	0	1	25	9	34	
Spanish (continuers)	8	2	11	2	5	4	2	0	0	0	1	0	27	8	35	
Vietnamese (background speakers)	10	6	5	3	5	4	3	3	0	2	0	3	23	21	44	
Vietnamese (continuers)	6	4	10	6	5	5	2	1	0	0	1	0	24	16	40	
<b>Total</b>	<b>438</b>	<b>200</b>	<b>481</b>	<b>228</b>	<b>246</b>	<b>198</b>	<b>69</b>	<b>71</b>	<b>20</b>	<b>35</b>	<b>6</b>	<b>11</b>	<b>1260</b>	<b>743</b>	<b>2003</b>	

<b>Mathematics</b>															
Mathematical Applications	352	145	597	428	517	548	268	351	119	232	0	0	1853	1704	3557
Mathematical Methods	138	90	215	171	172	183	51	74	16	32	2	4	594	554	1148
Mathematical Studies	660	719	709	810	536	685	170	249	51	106	9	18	2135	2587	4722
Specialist Mathematics	244	379	174	367	81	237	38	107	11	51	1	8	549	1149	1698
<b>Total</b>	<b>1394</b>	<b>1333</b>	<b>1695</b>	<b>1776</b>	<b>1306</b>	<b>1653</b>	<b>527</b>	<b>781</b>	<b>197</b>	<b>421</b>	<b>12</b>	<b>30</b>	<b>5131</b>	<b>5994</b>	<b>11125</b>

Subject	A		B		C		D		E		Partial Assessment <sup>†</sup>		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
<b>Science</b>															
Biology	654	262	1051	557	816	444	351	196	99	49	26	17	2997	1525	4522
Chemistry	476	372	585	632	394	466	137	180	38	56	5	12	1635	1718	3353
Contemporary Issues and Science	26	6	77	47	84	84	26	36	12	22	0	0	225	195	420
Geology	8	3	6	14	14	16	6	9	2	7	3	6	39	55	94
Physics	360	536	391	718	237	485	62	228	7	50	2	10	1059	2027	3086
Psychology	289	53	502	129	457	173	160	100	54	42	21	16	1483	513	1996
Seafood Operations (VET)															
Seafood Operations B	0	1	3	1	0	2	0	0	0	0	0	0	3	4	7
<b>Total</b>	<b>1813</b>	<b>1233</b>	<b>2615</b>	<b>2098</b>	<b>2002</b>	<b>1670</b>	<b>742</b>	<b>749</b>	<b>212</b>	<b>226</b>	<b>57</b>	<b>61</b>	<b>7441</b>	<b>6037</b>	<b>13478</b>

<b>Society and Environment</b>															
Aboriginal Studies	9	4	24	18	35	7	8	6	3	3	0	0	79	38	117
Accounting Studies	176	129	235	213	199	213	103	118	21	48	5	7	739	728	1467
Agricultural and Horticultural Science*	6	9	24	20	14	15	12	7	1	5	0	0	57	56	113
Agriculture and Horticulture															
Agricultural and Horticultural Applied Technologies*	0	1	2	3	0	4	0	1	0	3	0	0	2	12	14
Agricultural and Horticultural Enterprise*	0	0	0	0	2	1	0	1	0	0	0	0	2	2	4
Agricultural and Horticultural Management*	3	2	2	8	0	13	2	3	1	1	0	0	8	27	35
Agricultural and Horticultural Principles*	2	0	4	7	2	7	0	6	0	1	0	0	8	21	29
Agricultural and Horticultural Studies*	4	2	7	13	7	12	3	5	0	3	0	0	21	35	56
Australian and International Politics	30	11	39	18	20	17	6	11	0	2	0	2	95	61	156
Australian History	24	5	52	22	51	29	15	18	3	6	2	4	147	84	231
Business Services (VET)															
Business Services B	8	0	7	5	4	11	2	1	2	1	0	0	23	18	41
Business Studies	197	79	421	384	377	407	137	204	75	116	0	0	1207	1190	2397
Classical Studies	56	31	125	73	62	56	31	20	10	7	4	3	288	190	478
Conservation and Land Management (VET)															
Conservation and Land Management B	1	1	0	0	0	0	0	0	0	0	0	0	1	1	2
Economics	132	113	206	215	120	181	48	78	11	19	4	4	521	610	1131
Geography*	123	84	203	250	154	243	61	105	15	28	6	11	562	721	1283
Justice in Society															
Justice in Society	5	3	17	9	16	10	5	6	3	2	0	0	46	30	76
Legal Studies	158	127	224	167	211	155	99	97	41	26	7	9	740	581	1321
Media Studies	35	31	65	73	18	28	5	16	1	16	0	0	124	164	288
Modern History	241	112	309	282	214	255	80	105	26	33	9	11	879	798	1677
Philosophy	17	8	23	21	16	22	6	8	9	2	0	0	71	61	132
Religions in Australia	59	24	76	86	42	42	17	28	19	18	0	0	213	198	411
Retail (VET)															
Retail B	3	0	1	0	0	0	0	0	0	0	0	0	4	0	4
Small Business Enterprise	34	26	52	43	26	69	11	30	2	15	0	0	125	183	308
Studies of Religion	11	6	15	16	14	14	4	8	5	0	0	0	49	44	93
Studies of Societies	150	61	446	165	396	225	99	83	63	55	0	0	1154	589	1743

Subject	A		B		C		D		E		Partial Assessm't †		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Sustainable Futures															
Sustainable Futures I	1	1	4	2	5	8	0	2	0	4	0	0	10	17	27
Sustainable Futures II	4	2	13	5	2	7	1	3	2	2	0	0	22	19	41
Tourism	203	57	354	110	441	236	230	137	83	83	0	0	1311	623	1934
Women's Studies	45	1	71	6	81	10	20	2	11	0	0	0	228	19	247
<b>Total</b>	<b>1737</b>	<b>930</b>	<b>3021</b>	<b>2234</b>	<b>2529</b>	<b>2297</b>	<b>1005</b>	<b>1109</b>	<b>407</b>	<b>499</b>	<b>37</b>	<b>51</b>	<b>8736</b>	<b>7120</b>	<b>15856</b>

Technology															
Automotive Technology (VET)															
Automotive Technology B*	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1
Design and Technology															
Communication Products A	155	83	230	154	127	136	51	57	40	63	0	0	603	493	1096
Communication Products B	32	21	35	33	25	43	7	12	7	13	0	0	106	122	228
Material Products A	8	67	37	247	22	230	10	98	4	55	0	0	81	697	778
Material Products B	1	19	12	83	15	83	3	33	1	23	0	0	32	241	273
Systems and Control Products A	1	25	3	49	5	26	0	18	2	17	0	0	11	135	146
Systems and Control Products B	0	2	0	13	1	25	1	9	0	12	0	0	2	61	63
Design and Technology Studies	13	12	25	63	22	56	5	36	3	17	0	0	68	184	252
Information Technology (VET)															
Information Technology B	3	9	4	16	1	9	1	5	0	1	0	0	9	40	49
Information Technology Studies*	10	69	50	138	59	154	18	83	8	30	3	8	148	482	630
Information Technology Systems*	0	4	8	21	12	47	4	24	6	29	0	0	30	125	155
<b>Total</b>	<b>223</b>	<b>312</b>	<b>404</b>	<b>817</b>	<b>289</b>	<b>809</b>	<b>100</b>	<b>375</b>	<b>71</b>	<b>260</b>	<b>3</b>	<b>8</b>	<b>1090</b>	<b>2581</b>	<b>3671</b>

Various Learning Areas															
Extension Studies															
Extension Studies A	17	6	29	17	23	17	10	3	2	1	0	0	81	44	125
Extension Studies B	6	6	8	10	3	9	3	8	2	2	0	0	22	35	57
<b>Total</b>	<b>23</b>	<b>12</b>	<b>37</b>	<b>27</b>	<b>26</b>	<b>26</b>	<b>13</b>	<b>11</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>103</b>	<b>79</b>	<b>182</b>

<b>Grand total</b>	<b>9426</b>	<b>5852</b>	<b>14887</b>	<b>11372</b>	<b>10501</b>	<b>10016</b>	<b>3681</b>	<b>4510</b>	<b>1459</b>	<b>2112</b>	<b>162</b>	<b>218</b>	<b>40116</b>	<b>34080</b>	<b>74196</b>
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†Partial assessments are recorded for students who present only a school assessment or an examination assessment.

\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Agricultural and Horticultural Applied Technologies replaced Agricultural and Horticultural Practice

Geography replaced Geography Studies

Information Technology Systems replaced Information Technology.

**Table 16** Stage 2 subjects (1 unit) — grade distribution, by learning area, 2007

Subject	A		B		C		D		E		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	
<b>Arts</b>													
Art Practical	1	1	3	0	3	0	4	1	1	2	12	4	16
Craft Practical	1	0	0	0	3	0	0	1	1	1	5	2	7
Design Practical	1	0	1	0	2	0	0	0	0	2	4	2	6
Drama	0	0	0	0	0	1	1	0	0	0	1	1	2
<b>Music</b>													
Composing and Arranging	13	21	10	15	2	5	3	1	0	0	28	42	70
Ensemble Performance	201	186	103	102	24	22	0	2	1	4	329	316	645
Music in Context	23	11	17	25	17	13	5	7	3	5	65	61	126
Music Individual Study	42	28	17	26	16	21	6	8	3	12	84	95	179
Music Technology	0	12	5	19	4	13	1	6	1	2	11	52	63
Musicianship	47	46	67	53	63	48	32	31	7	4	216	182	398
Performance Special Study	24	20	14	5	3	1	1	0	1	1	43	27	70
Solo Performance	208	152	139	110	31	27	4	4	4	6	386	299	685
<b>Total</b>	<b>561</b>	<b>477</b>	<b>376</b>	<b>355</b>	<b>168</b>	<b>151</b>	<b>57</b>	<b>61</b>	<b>22</b>	<b>39</b>	<b>1184</b>	<b>1083</b>	<b>2267</b>
<b>English</b>													
English Communications	1	1	2	1	2	1	1	2	3	0	9	5	14
<b>Total</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>9</b>	<b>5</b>	<b>14</b>
<b>Health and Personal Development</b>													
<b>Health Education</b>													
Health Education I	3	0	19	4	10	10	6	2	8	8	46	24	70
Health Education II	8	0	20	6	10	8	1	0	3	6	42	20	62
<b>Home Economics</b>													
Early Childhood Studies	1	0	19	2	9	1	4	1	8	0	41	4	45
Food and Hospitality Studies	8	1	32	17	33	21	10	8	4	3	87	50	137
Nutrition Studies	3	2	19	10	20	19	6	7	4	1	52	39	91
Textile Studies	2	0	2	0	2	0	0	0	0	0	6	0	6
<b>Integrated Learning</b>													
Integrated Learning I*	0	0	3	0	2	0	2	0	0	0	7	0	7
Integrated Learning II*	0	0	6	1	2	0	0	0	1	0	9	1	10
<b>Outdoor and Environmental Education</b>													
Outdoor Education I	19	12	25	50	23	58	5	14	2	12	74	146	220
Outdoor Education II	13	12	29	50	13	37	8	18	5	15	68	132	200
<b>Work Education</b>													
Work Studies A	25	6	38	41	23	35	18	13	8	17	112	112	224
Work Studies B	16	7	29	24	19	34	17	13	9	11	90	89	179
<b>Total</b>	<b>98</b>	<b>40</b>	<b>241</b>	<b>205</b>	<b>166</b>	<b>223</b>	<b>77</b>	<b>76</b>	<b>52</b>	<b>73</b>	<b>634</b>	<b>617</b>	<b>1251</b>
<b>Languages</b>													
<b>Australian Languages</b>													
Language Awareness I	1	3	0	3	1	2	1	4	0	1	3	13	16
Language Awareness II	0	4	1	0	0	3	1	1	1	5	3	13	16
Language Revival I	4	1	0	0	0	0	0	0	0	0	4	1	5
Language Revival II	4	1	0	0	0	0	0	0	0	0	4	1	5
<b>Total</b>	<b>9</b>	<b>9</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>14</b>	<b>28</b>	<b>42</b>

Subject	A		B		C		D		E		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	
<b>Mathematics</b>													
Mathematical Applications	2	0	0	2	8	2	4	5	3	6	17	15	32
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>17</b>	<b>15</b>	<b>32</b>

<b>Science</b>													
Psychology	0	0	0	0	1	0	0	0	0	0	1	0	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>

<b>Society and Environment</b>													
Agriculture and Horticulture													
Agricultural and Horticultural Applied Technologies I*	0	1	0	0	0	0	0	0	0	0	0	1	1
Agricultural and Horticultural Enterprise I*	0	0	0	0	3	0	0	0	1	0	4	0	4
Agricultural and Horticultural Management I*	0	0	1	0	0	3	0	3	4	2	5	8	13
Agricultural and Horticultural Management II*	0	0	3	0	0	0	1	0	2	0	6	0	6
Agricultural and Horticultural Principles I*	0	0	0	3	0	4	0	1	0	0	0	8	8
Agricultural and Horticultural Principles II*	1	0	2	0	0	1	0	3	2	0	5	4	9
Agricultural and Horticultural Studies I*	3	0	3	2	1	0	0	0	0	0	7	2	9
Business Studies	0	0	0	0	0	1	0	0	0	0	0	1	1
Religions in Australia	6	0	37	5	27	14	10	9	10	10	90	38	128
Studies of Societies	0	0	0	1	0	0	0	0	0	0	0	1	1
Sustainable Futures													
Sustainable Futures I	0	0	1	0	0	0	0	0	0	0	1	0	1
<b>Total</b>	<b>10</b>	<b>1</b>	<b>47</b>	<b>11</b>	<b>31</b>	<b>23</b>	<b>11</b>	<b>16</b>	<b>19</b>	<b>12</b>	<b>118</b>	<b>63</b>	<b>181</b>

<b>Technology</b>													
Design and Technology													
Communication Products A	8	1	21	10	10	10	2	4	7	13	48	38	86
Communication Products B	5	1	14	16	9	20	5	8	3	12	36	57	93
Material Products A	7	6	8	54	11	52	4	37	5	12	35	161	196
Material Products B	2	1	6	31	4	52	9	23	4	12	25	119	144
Systems and Control Products A	3	5	2	14	1	27	1	8	1	14	8	68	76
Systems and Control Products B	1	3	2	14	2	20	1	8	0	1	6	46	52
Information Processing and Publishing													
Business Documents	101	18	140	60	73	42	33	24	32	17	379	161	540
Desktop Publishing	252	61	355	162	211	146	84	81	48	67	950	517	1467
Electronic Publishing	95	40	120	70	75	60	22	32	25	21	337	223	560
Personal Documents	101	26	173	72	100	62	42	41	40	44	456	245	701
<b>Total</b>	<b>575</b>	<b>162</b>	<b>841</b>	<b>503</b>	<b>496</b>	<b>491</b>	<b>203</b>	<b>266</b>	<b>165</b>	<b>213</b>	<b>2280</b>	<b>1635</b>	<b>3915</b>

<b>Grand Total</b>	<b>1256</b>	<b>690</b>	<b>1508</b>	<b>1080</b>	<b>873</b>	<b>896</b>	<b>355</b>	<b>431</b>	<b>265</b>	<b>349</b>	<b>4257</b>	<b>3446</b>	<b>7703</b>
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\*New or redeveloped subject for 2007.

Note: Since redevelopment some subjects have been renamed, for example:

Agricultural and Horticultural Applied Technologies I replaced Agricultural and Horticultural Practice I.

**Table 17** Stage 2 subjects (2 units) with levelled results, by learning area — results distribution, 2007

	SA		RA		RNM		Total		Grand Total
	F	M	F	M	F	M	F	M	
<b>Arts</b>									
Broadcasting and Multimedia (VET)									
Broadcasting and Multimedia A	6	17	0	4	0	0	6	21	27
<b>Total</b>	<b>6</b>	<b>17</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>21</b>	<b>27</b>
<b>Health and Personal Development</b>									
Community Services (VET)									
Community Services A	57	0	5	0	5	0	67	0	67
Community Studies									
Arts and the Community	119	91	14	19	5	5	138	115	253
Business and the Community	24	11	4	4	1	3	29	18	47
Communication and the Community	58	50	9	5	3	2	70	57	127
Design, Construction, and the Community	46	84	2	6	3	2	51	92	143
Environment and the Community	34	55	2	4	1	1	37	60	97
Foods and the Community	55	53	9	4	1	0	65	57	122
Health, Recreation, and the Community	111	119	8	27	1	8	120	154	274
Lifestyle and the Community	72	30	9	3	3	2	84	35	119
Mathematics and the Community	15	27	10	8	0	1	25	36	61
Science and the Community	20	9	3	5	1	3	24	17	41
Technology and the Community	67	96	4	8	4	8	75	112	187
Work and the Community	134	105	12	11	5	7	151	123	274
Hospitality (VET)									
Hospitality — Kitchen Operations A	8	8	0	0	0	0	8	8	16
Sport and Recreation (VET)									
Sport and Recreation A	22	62	0	9	0	0	22	71	93
<b>Total</b>	<b>842</b>	<b>800</b>	<b>91</b>	<b>113</b>	<b>33</b>	<b>42</b>	<b>966</b>	<b>955</b>	<b>1921</b>
<b>Languages</b>									
French (accelerated) A	2	1	0	0	0	0	2	1	3
Indonesian (accelerated) A	2	2	0	0	0	0	2	2	4
Italian (accelerated) A	1	5	1	0	0	0	2	5	7
Spanish (accelerated) A	0	1	0	0	0	0	0	1	1
<b>Total</b>	<b>5</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>9</b>	<b>15</b>
<b>Science</b>									
Seafood Operations (VET)									
Seafood Operations A	1	2	0	0	0	0	1	2	3
<b>Total</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Society and Environment</b>									
Business Services (VET)									
Business Services A	7	2	1	0	0	0	8	2	10
Conservation and Land Management (VET)									
Conservation and Land Management A	1	3	0	0	0	0	1	3	4
Financial Services (VET)									
Financial Services A	6	4	0	0	0	0	6	4	10
Retail (VET)									
Retail A	11	9	0	1	0	1	11	11	22
<b>Total</b>	<b>25</b>	<b>18</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>26</b>	<b>20</b>	<b>46</b>

	SA		RA		RNM		Total		Grand Total
	F	M	F	M	F	M	F	M	
<b>Technology</b>									
Automotive Technology (VET)									
Automotive Technology A*	1	1	0	0	0	0	1	1	2
General Construction (VET)									
General Construction A	0	3	0	0	0	0	0	3	3
Information Technology (VET)									
Information Technology A	1	12	0	3	0	0	1	15	16
Manufacturing and Engineering (VET)									
Engineering Applications A	0	44	0	3	0	0	0	47	47
<b>Total</b>	<b>2</b>	<b>60</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>66</b>	<b>68</b>
<b>Grand Total</b>	<b>881</b>	<b>906</b>	<b>93</b>	<b>124</b>	<b>33</b>	<b>43</b>	<b>1007</b>	<b>1073</b>	<b>2080</b>

\*New or redeveloped subject for 2007.

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

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 18** Stage 2 subjects (1 unit) with levelled results, by learning area — results distribution, 2007

	SA		RA		RNM		Total		Grand Total
	F	M	F	M	F	M	F	M	
<b>Health and Personal Development</b>									
Community Studies									
Arts and the Community I	98	75	10	12	3	3	111	90	201
Arts and the Community II	22	21	1	6	1	0	24	27	51
Business and the Community I	19	20	6	5	2	0	27	25	52
Business and the Community II	3	3	0	2	0	0	3	5	8
Communication and the Community I	39	35	6	4	2	1	47	40	87
Communication and the Community II	12	8	2	1	0	0	14	9	23
Design, Construction and the Community I	69	62	14	21	11	4	94	87	181
Design, Construction and the Community II	15	25	2	6	1	2	18	33	51
Environment and the Community I	14	15	3	2	1	1	18	18	36
Environment and the Community II	4	4	0	0	0	0	4	4	8
Foods and the Community I	94	44	18	13	8	7	120	64	184
Foods and the Community II	19	12	1	1	2	0	22	13	35
Health, Recreation, and the Community I	86	127	6	24	3	12	95	163	258
Health, Recreation, and the Community II	27	36	3	7	0	5	30	48	78
Lifestyle and the Community I	79	57	11	8	11	7	101	72	173
Lifestyle and the Community II	20	16	2	4	1	0	23	20	43
Mathematics and the Community I	37	46	6	8	1	8	44	62	106
Mathematics and the Community II	9	18	2	1	0	0	11	19	30
Science and the Community I	12	11	3	0	0	1	15	12	27
Science and the Community II	4	0	2	0	0	0	6	0	6
Technology and the Community I	28	79	4	12	2	12	34	103	137
Technology and the Community II	8	19	0	5	0	4	8	28	36
Work and the Community I	90	75	13	11	4	8	107	94	201
Work and the Community II	28	12	4	4	2	1	34	17	51
<b>Grand Total</b>	<b>836</b>	<b>820</b>	<b>119</b>	<b>157</b>	<b>55</b>	<b>76</b>	<b>1010</b>	<b>1053</b>	<b>2063</b>

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

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 19** Number of students completing all requirements of the SACE\*, 1995–2007

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>South Australia</b>													
Female	5365	5194	5526	5836	6015	6173	6186	6307	6292	6428	6316	6726	6713
Male	4331	4149	4282	4400	4544	4650	4739	4795	4778	4899	5188	5441	5343
<b>Total</b>	<b>9696</b>	<b>9343</b>	<b>9808</b>	<b>10236</b>	<b>10559</b>	<b>10823</b>	<b>10925</b>	<b>11102</b>	<b>11070</b>	<b>11327</b>	<b>11504</b>	<b>12167</b>	<b>12056</b>
<b>Northern Territory</b>													
Female	376	386	426	408	457	478	487	484	444	491	506	505	526
Male	324	307	251	309	313	303	334	335	365	365	417	428	459
<b>Total</b>	<b>700</b>	<b>693</b>	<b>677</b>	<b>717</b>	<b>770</b>	<b>781</b>	<b>821</b>	<b>819</b>	<b>809</b>	<b>856</b>	<b>923</b>	<b>933</b>	<b>985</b>
<b>Asia</b>													
Female	509	575	572	448	483	483	548	587	654	706	674	895	778
Male	393	358	388	303	345	363	372	427	513	517	565	761	657
<b>Total</b>	<b>902</b>	<b>933</b>	<b>960</b>	<b>751</b>	<b>828</b>	<b>846</b>	<b>920</b>	<b>1014</b>	<b>1167</b>	<b>1223</b>	<b>1239</b>	<b>1656</b>	<b>1435</b>
<b>Grand total</b>	<b>11298</b>	<b>10969</b>	<b>11445</b>	<b>11704</b>	<b>12157</b>	<b>12450</b>	<b>12666</b>	<b>12935</b>	<b>13046</b>	<b>13406</b>	<b>13666</b>	<b>14756</b>	<b>14476</b>

\*Students in the Northern Territory are awarded the NTCE; students in Asia undertake studies in the S•A•M Program.

**Table 20** Number of students receiving a tertiary entrance rank (TER)\*, 2007

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1338	997	2776	2005	1544	1261	5658	4263	9921
Northern Territory	64	46	316	243	42	46	422	335	757
Asia	0	0	196	202	586	459	782	661	1443
<b>Grand Total</b>	<b>1402</b>	<b>1043</b>	<b>3288</b>	<b>2450</b>	<b>2172</b>	<b>1766</b>	<b>6862</b>	<b>5259</b>	<b>12121</b>

\*The tertiary entrance rank (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\*, 2007

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1488	1184	3527	2668	1679	1434	6694	5286	11980
Northern Territory	74	59	379	308	56	50	509	417	926
Asia	0	0	196	202	586	459	782	661	1443
<b>Grand Total</b>	<b>1562</b>	<b>1243</b>	<b>4102</b>	<b>3178</b>	<b>2321</b>	<b>1943</b>	<b>7985</b>	<b>6364</b>	<b>14349</b>

\*For TAFE courses that use a score based on performance in the SACE, the TAFE Score is calculated by totalling the tertiary entrance points for the best three full-year (or equivalent) Stage 2 subjects. The total is then divided by three and reported in the score range 0–20 to one decimal place.

**Table 22** Number of students fulfilling the Higher Education Selection Subjects (HESS) requirements for all courses at The University of Adelaide, Flinders University, and the University of South Australia, 2007

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1302	964	2647	1831	1517	1203	5466	3998	9464
Northern Territory	29	16	244	179	29	30	302	225	527
Asia	0	0	196	202	586	459	782	661	1443
<b>Grand Total</b>	<b>1331</b>	<b>980</b>	<b>3087</b>	<b>2212</b>	<b>2132</b>	<b>1692</b>	<b>6550</b>	<b>4884</b>	<b>11434</b>