

SENIOR SECONDARY
ASSESSMENT
BOARD OF
SOUTH AUSTRALIA

ANNUAL REPORT

31 December

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SSABSA

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To the Honourable Jane Lomax-Smith, MP
Minister for Education and Children's Services
Tuesday 28 March 2006

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 2005.

The Board met on seven occasions during the year and conducted one seminar on the proposed Australian Certificate of Education. 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.

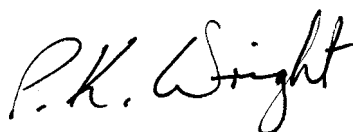
The new Board, appointed from 1 July 2005 to 30 June 2007, is an excellent mix of people with experience and people with fresh perspectives. I would like to thank all the board members who retired mid-year, and welcome the new members to the Board. In particular, I would like to thank Mr Graeden Horsell, JP, who retired after many years' service, the last three as Deputy Presiding Member, and retiring members: Ms Susan Hyde, Dr Pat Buckley, Professor Nick Harvey, Professor Eleanor Ramsay, and Mr Brian Eckermann; and deputy board members: Ms Tanya Rogers, Ms Therese O'Leary, Dr Margaret Secombe, Mr Rick Hosking, Mr Len Colgan, Dr Michael Evans, Mr Peter Trethewey, Ms Colleen Litchfield, Mr Alan Bevan, and Mr Mark Henley. The new Board elected me as Presiding Member, Ms Christine Hudson as Deputy Presiding Member, Ms Susan Cameron as Chair of Curriculum and Assessment Policy Committee, and Associate Professor Adrian Vicary as Chair of Resources Policy Committee. With the addition of the Commissioner for Equal Opportunity, Ms Linda Matthews, and the Chief Executive, Dr Janet Keightley, we comprise the Executive Group of the Board. I thank them all for their support and assistance.

Highlights of the year included the Merit Ceremony in the grounds of Government House, the SSABSA Art Show at the Adelaide Centre for the Arts, Light Square Gallery, and the SSABSA Technology Show. The 2005 Results Release was the best yet, with a record number of SACEs awarded and delivered in record time, thanks to the dedication of SSABSA staff and hundreds of teachers in all three schooling sectors, working as examiners, markers, and moderators.

The continuing review of SSABSA policies, under Section 15.(1)(k) of the Act, has resulted in a number of initiatives designed to increase participation in and completion of the SACE. Notable among these are the Recognition Policy for Community Learning other than formal SACE subjects and the accreditation of Integrated Learning. These initiatives are in addition to the renewed emphasis on engagement and participation, which inform all of the development and redevelopment of SACE curriculum statements.

I have pleasure in referring the 2005 report to you.

Yours sincerely



Patrick Wright

Presiding Member

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INTRODUCTION AND EXECUTIVE SUMMARY

SSABSA is committed to excellence in the provision of curriculum, assessment, reporting, and certification services to the students of South Australia, the Northern Territory, and Asia who undertake studies for the South Australian Certificate of Education (SACE). This commitment was exemplified again in 2005, underpinned by SSABSA's collaborative partnerships with schools, parent bodies, tertiary institutions, and the industry sector.

Initiatives in Assessment and Moderation

The Board's Operational Plan for 2005–06 includes three funded special projects to support its targets of access, participation, achievement and completion of the SACE, by focusing on improving the support and final moderation models of school-based assessment components. These projects focused on the following areas:

- improving teachers' understanding of assessment standards;
- exploring alternative moderation models;
- improving the feedback provided to teachers about their standards.

Workshops in Schools

In Semester 1, 1721 teachers attended seventy-four workshops, and in Semester 2, more than 3000 teachers attended approximately 150 workshops. The most frequently presented workshops related to the revised literacy strategy and retaining students at risk of not completing the SACE.

Communications

A new strategy began to send information directly to parents from SSABSA, as a way of improving communication with parents on a range of SACE matters. The first of these communications was a brochure containing basic information for students and parents about the SACE, as well as important contact points.

Online Communities

A new online community was formed for parents. This online community provides a forum for the exchange of information between parents and caregivers of students studying the SACE. It is accessible to any parent who has a student studying the SACE.

Publishing

A new publication, *Recognition of Community Learning: Guidelines 2006*, was prepared and published to provide students, schools, and community organisations with comprehensive up-to-date information about what community learning means and how it can contribute towards the award of the SACE.

SACE Literacy Strategy

In 2005 SSABSA implemented changes to the curriculum statements so that the criteria for judging performance of the various assessment components reflect, where feasible, the multimodal and critical intentions of the literacy strategy. The curriculum and assessment support materials were reviewed to help teachers to tap into the range of literate practices that can be taught, learnt, and assessed in each subject.

Extension Studies

SSABSA held its inaugural Extension Studies Exhibition on 25 February at the Education Development Centre, Hindmarsh. This highly successful exhibition was attended by more than 150 people, including more than 100 students from seventeen schools, and many of the 2004 students of Extension Studies.

Community Studies

Community Studies continued to increase in popularity in 2005, with strong enrolments at both Stage 1 and Stage 2. This increase was particularly evident in the Northern Territory.

Recognition of Community Learning

In June 2005 SSABSA approved the Recognition of Community Learning Policy. This replaces and expands on the Recognition of Non-formal Community-based Learning Policy.

In 2005, 328 students from South Australia and the Northern Territory had 443 results totalling 570 SACE units using community learning (both formal and informal). Of those students from South Australia, 29% were from regional South Australia and 55% were female. Students from ninety-one schools in South Australia and seven in the Northern Territory applied for, and were granted, status for community learning.

Aboriginal Education Strategy

The SSABSA Aboriginal Education Strategy (AES) is an initiative to increase access, participation, achievement, and successful completion of the SACE by Aboriginal students.

There were seventy-eight Indigenous SACE completers in 2005.

A reference group comprising community members, representatives of organisations, education sectors, schools, universities, and SSABSA staff supports the AES.

SAM Program in China

The first SAM program in China at Qianhuang Senior Middle School, Changzhou, began in 2005 with the students having undertaken an intensive English program during the second half of 2004. Thirty-four students enrolled in the 2005 SAM program.

AS/NZS ISO 9001:2000

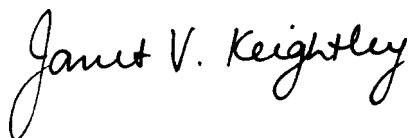
SSABSA successfully maintained AS/NZS ISO 9001:2000 accreditation during 2005. In September the organisation was audited over two days by a representative from Société Générale de Surveillance (SGS). SSABSA's Quality Management System was renewed for a further 3 years and will now be audited annually.

Completion and Retention Data

Data examining school completion rates, and the number of students involved in vocational and educational training, Vocational Studies, and Community Studies were extracted to identify strategies for improving completion rates. An extensive review of national and international completion and retention strategies was undertaken to assist State Government initiatives in this area.

Although this summary is necessarily selective in its mention of specific projects, initiatives, or new directions for SSABSA in 2005, other activities that are central to the work of SSABSA are mentioned in more detail in the pages following. These activities are listed under outcomes achieved in the key result areas of the Strategic Plan.

The Annual Report again contains a set of statistics on student enrolments and results for Stage 1 and Stage 2 of the SACE. Tables of results at Stage 1 (Table 7) and at Stage 2 (Table 14) for recognition of community learning, and tables for Stage 2 subjects with levelled results (Tables 17 and 18) are included for the first time.



Janet V. Keightley
Chief Executive

SSABSA STRATEGIC PLAN 2005–06

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

OUR VISION

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

OUR MISSION

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

VALUES

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

Accessibility	Flexibility
Creativity	Integrity
Equity	Proactivity
Excellence	Quality
Fairness	Respect.

OUR AIM

Our Aim is improved 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 2005–06 we will work towards achieving this Aim by:

STRATEGY 1

Improving the SACE completion rate.

STRATEGY 2

Strengthening effective working relationships with relevant organisations.

STRATEGY 3

Continuing to improve the current high level of service offered by SSABSA.

In undertaking these strategies, SSABSA will focus on the core business key result areas of Assessment, Community Information, Curriculum, Equity, Income Generation, Management, Research, and Systems. An Operational Plan guides the work of the Authority and ensures that these activities are focused (along with the resource allocations to these activities) on the achievement of the SSABSA Aim.

THE BOARD

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 first *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 recognize, 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 recognize, 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 recognized 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 publicize 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 SA and the Association of Independent Schools of South Australia (AISSA). Through negotiated arrangements, the Board offers its subjects and assessment services to students in the Northern Territory and in a number of centres in Asia.

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 from 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 Organizations Incorporated

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* 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]

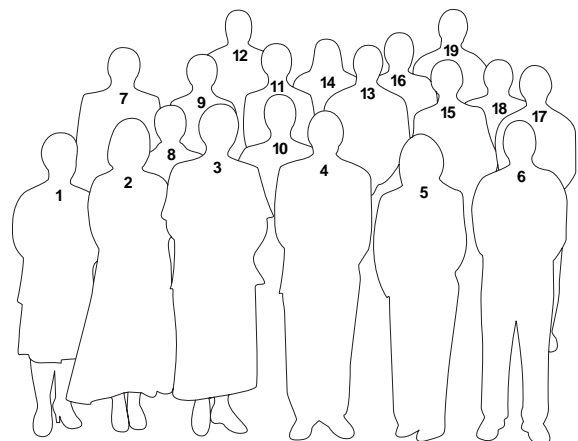
Two people nominated by the Chamber of Commerce and Industry, South Australia, Incorporated [*now* Business SA]

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

In addition, each board member has an appointed deputy.



- | | |
|---|----------------------------|
| 1. Ms M. Barker, Secretary to the Board | 11. Ms J.E. Lundberg |
| 2. Ms S. Cameron, Chairperson, Curriculum and Assessment Policy Committee | 12. Mr D. Frith |
| 3. Dr J.V. Keightley, Chief Executive | 13. Assoc. Prof. G. Crisp |
| 4. Mr P.K. Wright, Presiding Member | 14. Mrs J. Zerna |
| 5. Ms C. Hudson, Deputy Presiding Member | 15. Prof. D. Turnbull |
| 6. Assoc. Prof. A.R. Vicary, Chairperson, Resources Policy Committee | 16. Mr B.J. Meatheringham |
| 7. Mr R.E. Johnson | 17. Prof. R.G. Storer |
| 8. Ms A. Scarino | 18. Ms J.D. Bone-George |
| 9. Ms H. Carey | 19. Mr T. Woolley |
| 10. Dr. P. Bartholomaeus | <i>Absent:</i> Mr C. Dolan |
| | Ms C. Harrison |
| | Ms B.M. Kameniar |
| | Dr P. Kilvert |
| | Ms C. Lopez |
| | Ms S. MacDonald-Taylor |
| | Com. L.R. Matthews |
| | Mr B.W. Stratfold |
| | Ms H.M. Trebilcock |



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 committee structure takes into account SSABSA’s wider functions at Year 11 and Year 12

with the introduction of the SACE. It has a curriculum committee system 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 III.

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

BOARD OPERATIONAL AND COMMITTEE STRUCTURE

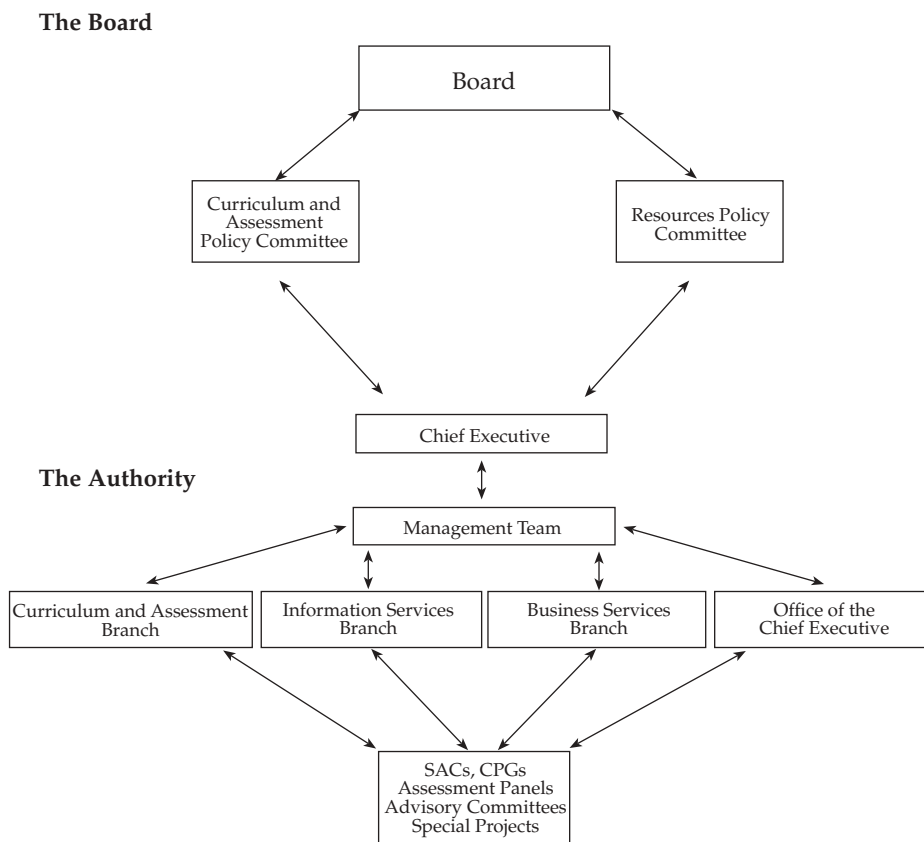


Figure 1: Board Operational and Committee Structure

THE AUTHORITY

The organisational arm of the Board, known as ‘the Authority’, is headed by the Chief Executive. The role of the Authority 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 below.

ORGANISATIONAL STRUCTURE OF SSABSA

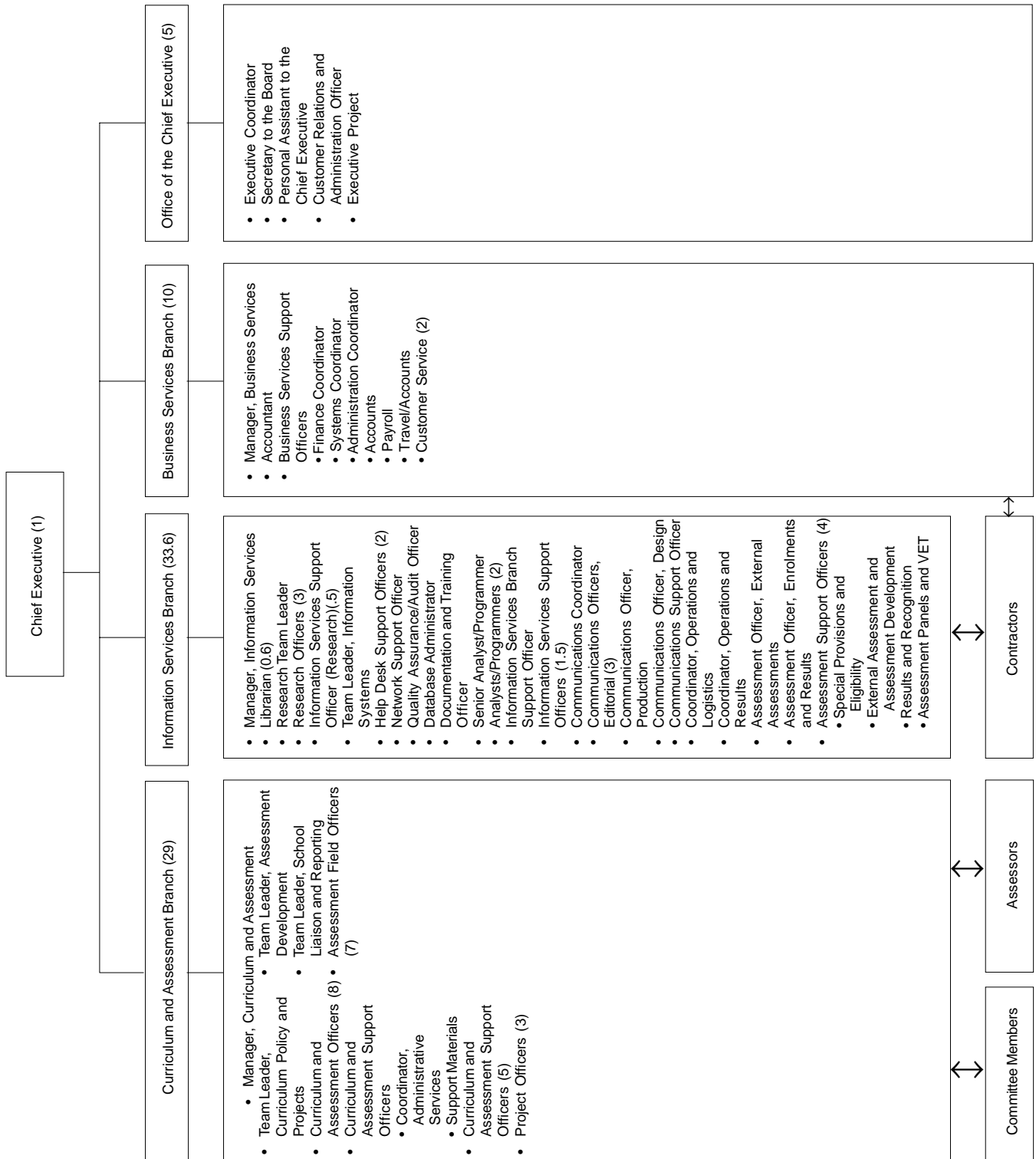


Figure 2: Organisational Structure of SSABSA

INFORMATION STATEMENT

The structure and functions of the Senior Secondary Assessment Board of South Australia are described on pages 4 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 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 educational 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).

SSABSA policies and policy summaries, previously published in the SSABSA Handbook, are available online (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, telephone 8372 7400.

Policies Published in Full

- Assessment and Moderation Policy
- Assessment Deadlines Policy
- Copyright and Royalty Policies
- Curriculum and Assessment Policy
- Curriculum Development Policy (incorporating Accreditation Policy, Curriculum Statement Changes Policy, Proposals for New Subjects Policy, Review of Subject Offerings Policy)
- Memorandum of Assessment Principles and Practices
- Private Candidature Policy
- Recognition of Community Learning Policy
- Recognition of VET Outcomes Towards the SACE Policy
- Recruitment and Selection Policy Manual
- Research Policy
- SACE Requirements Policy
- Special Provisions in Curriculum and Assessment Policy
- Students as Researchers Policy
- Subject Advisory Committees and Curriculum Project Groups Policy (incorporating Curriculum Committees Policy)
- Supervision and Verification of Students' Work Policy
- Waiver or Remission of Fees Policy
- Word-count Policy

Policy Summaries

- Board Committees Policy
- Conflict of Interest Policy
- Country Participation Policy
- Freedom of Information and Confidentiality Policy
- Literacy Policy (incorporating English Language Skills Policy)
- Occupational Health, Safety, and Welfare Policy
- Prizes and Awards Policy
- Professional Development Policy
- Public Functions Policy
- Publications Policy
- SACE Reporting and Certification Policy
- Sexual Harassment Policy
- Social Justice and Equity Policy
- Subject Classification Policy
- Subject Combinations, Overlap, Preclusions Policy
- Work-related Studies Policy
- Fieldwork Guidelines

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).

ACHIEVEMENTS OF THE BOARD

Key Result Area — Assessment

Outcomes Achieved

Stage 1 Results

In January 2006 Statements of Results will be issued to nearly 40000 students who completed Stage 1 studies in South Australia and the Northern Territory. A number of assessment reports and feedback on the assessment processes in 2005 will be sent to schools.

Stage 2 Results Release 2005

The 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. There are multiple points during the year at which final assessment occurs as the diversity of assessment components in curriculum statements increases. At key times therefore, and 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 2005 assessment cycle will conclude at the end of the clerical check period on 17 February 2006.

Examinations

The Year 12 external examinations began on Monday 17 October 2005 with the nationally assessed languages, resumed on Monday 7 November with SSABSA-set examinations, and ended on Friday 25 November.

Fifty-six examinations were set by SSABSA, including seven nationally assessed language examinations for which SSABSA has the hosting responsibility.

Investigations

SSABSA has twelve Stage 2 subjects that have an externally marked investigation in their assessment scheme. Three of these twelve subjects, Aboriginal Studies, Health Education, and Outdoor and Environmental Education, included this assessment component for the first time in 2005.

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

To improve reliability between the two markers, in 2005 SSABSA once again conducted funded marker-training workshops for all twelve Stage 2

subjects in metropolitan and country areas. These workshops explained the requirements of the external component, the process used to determine the student score, strategies for supervision and verification, and strategies to support teachers to address plagiarism issues and referencing. Forty-six workshops were conducted and 559 teachers attended.

Liaison with Schools

SSABSA works closely with schools, particularly SACE coordinators, to assist in the complete assessment process for students. This includes registration and enrolment and results.

The SSABSA Help Desk continued to support schools, particularly users of DATEX Online, in order 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. AFOs have also helped schools to analyse and use the comprehensive data on the achievements of their students in the preceding year. SSABSA provides this information to schools in early Term 1.

The AFOs, each of whom supports about twenty-five schools, moderated and supported their schools in Stage 1 assessment plans across all learning areas, and in Stage 2 Community Studies. Using DATEX Online, the AFOs also provided ongoing support to schools with 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

Collection of materials for the moderation of school-based assessment components began with the first collection on 18 November and the second collection on 25 November. Some 4260 class bags were processed. The moderation was undertaken by 323 moderators in fifty-two teams at the Magill Campus of the University of South Australia and was completed by Wednesday 7 December.

Results Delivery

On Thursday 22 December, 16640 South Australian students, 1523 Northern Territory students, and 1288 students in Malaysia and China received their results.

To achieve this mailing SSABSA worked in close cooperation with Australia Post to ensure that all students received their results in their letterboxes on the same day. This required some of the far country packages to be released from SSABSA to Australia Post a number of days earlier. These packages were held locally until instructions were received to permit their release.

SSABSA has developed a very sound working relationship with Australia Post and is very appreciative of the level of cooperation, given that

the results release week is also one of the busiest periods for Australia Post in the delivery of Christmas mail.

Workshops in Schools

SSABSA offered a range of assessment workshops for schools. These workshops were designed for individual school groups (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 — the Board's Priorities, Flexibility in the SACE, and Retaining Students at Risk;
- Assessment Strategies — The Use of Assessment for Learning;
- Analysis of 2004 Student Achievement Data.

In Semester 1, 1721 teachers attended seventy-four workshops, and in Semester 2, more than 3000 teachers attended approximately 150 workshops. The most frequently presented workshops related to the revised literacy strategy and retaining students at risk of not completing the SACE.

Assessment Plans

Assessment plans are a requirement for all Stage 1 subjects. Although most Stage 2 assessment plans do not require approval by SSABSA, schools are encouraged to give all students an assessment outline for all subjects.

In 2005 many schools chose to have the approval process for Stage 1 assessment plans undertaken in the school so that teachers could get immediate feedback from their Assessment Field Officer.

Initiatives in Assessment and Moderation

The Board's Operational Plan for 2005–06 includes three funded special projects to support its targets of access, participation, achievement and completion of the SACE, by focusing on improving the support and final moderation models of school-based assessment components. These projects focused on the following areas:

- improving teachers' understanding of assessment standards;
- exploring alternative moderation models;
- improving the feedback provided to teachers about their standards.

In 2005, as part of these three special projects, SSABSA:

- conducted a workshop in September for Chief Assessors and key Subject Advisory Committee members for Aboriginal Studies, Design and Technology Studies, Health Education, Home Economics, Information Technology, Outdoor and

Environmental Education, Psychology, Visual Arts Studies, and Women's Studies;

- targeted teachers who have not previously participated in the moderation and/or external marking processes to be involved in these processes for their subjects. (Teachers from schools in low socio-economic areas were particularly encouraged to apply.);
- conducted one-day moderation workshops, as part of the final moderation process, for teachers new to moderation. These one-day workshops were conducted for teachers of Aboriginal Studies, Design and Technology Studies, Health Education, Home Economics, and Outdoor and Environmental Education;
- redesigned the forms used to provide feedback to teachers on moderation outcomes. These new forms were trialled in November and December.

The strategies that have been devised as part of these three projects are contributing to the improvement of the moderation models used by SSABSA and, therefore, to the validity, reliability, and fairness of the judgments made of student work.

Key Result Area — Community Information

Outcomes Achieved

Communications

A Communications Policy was submitted to SSABSA's Management and then to Resources Policy Committee who approved it in November. The Communications Committee met twice in 2005.

A new strategy began to send information directly to parents from SSABSA, as a way of improving communication with parents on a range of SACE matters. The first of these communications was a brochure containing basic information for students and parents about the SACE, as well as important contact points.

SSABSA Online

Website

The external website is SSABSA's major public face. It was established in 1998 and redeveloped in 2001. SSABSA continues to update and revise the online facility for ease of use of teachers, students, and the general public.

An external review of the website was conducted and the findings will be implemented in 2006. One of the findings was to simplify information to make navigation easier for users.

The 2005 results release and results information pages were again posted on the website on the day students received their results.

Curriculum support materials, which are published online, were updated by authors using Macromedia Contribute. Data Information Releases on specific topics were posted on the website to support research by schools and other institutions aimed at improving learning outcomes for students.

As a recruitment facility, SSABSA Online is used in conjunction with external publications to call for nominations for the positions of Chief Assessors and membership of assessment panels, and provides access to Position Identification Documents for external advertisements for SSABSA positions.

The website continues to be a valuable facility for showcasing students' work from the Art Show and Technology Show after the exhibitions have finished.

Intranet

The SSABSA intranet is continually updated to expedite communication of information between all SSABSA staff. The Staff Manual, including its legislative component, the Employment Conditions Manual, was revised and placed on the intranet in 2005.

Schools Data

Schools were provided with data at the time of the results release so that they could support students in understanding and interpreting their results. The data included SACE completion check information and class Subject Achievement Score summary information. More information to support results analysis is provided in late January, and Like Schools data are provided in early February to enable benchmarking to occur. SSABSA staff provide ongoing advice to schools on understanding and using the data.

Results Release

The *Results Information* sheet was updated and mailed to students with their results. It was again linked to the website log-in for student results, providing immediate answers to many questions arising from the results data.

Online Communities

The total number of interactive online communities in 2005 was fifty-one. This figure includes several closed groups that are not available for general viewing, such as those for Board members, for SACE operations (for SACE coordinators and principals), and for community learning.

A new online community was formed for parents. This online community provides a forum for the exchange of information between parents and caregivers of students studying the SACE. It is accessible to any parent who has a child studying the SACE.

E-news (an email bulletin to 569 nominated recipients) was sent regularly to schools to keep staff up to date with relevant news from SSABSA.

Publishing

In 2005, as part of its annual revision and publication cycle, SSABSA again published and distributed approximately 45 000 booklets to schools.

A new publication, *Recognition of Community Learning: Guidelines 2006*, was prepared and published to provide students, schools, and community organisations with comprehensive up-to-date information about what community learning means and how it can contribute towards the award of the SACE.

Annual Publications

SSABSA prepared and distributed *SACE Operations Manual 2006*, eight learning area manuals, and *Flexible Learning Programs Manual 2006*, to support the administration of the SACE in schools.

Seventy-four updated and/or new curriculum statements for the 2006 Stage 1 and Stage 2 subjects were posted on the SSABSA website and distributed to schools. Schools were notified of changes to the curriculum statements for 2006 on the website.

Eighty Chief Assessors' reports for the 2004 assessment cycle were edited and published online. The writers' guide and template for assessment reports were revised and circulated to all Chief Assessors in November 2005.

The *SSABSA Annual Report 2004* was prepared and distributed to schools.

Examination Papers and Related Materials

The production cycle for the 2005 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. Examination papers for fifty-four subjects and compact discs for twenty-eight subjects were produced. Sample examination papers were prepared as assessment exemplars illustrating new or redeveloped curriculum statements in several subjects. Three examination papers were also reformatted to aid the marking process. The 2004 papers were reformatted and sent to schools to show how they would look.

Curriculum Information

Information was once again delivered in 2005 using a threefold strategy incorporating the Learning Area pages of SSABSA Online, twenty-four issues of *E-news*, and conference and workshop information and registration forms distributed in hard copy to SACE coordinators at the beginning of each term.

The Student Fact Sheets were revised again and published online.

Community Consultation

Consultation drafts of four proposed Stage 1 and Stage 2 curriculum statements were posted on

SSABSA Online and distributed to schools and nominating agencies of the Board.

Media and Promotions

Regular articles on specialised SACE-related topics, including the new Sustainable Futures curriculum statements, were again placed in *Xpress*, *Parents Say*, and *School Post*. Information was provided to the *Advertiser*, resulting in comprehensive and positive coverage of the examination period and the February Merit Ceremony (for 2004 students) and the 2005 results release.

SSABSA Online leaflets were prepared and sent to South Australian, Northern Territory, and Asian students.

Copyright

Copyright clearance of third-party material in the 2004 examination papers was carried out expeditiously, enabling their timely release as leftover paper copies and on SSABSA Online.

Merit Ceremony

Each year SSABSA publicly recognises and honours students who attain outstanding achievement and are awarded a Merit Certificate in any of the Board's accredited Stage 2 subjects in the previous year. In the 2004 assessments a total of 990 students from South Australia (861), the Northern Territory (42), and South-East Asia (87) achieved outstanding scores in at least one subject.

On Tuesday 15 February, 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 seventy-eight students who received three or more Merit Certificates were presented to His Excellency Mr Bruno Krums, AM, as Governor's Deputy on behalf of Her Excellency the Governor. The Honourable Jane Lomax-Smith, MP, Minister for Education and Children's Services, presented the prestigious Tennyson Medal for English to Ms Katherine Keene and Merit Certificates to 133 students who received two Merit Certificates. Mr Edward Luong responded on behalf of all students.

The following special guests presented Merit Certificates to 650 students who achieved an outstanding result in one subject:

Arts: Mr Greg Mackie, Executive Director, Arts SA; and Ms Cindy South Czabania, Adelaide artist and puppet maker

English: Mr Rex Jory, Associate Editor, the *Advertiser*

Health and Personal Development: Mr Mark Williams, Senior Coach, Port Adelaide Football Club; and Ms Pat Mickan, freelance journalist, Olympian, and former AFL and netball coach

Languages: Professor Desmond O'Connor, Head, Department of Languages and School of Humanities, Flinders University

Mathematics: Professor Jerzy Filar, Foundation Chair of Mathematics and Statistics, School of Mathematics, University of South Australia

Science: Professor Tanya Monro, School of Chemistry and Physics, University of Adelaide

Society and Environment: Ms Jane Reilly, weather presenter and specialist reporter, Channel Ten; and Mr Robert Dunston, Editor, *Rip It Up* newspaper

Technology: Ms Gail Fuller, Director, Rising Sun Pictures.

Music was provided by nine schools drawn from the three school sectors, Aberfoyle Park High School, Annesley College, Brighton Secondary School, Concordia College, Cornerstone College, Fremont-Elizabeth High School, Gepps Cross Girls High School, Victor Harbor High School, and Woodville High School. The viceregal salute was played by the Combined Special Interest Music Centres brass ensemble from the Department of Education and Children's Services specialist music schools.

The Board expresses its appreciation to the following organisations for their support of the 2005 Merit Ceremony: Adelaide City Council, Coca-Cola Amatil (Aust.) Pty Ltd, ETSA Utilities, Knispel Fruit Juices Pty Ltd (Nippy's), Piccadilly Natural Springs Pty Ltd, St John Ambulance Australia, Santos Ltd, and the South Australian Motor Sport Board.

Library

Services provided by the Library continued to underpin SSABSA research and policy development. Extended services via electronic means for searching, retrieval, and delivery of information increased the availability of resources.

The collection continues to grow and respond to the changing subject priorities within senior secondary education. Networking with staff and aligning with the Research Section has enabled proactive and rapid responses to the needs of staff and their information requirements.

Key Result Area — Curriculum

Outcomes Achieved

Australian Certificate of Education

A focus of national attention in 2005 was a proposal in the form of a discussion paper prepared by the Federal Government for the development of an Australian Certificate of Education. The Board engaged with the issues raised by the discussion paper at its May, June, and September meetings. The Board also held a seminar with the principal investigator, Professor Geoff Masters, the Chief Executive of the Australian Council for Educational

Research, in June. As a result of the discussions, a set of Principles of Learning and Credentialing in the SACE were formulated and endorsed by the Board for forwarding to the principal investigator for information. The Board took the view that the set of principles apply equally well to the current SACE or to any future national certificate. The principles that were endorsed were as follows:

Learning

- That learning is for all students, recognising their diversity.
- That the learning process respects the experiences and understandings that students bring to the process.
- That the learning process invites students to participate actively in their chosen learning and to influence the ways they learn.
- That learning includes both the acquisition and development of knowledge and skills, and participatory, experiential learning.
- That learning develops broad capabilities, including, among others, literacy and numeracy.
- That learning is relevant to local contexts and needs.
- That learning is personally enriching and provides a sound preparation for further learning, work, life, and responsible citizenship in local and global environments.
- That learning is a lifelong process in which senior secondary education plays a significant role.

Credential

- That the credential is learning focused and curriculum based.
- That the credential is constructed on principles that promote literacy, numeracy, breadth of knowledge, depth of study, civic participation, and clear standards.
- That the credential provides students with choices in their learning and opportunities to customise their learning.
- That the credential attests to the variety of students' learning and achievements (as are demonstrated in Board-accredited subjects, national vocational education and training, equivalent curriculum specifications accredited in other parts of the world, curriculum accredited by community organisations, and learning that does not follow a prescribed curriculum) and allows for multiple pathways.
- That the credential is generative of quality pedagogies and quality assessment of student learning that includes teacher judgment and processes of moderation and quality assurance.
- That the credential is awarded to students who complete specified requirements.
- That the credential is responsive to, and amenable as a measure of, State initiatives and targets.
- That the credential is portable and has credibility locally, nationally, and internationally.

SSABSA was represented at the annual Australasian Curriculum, Assessment and Certification Authorities (ACACA) Conference, which had the theme of 'Australian Certificates of Education', held in Canberra in August. A paper entitled 'Twenty Years of National Collaboration in Language Assessment at the Upper Secondary Level: Lessons Learned' was presented by Dr Antonio Mercurio, Manager, Curriculum and Assessment.

Curriculum Statement Development and Accreditation

The following curriculum statements were developed and accredited for teaching in 2007:

- Stage 1 and Stage 2 Agriculture and Horticulture
- Stage 1 and Stage 2 Geography
- Stage 1 and Stage 2 Information Technology Systems
- Stage 1 and Stage 2 Integrated Learning (to be trialled in 2006)
- Stage 1 and Stage 2 languages at beginners level (previously known as accelerated level) for Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek, and Spanish (Stage 1 in 2007 and Stage 2 in 2008).

Routine changes were approved for Stage 2 Australian History, Business Studies, Dance Studies, Extension Studies, Latin, Mathematical Applications, Mathematical Methods, Mathematical Studies, Physics, and Specialist Mathematics.

Minor changes were approved for:

- Stage 1 and Stage 2 continuers-level German and Japanese, and Design and Technology;
- Stage 2 Classical Studies, continuers-level French and Italian, Dance Studies, Design Practical, Drama Studies, Economics, Justice in Society I and II, Mathematical Applications, Physical Education, Specialist Mathematics, and Work Education.

Major changes were approved for:

- Stage 1 and Stage 2 Community Studies, Information Processing and Publishing, Information Technology, Psychology, SSABSA-VET (addition of General Construction (VET)), and Tourism;
- Stage 2 accelerated-level Chinese, Indonesian, Italian, Modern Greek, and Spanish; and Accounting Studies; Biology; Design and Technology Studies; Geology; Information Technology Studies; Legal Studies; Mathematical Studies; Studies of Religion; and Studies of Societies.

Curriculum Audits

The curriculum audit process, which was described in some detail in the 2004 annual report, continued in 2005.

Curriculum statements for the following subjects were audited in 2005:

- Stage 2 English Communications
- Stage 2 English Studies

- Stage 2 Physical Education
- Stage 1 and Stage 2 Women's Studies.

As a result of these audits, major changes were approved for Physical Education, with further developmental work in English Communications, English Studies, and Women's Studies signalled for 2006.

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 ACACA.

All SSABSA language subjects are based on the theoretical framework that underpins CCAFL, that is, all SSABSA language subjects at a particular level — accelerated, continuers, or background speakers — share the same goals, learning outcomes, themes and topics, and assessment scheme.

SSABSA continued to work collaboratively with other State and Territory authorities to maximise the number of languages that are available to students.

In 2005, ten locally assessed languages, thirty-one nationally assessed languages, and three interstate-assessed languages were available at Stage 2 level.

In 2005, Stage 1 and Stage 2 Bosnian at continuers level were endorsed for teaching in 2006.

The nationally assessed languages of Bengali, Czech, Latvian, Lithuanian, and Slovenian were suspended at Stage 1 from January 2005 and will be suspended at Stage 2 in 2006. However, one or more of these languages can be reactivated should there be evidence that projected numbers of students have increased significantly nationally.

In 2005 SSABSA completed the curriculum development work on the beginners level (previously known as accelerated level) framework with the Board of Studies NSW. In November the SSABSA Board accredited curriculum statements at beginners level for Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek, and Spanish for teaching at Stage 1 in 2007 and at Stage 2 in 2008.

Through the CCAFL arrangement, assessment authorities may also use an examination for a language that is not one of the thirty-one nationally assessed languages, but which is offered by another assessment authority. For a number of years SSABSA has used three interstate-assessed examinations — Arabic (continuers) and Korean (first language) from the Victorian Curriculum and Assessment Authority, and the examination for Latin (continuers) from the Board of Studies NSW. In 2005, the Board approved the use of the curriculum statement and examination for Japanese (background speakers) hosted by the Board of Studies NSW.

In March 2006 SSABSA will host the annual meeting of the CCAFL management group.

Australian Languages

The number of schools offering Australian Languages at Stage 1 continues to grow. In 2005, twenty students enrolled in units of Australian Languages at Stage 2 in South Australia and the Northern Territory.

English as a Second Language

In 2005, the reaccredited subjects English as a Second Language and English as Second Language Studies were taught for the first time. These subjects are offered as a special measure for students who speak English as a second language or as an additional language or dialect, and whose knowledge of English is restricted.

English as Second Language Studies is specifically designed to prepare students for further academic study or training. Students learn to engage in various sources of information in the community: expert people in the field, reference and other materials, and electronic and print media. They learn to synthesise this information in writing extended texts and to acknowledge their sources using accepted academic conventions. Throughout the program the structure, language patterns, and conventions appropriate to academic writing are taught and modelled.

In 2005, English as Second Language Studies was studied by 739 students in South Australia and 48 in the Northern Territory. This is a key subject for nearly all students (1283 out of 1288 students) undertaking the SAM program in Asia.

SACE Literacy Strategy

Elements of the new SACE Literacy Strategy were implemented from 1 January 2005, with changes to the SACE completion requirements foreshadowed for 1 January 2006. This was the last year in which the English requirement — 2 units of English, English as a Second Language, or Communication for the Hearing-impaired (at recorded achievement or better) — could be satisfied only at Stage 1. From 1 January 2006, students will be able to complete this requirement with specific units from Stage 1 and/or Stage 2 subjects.

In 2005 SSABSA implemented changes to the curriculum statements so that the criteria for judging performance of the various assessment components reflect, where feasible, the multimodal and critical intentions of the literacy strategy. The curriculum and assessment support materials were reviewed to help teachers to tap into the range of literate practices that can be taught, learnt, and assessed in each subject.

One important approach identified at the time of the approval of the SACE Literacy Strategy was monitoring its implementation through Stage 1 assessment plans. In 2005, a new assessment plan form was devised for implementation in 2006. On their assessment plans, teachers will now be required to indicate:

- the types of communication and information and communication technologies that students will

have the opportunity to use;

- how students will be given opportunities to work critically.

Extension Studies

In its second year, eighty-three students completed Extension Studies, double the number in 2004.

There was a balance of male and female students, and all education sectors in both metropolitan and country areas were represented. Although most students were from Year 12, a number were from Year 11 and Year 13. Some students undertook the subject in larger groups or classes this year, some working on a common project. Forty-nine students chose to study Extension Studies as a Group 1 (arts/humanities/social and cultural studies) subject.

Students chose Extension Studies for many and varied reasons, but particularly to pursue a passion. A wide range of students are accessing the subject. A small number of students used its flexibility to incorporate overseas travel and/or extraordinary out-of-school commitments into their studies.

The studies undertaken reflected the breadth and depth of the students' personal, intellectual, and possibly professional interests. The more popular areas of investigation can be broadly grouped into the following areas:

- Society — health and lifestyle, youth, and wider social issues;
- Arts — music, filmmaking, performing arts, visual arts, and multimedia installations;
- Technology — computer (web design, software, games) and electronic/mechanical designs and applications;
- Sport and Recreation — elite sport, coaching clinics, nutrition and health projects;
- Costume and Clothing Design and Construction — historical and contemporary;
- Nature and the Environment — regional habitats and animal conservation;
- Literature — drama scripts, novels, and non-fiction.

The assessors were impressed with the positive working relationship between contact teachers and students. These teachers demonstrated an extraordinary commitment to their students and have continued to express their enthusiasm for a subject that is available to a wide range of students.

Students were well supported by a range of mentors from businesses, members of the wider community, people from the higher education sector, family members and friends, and specialist teachers in their own schools.

SSABSA held its inaugural Extension Studies Exhibition on 25 February at the Education Development Centre, Hindmarsh. This highly successful exhibition was attended by more than 150 people, including more than 100 students from seventeen schools, and many of the 2004 students of Extension Studies. Prospective students heard

presentations from the 2004 students and were given ample opportunity to discuss aspects of their work with them. An interesting outcome for this subject was the co-option of two students, Sarah White and Wes Parker, to the Subject Advisory Committee for Extension Studies.

Community Studies

Community Studies continued to increase in popularity in 2005, with strong enrolments at both Stage 1 and Stage 2. This increase was particularly evident in the Northern Territory.

The flexible nature of the subject enables schools to respond to their students' changing needs and contributes to improved rates of retention and completion. Community Studies allows students to develop their own contract of work. Some students incorporate learning outside of school that previously may not have contributed towards their SACE into a Community Studies unit or units.

The reaccredited Community Studies curriculum statement was taught for the first time in 2005. It represents a major initiative in curriculum style, with its active focus on the students, not on the teacher. For the first time, students were able to undertake a 2-unit study at both Stage 1 and Stage 2. In 2005, students undertook more than 700 2-unit studies.

Recognition of Community Learning

Learning that is the result of following a structured, accredited community-developed program and/or the result of following a personal learning program is considered to be 'community learning'. Community learning is learning that is not formally accredited through SSABSA but is considered to be at a level and at a standard that are equivalent to the learning that is expressed in SSABSA-accredited subjects.

In June 2005 SSABSA approved the Recognition of Community Learning Policy. This replaces and expands on the Recognition of Non-formal Community-based Learning Policy.

As well as recognising learning gained in community-developed programs, the new policy recognises personal learning programs. This is the second phase of SSABSA's implementation of recognition of community learning towards SACE completion, begun in 2004 with the recognition of ten community-based learning programs.

In 2005, five more community-developed programs were recognised:

- Australian and New Zealand Cultural Arts Limited
- Australian Army Cadets
- Choices for Indigenous Secondary Students Program
- Operation Flinders
- SA State Emergency Service.

The recognition of personal learning programs was trialled in nine schools. Twelve students were

granted status for learning in community activities such as family care, community event management, teenage parenting, sports umpiring, Indigenous community leadership, cadet leadership, and leadership in the workplace.

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

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

In 2005, 328 students from South Australia and the Northern Territory had 443 results totalling 570 SACE units using community learning (both formal and informal). Of those students from South Australia, 29% were from regional South Australia and 55% were female. Students from ninety-one schools in South Australia and seven in the Northern Territory applied for, and were granted, status for community learning.

To provide information for young people about the recognition of community learning, a new website (www.stepup.SSABSA.sa.edu.au) was developed with funding from the Social Inclusion Initiative of the South Australian Government. Young people were consulted and assisted in its design to ensure its format is interesting and accessible.

In February 2005 SSABSA hosted a national seminar for representatives from ACACA authorities on quality assurance and certification issues relating to the recognition of community learning. Five questions, focusing on issues of definition, accreditation, reliability, reporting, and contribution to the senior secondary qualification, provided the framework for this seminar.

Vocational Education and Training (VET)

The Recognition of VET Outcomes Towards the SACE Policy allows for three options for recognising VET outcomes towards the SACE:

- Option 1. Embedded VET — units of competency delivered within SSABSA-accredited subjects.
- Option 2. Stand-alone VET — units of competency delivered without reference to SSABSA-accredited subjects, and recognised as SACE units.
- Option 3. SSABSA-VET subjects — units of competency from training packages that are selected to form a SACE subject.

In 2005, 47.9% of the students who completed the SACE included vocational education and training in their studies. More female students than male students undertook VET as part of their studies.

Of the 11504 South Australian students who completed the SACE in 2005, 694 would not have done so without stand-alone VET (Option 2 above). The number of South Australian students who study Stage 2 Work Education, Vocational Studies A and Vocational Studies B has increased considerably over the last 4 years. In 2002, 521 South Australian students completed Vocational Studies A and 210 completed Vocational Studies B; and in 2005, 1112 Vocational Studies A and 619 Vocational Studies B.

These subjects allow students to embed units of competencies from training packages within them (Option 1 above).

A new curriculum statement, General Construction, was added to the SSABSA-VET curriculum statements (Option 3) in 2005, bringing the total number from which students may choose to fourteen.

Community Consultation and In-service Activities

The Aim of the SSABSA Strategic Plan is improved levels of student access, participation in learning, achievement and completion of the SACE.

In 2005 SSABSA worked towards achieving this Aim by addressing the following strategies:

- *Strategy 1* — Improving the SACE completion rate.
- *Strategy 2* — Strengthening effective working relationships with relevant organisations.
- *Strategy 3* — Continuing to improve the current high level of service offered by SSABSA.

These three strategies were supported again 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 met to oversee curriculum statements and support materials for forty-eight designated areas of study for Stage 1 and Stage 2 of the SACE. In 2005, SSABSA conducted 187 Subject Advisory Committee meetings to which 1651 members contributed.

Four subject accreditation meetings were held, to consider the appropriateness of draft curriculum statements for teaching and assessment as part of the SACE. Seventy-four people contributed to these meetings.

Fifty-eight meetings were held for teachers new to a subject, and 1100 teachers took part.

Fifty-one online communities were operating in 2005, with 5928 members enrolled in one or more online communities. This is an important strategy to respond quickly to teacher needs in a particular area of the curriculum 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.

Each year SSABSA conducts two rounds of conferences for SACE coordinators, who provide an important link between schools and SSABSA. The first round, which is conducted in February, is designed for first-time SACE coordinators. The second round, which is conducted in September, is for SACE coordinators in all schools. These conferences foreshadow changes for the following year. In 2005 eleven conferences for SACE coordinators were held in metropolitan and country areas, and seventy-seven SACE coordinators attended.

Art Show 2005

'Be inspired' was the slogan for the annual SSABSA Art Show, held this year from 21 March to 27 April. Following a well-attended preview for teachers, the official opening was held on 18 March at the Light Square Gallery — AIT Arts.

The guest speaker was Christopher Menz, the newly appointed Director of the Art Gallery of South Australia. Eckersley's — Arts, Crafts and Imagination was again the main sponsor. AIT Arts continues to sponsor the Art Show through provision of the gallery.

On behalf of the Government, the Hon. Stephanie Key, MP, Minister for Employment, Training and Further Education and Minister for Youth, provided \$1000 for awards to the student who created the work used on the poster and incentives to art students studying in rural schools. Mr Raffaele Tardivo presented these encouragement awards on behalf of the Minister. The Hon. Sandra Kanck, MLC, and Ms Vickie Chapman, MP, also attended the opening.

Works of visual art from the four Stage 2 curriculum statements were exhibited by 176 students from eighty-five schools. To increase the value of the show to visiting students, in 2005 the catalogue included professional photographs taken by Alex Makayev of the work during moderation. Introductory statements by Mr John Neylon, Education Officer at the Art Gallery of South Australia, and Mr James Henriks, Curriculum and Assessment Officer for Arts, added to the information in the catalogue.

Including students and the public, 6550 people visited the exhibition.

Following the exhibition, a selection of works was sent to the Fountain Gallery, Port Augusta. SSABSA and Country Arts SA again funded this extension of the Art Show. As in previous years, the entire collection of works exhibited at the Light Square Gallery was photographed and is available for viewing on the SSABSA website.

Selected works were hung in SSABSA offices, in the Office of the Minister for Education and Children's Services, and in the offices of the Teachers Registration Board of South Australia.

Drama Day

A successful Drama Day was held at the Adelaide Festival Centre on 2 March. The sell-out audience of 350 students and teachers included students from Kimba, Glossop, Mt Gambier, Burra, and Riverton schools. SSABSA curriculum and assessment staff and four Chief Assessors presented material from various sections of the Stage 2 subjects. Students from Riverton, Mt Gambier, and Wilderness presented practical demonstrations of their 2004 Stage 2 work. The event was videotaped by students from Windsor Gardens for distribution to schools that were unable to attend. The Adelaide Festival Centre provided the venue, publicity, refreshments, prizes, ticketing through BASS, and technical support.

SSABSA Technology Show 2005

The SSABSA Technology Show 2005, showcasing the work of the 2004 Stage 2 Design and Technology and Design and Technology Studies students, was held at the Centre Gallery at the Education Centre from 23 March to 27 April. Dr Patricia Crook, Managing Director of Dynek Pty Ltd, opened the exhibition.

One hundred and ten students from fifty schools 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 the products that students had made. Work selected for exhibition was considered to be of a high standard against the criteria in the curriculum statement. Moderators also looked for work that was unusual and/or innovative.

One hundred and thirty-one pieces of work were displayed. This work reflected the wide range of contexts available to students within the curriculum framework. As well, folders showed the range of documentation of student work.

There were 1068 visitors to the show, including students from thirty city schools and sixteen country schools. Teachers commented on the value of the show as a teaching and learning resource, particularly as 2005 was only the second year of teaching of the redeveloped Design and Technology curriculum statement. Teachers whose students exhibited work discussed their teaching and assessment programs in teacher workshops at the show.

The dates of the SSABSA Technology Show and the SSABSA Art Show coincided to encourage students to visit both shows in one visit to the city.

Key Result Area — Equity

Outcomes Achieved

Equity underpins the activities of the Authority and is addressed in each of the key result areas — in particular in curriculum, assessment, community information, and research.

Aboriginal Education Strategy

The SSABSA Aboriginal Education Strategy (AES) is an initiative to increase access, participation, achievement, and successful completion of the SACE by Aboriginal students.

There were seventy-eight Indigenous SACE completers in 2005.

A project initiated by the Curriculum and Assessment Branch to refocus and strengthen work on building Aboriginal perspectives in curriculum statements and curriculum support materials involved the AES Project Officer, staff of the Curriculum and Assessment Branch, curriculum writers, and Subject Advisory Committee members. The new curriculum statements for Stage 1 and Stage 2 Agriculture and Horticulture, Geography, Integrated Learning, and Information Technology Systems were reviewed in 2005.

A reference group comprising community members, representatives of organisations, education sectors, schools, universities, and SSABSA staff supports the AES. Reference group meetings focused on sharing and promoting programs that contribute to supporting Aboriginal students in the SACE and Aboriginal perspectives in the curriculum. Speakers from Aboriginal and community organisations presented information to the reference group about their core business, which Curriculum and Assessment Officers linked to areas in the curriculum and support materials.

The AES Project Officer delivered four workshops on the theme 'Making the SACE Relevant to Aboriginal Students' to fourth-year Bachelor of Education students.

The annual Indigenous SACE Achievers poster and a smaller version, containing information on the SACE, were distributed to all schools. The poster is widely recognised in the community as a motivator for younger Aboriginal students who see cousins, brothers, and sisters represented on the poster as having successfully completed the SACE.

Work began on the redevelopment of the AES website, which is expected to be launched by the middle of 2006.

Key Result Area — Income Generation

Outcomes Achieved

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, by services to the Northern Territory, and by income generated from the financial management of cash held.

Delivery of the SAM Program in Asia

The SAM program has maintained its position as a reputable pre-university program and the most popular of the pre-university courses offered by any Australian assessment authority in Asia. The SAM program has been delivered in Malaysia since 1984. In 2005 the SAM program was delivered in China for the first time.

A total of 23 458 students have received a result in one or more Stage 2 subjects in the SAM program since the establishment of the Board in 1984.

SAM Program in Malaysia

In 2005, 1272 students enrolled in the SAM program in Malaysia at the following five centres:

Taylor's College	914
Disted-Stamford College	82
INTI College	67
INTEC, Universiti Teknologi Mara	195
Olympia College	14.

From 2006 the program will be offering an additional subject, Psychology.

In December 2005, nine Malaysian teachers from Taylor's, Disted-Stamford, and INTI colleges and INTEC, Universiti Teknologi Mara, marked the English as Second Language Studies, Mathematics, and Chemistry examination papers. SSABSA gives Malaysian teachers the opportunity to be markers to enable them to improve their understanding of the assessment processes; this assists in their professional development and is considered to be an invaluable experience.

SAM Program in China

The first SAM program in China at Qianhuang Senior Middle School, Changzhou, began in 2005 with the students having undertaken an intensive English program during the second half of 2004. Thirty-four students enrolled in the 2005 SAM program.

Three Australian teachers were appointed to teach English as Second Language Studies, Chemistry,

Physics, Specialist Mathematics, and Mathematical Studies. SSABSA has supported the teachers in China by an annual visit focusing on professional development.

The 2005 examinations in China ran smoothly with the appointment of two SSABSA officers to oversee the invigilation process.

SSABSA Visits Overseas

The Manager, Curriculum and Assessment, and the Curriculum and Assessment Officers for Mathematics and Science visited Malaysia and China in May 2005. The annual visit to the SAM schools in Asia was to deliver in-service training to teachers in the assessment and moderation of the mathematics, science, and English as a Second Language subject areas.

SSABSA continued its partnership with the University of South Australia and the Department of Education and Children's Services to provide curriculum and assessment expertise to the Papua New Guinea (PNG) Curriculum Reform Implementation Project: Lower Secondary Partnership Activity.

In 2004 SSABSA, in conjunction with the University of South Australia, won a tender from the Singapore Examinations and Assessment Board (SEAB) to conduct a workshop for its newly appointed staff on the impact of curriculum development on assessment.

SEAB, formerly the Examinations Division of the Ministry of Education, was established on 1 April 2004 as a statutory board to develop and conduct national examinations in Singapore and to provide other examination and assessment services, locally as well as overseas.

A program was devised and conducted by Dr Antonio Mercurio, the Manager, Curriculum and Assessment, SSABSA; Ms Angela Scarino, the Director, Research Centre for Languages and Cultures Education, University of South Australia; and Mrs Dolly Chong, the Director, Assessment and Research, SEAB. The five-day workshop, entitled 'Curriculum, Assessment, and Accreditation', was conducted from 9 to 13 May 2005 in Singapore.

Overseas Visitor

SSABSA hosted a week-long visit in May by Ms Estelle Nel, Director of Professional Development, Independent Examinations Board of South Africa. Ms Nel's research interest was in school-based assessment and moderation models and in the development of subjects such as Community Studies and Extension Studies. During her stay Ms Nel met with the Information Services and Curriculum and Assessment branches, visited schools, and presented a workshop on curriculum and assessment issues in South African secondary schools to members of the Curriculum and Assessment Branch.

Northern Territory

SSABSA continued to deliver the SACE to students in the Northern Territory in 2005. Under SSABSA's arrangement with the Northern Territory Department of Employment, Education and Training (NTDEET), Northern Territory students are able to study the same Stage 1 and Stage 2 subjects as South Australian students.

The results release for the Northern Territory students coincided with the results release in South Australia and was also undertaken in a smooth manner. SSABSA provided online support to NTDEET officers as well as an Internet support service for students and counsellors during the results release period.

SSABSA looks forward to continuing its close working relationship with the Northern Territory in delivering a quality certificate to its senior secondary students.

Key Result Area — Management

Outcomes Achieved

Financial Management

The Board has continued, through Resources Policy Committee (RPC), to develop accounting policies that have further enhanced the financial management

Overseas Travel

<i>Number of Employees</i>	<i>Destination</i>	<i>Reasons for Travel</i>	<i>Total Cost* to Agency (\$)</i>
1	Paris (France)	To attend the IAEA Executive Committee meeting	17 100.75
3	Singapore, Malaysia, and China	Educational consultancy	32 935.85
2	China	To invigilate examinations	13 191.27
6			63 227.87

* Total cost includes salary, on costs, travel, accommodation, etc.

of SSABSA. 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. Most claims were paid before Christmas.

Flexible Working Arrangements at SSABSA

During 2005 SSABSA's Management negotiated with staff to revise the flexible working arrangements for the organisation. The formalisation of SSABSA's flexible working arrangements has also been undertaken in consultation with the relevant unions and with reference to the relevant awards and standards that SSABSA adheres to. Aspects of the flexible working arrangements have been trialled ready for full implementation in early 2006.

Number of Employees Using Voluntary Flexible Working Arrangements by Gender

Type of Arrangement	Male	Female	Total
Purchased Leave	–	–	–
Flexitime	24	48	72
Compressed Weeks	–	–	–
Part-time/Job Share	1	9	10
Working from Home	–	–	–

SSABSA's Strategic Plan

In 2005 the Board reviewed its Strategic Plan. The three strategies and associated indicators and targets for the four components of the Aim were identified for 2005–06 (see page 3 for details).

The Management of the Authority developed an Operational Plan for 2005–06 to guide the activities of the Authority, ensuring that these were aligned with the Board's Aim and strategies.

Key Performance Indicators

The Board once again defined priorities, indicators, and targets in the key result areas and monitored their achievement in 2005.

AS/NZS ISO 9001:2000

SSABSA successfully maintained AS/NZS ISO 9001:2000 accreditation during 2005. In September the organisation was audited over two days by a representative from Société Générale de Surveillance (SGS). SSABSA's Quality Management System was renewed for a further 3 years and will now be audited annually.

SSABSA's internal audit processes continued through the regular audit training of staff and through conducting audits to ensure that the appropriate processes are in place and accreditation is being maintained in accordance with the standard.

The three key advantages for SSABSA in maintaining the AS/NZS ISO 9001:2000 standard are:

- ensuring that SSABSA continuously improves its

- processes and methods of operations;
- formalising the improvement process;
- providing a recognisable quality accreditation in overseas countries.

SSABSA Refurbishment

In December 2004 the Government Office of Accommodation Committee (GOAC) approved SSABSA's proposal for renewal of its lease. It recommended that SSABSA remain at the current premises and supported a refurbishment of the offices.

Refurbishment started towards the end of 2005 and it is expected to be completed in early 2006. The refurbishment of the Business Services, Curriculum, and Communications areas will comply with Occupational Health, Safety, and Welfare guidelines for work stations and with the GOAC Office Accommodation Guidelines.

Human Resources

Tables relating to SSABSA employees and the diversity of the workforce are on pages 21, 23, and 24.

Staff Retirement

In October 2005 SSABSA farewelled another of its long-serving employees, Mrs Bronwyn Felgate, who retired after more than 20 years of committed service to SSABSA. Bronwyn held a number of positions during this time, beginning in 1984 as Secretary to the Director. Other positions held by Bronwyn included Assistant Registrar of Assessment Services (1986 to 1992), Assessment Operations Officer (1993 to 2003), Coordinator, Operations and Results (2004 to 2005), and Project Officer — Assessment Transition Planning (2005).

One of the significant contributions that Bronwyn made over this period was in managing the operations of SSABSA's Special Provisions in Curriculum and Assessment Policy.

Strategic Human Resources

Policies and procedures relating to the management of human resources and OHS&W continued to be reviewed throughout 2005, according to the policy framework. The framework, policies, and procedures are on the SSABSA intranet and are accessible to all staff. Under the risk management strategy, biannual reports identifying risks, their impact, and management are presented to the Board.

Ongoing development of the Complete Human Resource Information System (CHRIS) continued in 2005 with the payroll function refined to include leave tracking, improved reporting formats for management decision-making, and broader staff access to CHRIS 21 for personal information.

All administrative functions associated with the recruitment and selection of staff have also been placed on CHRIS.

Training and Development

SSABSA has addressed staff training and development in a number of ways, including the provision of on-the-job coaching and in-house and external programs facilitated by specialist training providers. Programs were specifically targeted to support the development of individual skills and competencies to enhance performance, increase knowledge, and foster a positive work environment. Some of these programs included: IT-based programs, including CHRIS management; Time Management; Creatively Managing Conflict; Working with Diverse Personalities; Copyright; Defensive Driving; and Workplace Bullying.

Various staff participated in the following OHS&W programs in 2005: OH&S Responsibilities, OH&S Representative Training, Use of a Defibrillator, First Aid for Senior First Aid Officers.

Corporate training and development programs provided on-site included Recruitment and Selection; Quality Assurance and Auditing; Ethics and the SA Public Sector Code of Conduct; and a Workplace and Health Lifestyle program, which incorporated exercise, stretching, and health tips to promote health and well-being in the workplace.

Individual Development Plans (see table below) are developed by each staff member in consultation with their manager to map training and development activities over a 12-month period. These targeted development activities link the acquisition of identified skills to the Board's strategic outcomes.

Applying for training programs online through CHRIS 21 continues to save time and paperwork and provides both management and staff with up-to-date training records that can be reviewed instantly.

Leave Management

The Management Team of the Authority monitors on a quarterly basis the level of accumulated recreation 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 in excess of 20 days' accumulated leave as of 31 December 2005 was twenty-three.

Average Days Leave Taken per Full-time Equivalent Employee

Leave Type	2005	2004	2003	2002
Sick Leave	8.3	6.5	4.7	4.4
Family Carer's Leave	0.6	0.5	0.3	0.2
Special Leave with Pay	0.2	1.9	1.5	NA

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.

Executive Employment

The Board has one female and two male staff members at the Executive Level. The female executive staff member is employed on an untenured contract. The male executive staff members are employed on tenured contracts and have a right to return to their substantive positions in the public sector at the conclusion of their appointments (see table below).

Documented Individual Development Plans

Salary Bracket	% with a plan negotiated within the past 12 months	% with a plan older than 12 months	% with no plan
\$0-\$38 599	12	4	0
\$38 600-\$49 999	14	8	2
\$50 000-\$65 999	26	4	0
\$66 000-\$85 999	26	0	0
\$86 000+	4	0	0
Total	82	16	2

Number of Executives by Status in Current Position, Gender and Classification

Classification	Ongoing		Contract Tenured		Contract Untenured		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
EX A	-	-	2	-	-	-	2	-	2
EX C	-	-	-	-	-	1	-	1	1
Total	-	-	2	-	-	1	2	1	3

Occupational Health, Safety, and Welfare

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

A number of staff participated in workplace assessments to identify and promote safe systems of work. A flu vaccination reimbursement program was made available to staff, and regular massage and yoga programs were offered to promote health and well-being.

As reported previously, all training is recorded on CHRIS 21 and is accessible to staff.

All staff participated in an emergency evacuation exercise in September. As a result of feedback received, improvements were made to the existing procedures.

Annual testing of portable electrical equipment was carried out in April.

In addition to OHS&W programs reported previously, a number of OHS&W Committee members attended various workshops as part of the annual Work Safe program.

The OHS&W Committee met five times in 2005 and initiated a number of actions to improve the working environment of SSABSA employees. These included:

- the development of a First Aid Officer's Manual;
- regular emails to staff, informing them of relevant OHS&W matters;
- changes to SSABSA's mobile phone policy;
- purchasing first aid kits for all fleet cars.

Consultants

SSABSA engaged the services of one consultant. The total expenditure on this consultant was \$3500.

Energy Efficiency Action Plan

Electricity Usage

	<i>Usage (units)</i>	<i>Cost (\$)</i>
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

<i>After hours Airconditioning</i>	<i>Usage (units)</i>	<i>Cost (\$)</i>
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

SSABSA signed a new airconditioning contract in 2005. As part of the office refurbishment, the

airconditioning needs of the organisation were re-assessed. This has resulted in more effective usage in the second half of the year and a reduction in the number of complaints from staff.

A number of actions were taken to improve energy efficiency. These included:

- the installation of LCD (liquid crystal display) screens, replacing VDUs;
- the installation of energy-efficient shower heads;
- office cleaning undertaken in business hours;
- the installation of timers on airconditioning units.

Further action is required and an Energy Efficiency Action Plan will be implemented in 2006 to enable more accurate reporting to occur.

Motor Vehicle Fuel Usage

	<i>Fuel (litres)</i>	<i>Cost (\$)</i>
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

SSABSA provides needs-based moderation support to all schools in the State, including remote and isolated schools. Officers continued to make every attempt to optimise the number of schools visited on a single journey to achieve maximum efficiency, including fuel efficiency.

Disability Action Plan

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

Students are advised when they register for the SACE of the Special Provisions in Curriculum and Assessment Policy that accommodates the special needs of students with long-term impairment. This policy was developed in consultation with disability advisory services and with the support of the Office of the Commissioner for Equal Opportunity.

The operation of this policy is guided by a specialist advisory group. SACE coordinators are given training in the operations of this policy, which is further elaborated in the *SACE Operations Manual*.

In subjects with external examinations, schools can request for individual students with disabilities a range of provisions. These include:

- enlarged print examinations;
- examinations in Braille;
- recorded examinations either on compact disc or tape;
- extra reading time;
- the use of a scribe;
- the use of a reader;
- extra time with supervised rest breaks.

In the past 4 years 2262 students (2002: 468, 2003: 521, 2004: 620, 2005: 653) with a long-term impairment have accessed SSABSA's special provisions procedures.

Other subjects are available in which a contract of learning is negotiated; this can be customised to address individual students' specific needs.

Subjects such as Auslan and Communication for the Hearing-impaired were developed in close collaboration with the relevant communities. All curriculum statements are available on SSABSA's website during consultation, thus providing broad community access.

SSABSA complies with Section 22, Education, of the *Commonwealth Disability Discrimination Act 1992* in the areas relevant to its core business.

Contractual Arrangements

SSABSA has no contractual arrangements where the total value of the contract exceeds \$4 million and the contract extends beyond a single year.

Accounts Payable

The table below summarises the Authority's accounts payable record for 2005.

Accounts Paid				
<i>Particulars</i>	<i>Number</i>	<i>% of Total</i>	<i>Value in \$A</i>	<i>% of \$A Total</i>
Paid by the due date	5826	93	5 582 515.13	95
Paid late but paid 30 days or less after the due date	350	6	275 197.35	5
Paid late and paid more than 30 days after the due date	74	1	34 832.99	—

SSABSA Employees, by Gender and Status

<i>Persons</i>	83		
<i>FTEs</i>	67.7		
<i>Gender</i>	<i>% Persons</i>	<i>% FTEs</i>	
Male	35	33	
Female	65	67	
Number of persons separated from the agency during the 2005 calendar year			11
Number of persons recruited to the agency during the 2005 calendar year			5
Number of persons on leave without pay at 31 December 2005			6

Status of Employees in Current Position

	<i>FTEs</i>				<i>Total</i>
	<i>Ongoing</i>	<i>Short-term Contract</i>	<i>Long-term Contract</i>	<i>Casual (excludes agency staff)</i>	
Male	8	4.4	11	0	23.4
Female	20.6	6.0	17.7	0	44.3
Total	28.6	10.4	28.7	0	67.7
	<i>Persons</i>				<i>Total</i>
	<i>Ongoing</i>	<i>Short-term Contract</i>	<i>Long-term Contract</i>	<i>Casual (includes agency staff)</i>	
Male	8	5	11	5	29
Female	24	6	18	6	54
Total	32	11	29	11	83

Number of Employees by Salary Bracket

<i>Salary Bracket</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
\$0-\$38 599	2	9	11
\$38 600-\$49 999	5	13	18
\$50 000-\$65 999	6	15	21
\$66 000-\$85 999	9	10	19
\$86 000+	2	1	3
Total	24	48	72

Number of Employees by Age Bracket by Gender

<i>Age Bracket</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>% of Agency Workforce Benchmark*</i>	<i>South Australian</i>
15-19	–	–	–	–	7.4
20-24	1	3	4	4.8	11.3
25-29	6	3	9	10.8	10.0
30-34	0	5	5	6.0	10.7
35-39	2	9	11	13.3	11.1
40-44	2	4	6	7.2	12.2
45-49	2	9	11	13.3	12.3
50-54	7	7	14	16.9	11.3
55-59	5	11	16	19.3	8.1
60-64	3	3	6	7.2	4.0
65+	1	–	1	1.2	1.6
Total	29	54	83	100.0	100.0

* Benchmark as at February 2005 from ABS Supertable LM8.

Number of Aboriginal and/or Torres Strait Islander Employees

	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>% of Agency</i>	<i>Target*</i>
Aboriginal/Torres Strait Islander	–	1	1	1.2	2.0%

* Target from South Australia's Strategic Plan.

Cultural and Linguistic Diversity

	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>% of Agency</i>	<i>SA Community*</i>
Number of employees born overseas	4	8	12	16.7	20.3%
Number of employees who speak language(s) other than English at home	1	1	2	2.8	15.5%

* Benchmarks from ABS publication Basic Community Profile (SA) Cat. No. 2001.0.

Number of Employees with Ongoing Disabilities Requiring Workplace Adaptation

	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>% of Agency</i>
Total	1	1	2	2.8

Occupational Health, Safety, and Injury Management

	2005	2004	2003
1. OHS legislative requirements			
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	0	0	0
2. Injury management legislative requirements			
Total number of employees who participated in the rehabilitation program	0	1	0
Total number of employees rehabilitated and reassigned to alternative duties	1	0	0
Total number of employees rehabilitated back to their original work	0	0	0
3. WorkCover action limits			
Number of open claims as at 31 December	2	1	0
Percentage of workers compensation expenditure over gross annual remuneration	0.90%	1.00%	0.90%
4. Number of claims			
Number of new workers compensation claims in the calendar year	0	3	1
Number of fatalities, lost-time injuries, medical treatment only	F	0	0
	LTI	0	0
	MTO	0	3
Total number of whole working days lost	0	0	0
5. Cost of workers compensation			
Cost of new claims for calendar year	\$0	\$2582	\$347
Cost of all claims excluding lump sum payments	\$0	\$2582	\$347
Amount paid for lump sum payments (s42, s43, s44)	s42	0	0
	s43	7951.39	0
	s44	0	0
Total amount recovered from external sources (s54)	0	0	0
Budget allocation for workers compensation	\$59 500	\$61 700	\$50 904
6. Trends			
Injury frequency rate for new lost-time injury/disease for each million hours worked	0	0	0
Most frequent cause (mechanism) of injury	Bruise, abrasion	Non-powered hand tools — equipment strain, bruise	Other mental stress factors
Most expensive cause (mechanism) of injury	Other mental stress factors	Other mental stress factors	Other mental stress factors
7. Meeting the organisation's strategic targets			
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 2005:			
<i>Training</i>	<i>Cost (\$)</i>		
Training in use of semi-automatic defibrillator (7 participants)	585		
Senior first aid training (7 participants)	1090		
Defensive driving (2 participants)	446		
OHS&W Representative Training (1 participant)	580		
Workpace Stretching Program (various staff)	550		

<i>Safety Maintenance and Prevention</i>	<i>Cost (\$)</i>
Fire extinguisher inspections and first aid equipment	630.96
Monthly cleaning of telephones	744.18
Security guards	39 237.63
Hygiene — toilets	12 362.93
Portable electrical equipment testing	1 487.76
 <i>Special Programs</i>	
Worksafe 'Free' workshops	16.50
Yoga/masseuse (paid for by staff)	—
Total	<u>57 730.96</u>

Key Result Area — Research

Outcomes Achieved

Curriculum and Assessment Research

Subject Audits

Participation and performance data were extracted for all subject audits undertaken in 2005. As part of the curriculum redevelopment process, teachers and students were consulted for the audit of subjects in the English, Flexible Learning, Health and Personal Development, and Society and Environment learning areas. Widespread consultation in both country and metropolitan schools included teacher forums, interviews with employers and university academics, and paper and online student and teacher surveys. A selection of summary reports of subject audits completed in 2005 is available on SSABSA Online.

Female Participation in Physics

A profile of participation and performance by girls in physics was prepared in order to analyse local, national, and international gender participation trends in physics and the sciences more generally.

A literature review was undertaken to explore the strategies used to address gender imbalance.

Completion and Retention Data

Data examining school completion rates, and the number of students involved in vocational and educational training, Vocational Studies, and Community Studies were extracted to identify strategies for improving completion rates. An extensive review of national and international completion and retention strategies was undertaken to assist State Government initiatives in this area.

Participation and Performance Statistics Working Party

This working party provides an opportunity for members of the Board to be involved in data analysis to identify factors and issues relating to SACE retention, completion, performance, and equity.

Process Monitoring

A paper was prepared showing the number of teachers on assessment panels to assist in the recruitment of new panel members from a range of schools and locations. The assessment practices of double marking and central (final) moderation were also reviewed in order to identify current procedures and areas for improvement.

Research staff prepared subject assessment information packages for all Curriculum and Assessment Officers. The packages included examination reliability analyses, information on the impact of moderation,

subject summary information, and achievement score graphs.

Ongoing analysis of participation in the SACE and impediments to SACE completion was a large component of performance monitoring. Projects have included detailed data on SACE participation and completion, percentages of completers out of potential completers for each school, analyses of SACE requirements not met, number of students receiving Merits by gender and subject, means and correlations of marks for selected subject assessment components, and combinations of subjects studied.

The Research Section examined the impact of the SACE subject group requirement on students' subject choices. (At present, to meet the group requirements, students must undertake at least 2 Stage 2 units from the arts/humanities/social and cultural studies group of subjects and at least 2 Stage 2 units from the mathematics/science/technology group of subjects.) A survey was distributed to students asking them if and how their subject choices would change if the group requirement did not exist. Quantitative data on the impact of the group requirement on SACE completion were also analysed and a paper prepared.

A survey was developed for SACE coordinators on the support and service they receive from SSABSA. A report was written on their responses.

The impact of the SACE completion requirement at Stage 2 that at least three 2-unit sequences at satisfactory achievement (SA) level must be completed was investigated. For potential SACE completers in 2004, data were analysed on SACE completion, the number of Stage 2 2-unit sequences studied, any SACE requirements not met, and the main subjects not completed at SA by students who did not meet the three 2-unit sequence at SA requirement. A report presenting the data and summarising the findings of the investigation was prepared.

Legislative Responsibilities — Provision of Information

Annual Data

SSABSA Research staff extracted statistical tables of data for the 2004 Annual Report.

The 2004 edition of *SSABSA Statistics: Participation and Performance* was also prepared. Data showing participation and performance of Indigenous students in their sectors were prepared for the Department of Education and Children's Services and Catholic Education.

The reporting of student participation and performance in vocational education and training (VET) continued in 2005. To better understand how much VET students are undertaking as part of their SACE, data were provided on the different VET combinations undertaken, hours of VET completed, SSABSA-VET subject enrolments and performance, and the use of VET by students who gained the SACE.

Collaborative Research and Reference Groups

Australian Research Council Social Inclusion Initiative on School Retention

SSABSA, in its capacity as a project partner, provided research advice and data to the project. Qualitative and quantitative information were used to examine part-time senior secondary study in South Australia.

Gender Issues in Information Technology

A joint project was initiated with the University of Western Sydney to examine the effects of gender on participation in Information Technology subjects.

Publications

To support research by schools and other institutions, the following Data Information Releases were placed on SSABSA Online in November 2005:

- 'Students Participating in Vocational Education and Training (VET) as Part of SACE Studies';
- 'Completion Rates for SA Students in 2002, 2003, and 2004 — Disaggregated by Location, Gender, Aboriginality, and Socio-economic Quartile';
- 'Students Undertaking Subjects with an Investigative Component'.

Results Release

The results release generates enormous amounts of data that support ongoing research into student participation and performance. SSABSA Research staff undertook extensive checks of data integrity during the processing period. The data were analysed to provide feedback to students and schools, and to provide feedback on processes to the Curriculum and Assessment Branch and Information Systems staff. During the results release, staff of the Research Section responded to queries, assisted with the printing and packing of registers and results, and prepared and printed student records.

Data and Information Requests

The demand for data from schools and other institutions, both State and Federal, is relatively constant throughout the year. SSABSA data are sought for purposes ranging from future-oriented projects to accountability.

Information was requested in 2005 by the Department of Education and Children's Services, the Northern Territory Board of Studies, Department of Employment, Education and Training, the Department of Further Education, Science and Training, the Australian Bureau of Statistics, the Department of Family and Community Services, and Flinders University of South Australia.

Key Result Area — Systems

Outcomes Achieved

Results Release

The 2005 results release was highly successful. Students were once again able to access their results online and receive their formal hard-copy documentation in the post in the week before Christmas. On the first day of the results release there were approximately 8315 visits to the results page of the website. This is 1091 more than for the corresponding time in 2004.

DATEX Online

Throughout 2005, SSABSA worked with schools in supporting student assessment and ensuring the successful transfer of students' data to SSABSA. The data exchange between SSABSA and schools was activated through the SSABSA-developed, web-based, online facility known as DATEX Online. Existing DATEX (database) users from 2004 converted to using DATEX Online at the start of 2005. Two hundred and four South Australian schools and twenty-six Northern Territory schools used this relatively new service to provide mid-year and end-of-year school data to SSABSA. The remaining schools submitted results via paper.

Like Schools Data

The Like Schools data for 2004 were prepared and uploaded to the Online Results Enquiries (ORE) website in February 2005. School principals were able to access these pages in a secure browser environment via a SSABSA-issued personal identification number (PIN). Principals were also able to compare their school's performance with that of similar schools, and with all schools in the State using this data.

Hardware

The installation of the new server infrastructure for SSABSA was completed in April with the replacement of database, file, and print servers. This provides increased storage capacity and machine speed necessary for end-of-year processing.

The installation of two new Xerox printers was completed in November. This provided an increase in printing capacity for end-of-year processing. Two older Xerox machines will be decommissioned in 2006.

Disaster Recovery

With the addition of increased server capacity during the year a new backup solution was installed

in October. This solution increases tape capacity and speed of data transfer.

Visual Basic/Java

Development work on SSABSA's internal systems in Visual Basic was restricted to maintaining existing systems, as Java has become the standard development language at SSABSA. The new Committee system was developed as a pilot project to determine the architecture and processes required

to convert the existing applications from Visual Basic to Java, and several other systems deemed to be in need of updating were documented in preparation for their conversion. Development work on DATEX Online continued throughout 2005, with several releases required during the year to incorporate new reports, new data exchange formats, changes required to allow the data collected to become AVETMISS compliant, and usability improvements.

FINANCIAL STATEMENT FOR THE YEAR ENDED
31 DECEMBER 2005

Senior Secondary Assessment Board of South Australia

INCOME STATEMENT
For the Year Ended 31 December 2005

	Note No.	2005 \$'000	2004 \$'000
Expenses			
Employee Expenses	4	7,341	6,986
Supplies and Services	5	4,599	4,057
Replacement Teachers	6	785	828
Depreciation and Amortisation	13(b)	319	249
Total Expenses		13,044	12,120
Income			
Fees and Charges	7	1,580	1,539
Interest		194	198
Net Gain from Disposal of Assets		4	-
Replacement Teachers Writeback	8	114	120
Other	9	412	360
Total Income		2,304	2,217
Net Cost of Providing Services		10,740	9,903
Revenues from SA Government			
Revenues from SA Government	10	10,773	9,838
Net Result		33	(65)
Total Changes in Equity including those Resulting from Transactions with State Government as owner			
		33	(65)

rev.

Senior Secondary Assessment Board of South Australia

BALANCE SHEET
As at 31 December 2005

	Note	2005 \$'000	2004 \$'000
Current Assets			
Cash	22	4,534	3,826
Receivables	11	128	86
Other	12	47	42
Total Current Assets		4,709	3,954
Non-Current Assets			
Property, Plant and Equipment	13	773	1,014
Total Non-current Assets		773	1,014
TOTAL ASSETS		5,482	4,968
Current Liabilities			
Payables	14	460	330
Replacement Teachers	15	391	236
Employee Benefits	16	470	415
Total Current Liabilities		1,321	981
NON-CURRENT LIABILITIES			
Payables	14	58	72
Employee Benefits	16	623	468
Total Non-current Liabilities		681	540
TOTAL LIABILITIES		2,002	1,521
NET ASSETS		3,480	3,447
Equity			
Accumulated Surplus	17	3,480	3,447
Total Equity		3,480	3,447

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Senior Secondary Assessment Board of South Australia

STATEMENT OF CHANGES IN EQUITY
For the Year Ended 31 December 2005

	Note	Total \$'000
Balance at 31 December 2004	17	3,447
Total recognised income and expense for 2005		33
Balance at 31 December 2005	17	3,480
All changes in equity are attributable to the SA Government as owner		

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CASH FLOW STATEMENT

For the Year Ended 31 December 2005

	Note	2005 \$'000	2004 \$'000
Cash Flows From Operating Activities			
Cash Outflows			
Employee payments		(7,770)	(7,996)
Supplies and Services		(4,479)	(4,245)
GST payments on Purchases		(490)	(497)
GST remitted to ATO		(36)	(47)
Cash Used in Operations		(12,775)	(12,785)
Cash Inflows			
Fees and Charges		1,563	1,914
Interest Received		187	190
GST receipts on Receivables		139	145
GST input tax credits		369	360
Other		526	360
Cash Generated from Operations		2,784	2,969
Cash Flows from SA Government			
Receipts from SA Government		10,773	9,838
Total Cash Flow from SA Government		10,773	9,838
Net Cash Provided by Operating Activities	22(b)	782	22
Cash flows from Investing Activities			
Cash Outflows			
Purchases of Property, Plant and Equipment		(78)	(348)
Cash Used in Investing Activities		(78)	(348)
Cash Inflows			
Proceeds from Sale of Property, Plant and Equipment		4	-
Cash Generated from Investing Activities		4	-
Net Cash Used in Investing Activities		(74)	(348)
Net Increase/(Decrease) in Cash and Cash Equivalents		708	(326)
Cash and Cash Equivalents at the Beginning of the Financial Year		3,826	4,152
Cash at end of the Financial Year	22(a)	4,534	3,826

Senior Secondary Assessment Board of South Australia

Notes to the Financial Statements for the year ended 31 December 2005

1. Objectives of the Senior Secondary Assessment Board of South Australia

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 \$10.77 million (2004: \$9.84 million).

2. Summary of Significant Accounting Policies

(a) Basis of Accounting

The financial report is a general purpose financial report and has been prepared in accordance with applicable Australian Accounting Standards, Treasurer's Instructions and Accounting Policy Statements promulgated under the provision of the *Public Finance and Audit Act 1987*.

These Financial Statements are the first statements to be prepared in accordance with Australian Equivalents to International Financial Reporting Standards. AASB1 'First-time Adoption of Australian Equivalents to International Financial Reporting Standards' has been applied in preparing these statements. Previous Financial Statements were prepared in accordance with Australian Generally Accepted Accounting Principles.

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.

The Cash Flow Statement has been prepared on a cash basis.

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

Comparative Information

The presentation and classification of items in the financial report are consistent with prior periods.

Note 3 provides a detailed analysis of comparative amounts that have been reclassified as a result of harmonisation with international accounting standards.

Rounding

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

(b) Revenue Recognition

Revenue from Ordinary Activities is recorded in the Income Statement at the time it is earned or at the time control passes to the Board. This is generally at the conclusion of an event or after a service has been provided. Interest revenues are recognised as they accrue.

(c) Depreciation of Non-Current Assets

All non-current assets having a limited useful life are systematically depreciated over their useful lives in a manner that reflects the consumption of their future economic benefits.

The Board expenses items of equipment and furniture with an initial purchase price below \$1,000 except where that item is part of a group of like assets that have a combined value in excess of \$1,000.

Depreciation is provided for on a straight-line balance basis. The estimated useful lives of each asset class are:

Furniture and Fittings	3-10 years
Equipment	5-10 years
Computer Equipment	3-5 years
DATEX Software	5 years

(d) Employee Benefits

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

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

Liability for salary and wages are measured as the amount unpaid at the reporting date at remuneration rates current at reporting date. The annual leave liability is expected to be payable within twelve months and is measured at the undiscounted amount expected to be paid. In the unusual event where salary and wages and annual leave are payable later than 12 months, the liability will be measured at present value.

The liability for long service leave is recognised and measured using data from the actuarial assessment by the Department of Treasury and Finance based on a significant sample of employees throughout the South Australian public sector. This calculation is consistent with the Department's experience of employee retention and leave taken.

(e) 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.

(f) Financial Instruments

The Board's accounting policies in relation to the terms and conditions of each class of financial asset and financial liability recognised at 31 December 2005 are as follows:

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 2005 range from 5.10 percent to 5.61 percent (2004: 4.90 percent to 5.26 percent).

Receivables relate to debtors and are reported as amounts billed but unpaid.

Creditors are raised for amounts billed but unpaid, and are normally settled within 30 days.

All financial instruments are valued at historical cost in the Balance Sheet, which approximates net fair value.

(g) Assets not recognised in the Financial Report

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 examiner's comments

(h) *Taxation*

The Board is not subject to income tax. The Board is liable for payroll tax, fringe benefits tax, goods and services tax (GST).

Income, expenses and assets are recognised net of the amount of GST except:

- Where the amount of GST incurred by the Department as a purchaser is not recoverable from the Australian Taxation Office.
- Receivables and payables are stated with the amount of GST included.

The net GST receivable/payable to the Australian Taxation Office has been recognised as a receivable/payable in the Balance Sheet.

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

3. **Changes in Accounting Policies**

Explanation of Transition to AIFRS

The Board has adopted the AIFRS for the first time for the year ended 31 December 2005.

The adoption of AIFRS has not resulted in any material adjustments to the Income Statement, Balance Sheet, Statement of Changes in Equity or Cash Flow Statement.

A summary of the impact on adopting relevant standards follows:-

AASB 119 Employee Benefits - This standard requires employee benefits payable later than 12 months (currently measured at nominal amounts) to be measured at present value. However, for Long Service Leave, the Board adopts the shorthand method allowed under Accounting Policy Framework IV, paragraph 5.10 which is a short-cut method of estimating the liability which does not materially differ from the present value. The Board currently has no Annual Leave benefit liability relating to leave expected to be taken later than 12 Months.

AASB 138 Intangible Assets - In accordance with AASB138 Intangible Assets, the Board no longer capitalises research costs in relation to research and development projects as this is prohibited by the standard. Original cost information is available for the DATEX Online (student results processing software) software and so it will continue to be recognised. However, as DATEX Online software has been specifically developed for SSABSA and is not traded (i.e. no active market) it will not be revalued.

AASB 132 Financial Instruments: Disclosure and Presentation and AASB 139 Financial Instrument: Recognition and Measurement - The Board measures it's financial instruments at cost. The Board does not and does not expect to hold derivative financial instruments.

	2005	2004
	\$'000	\$'000
4. Employee Expenses		
Salaries and Wages	4,233	4,099
Casual Salaries Examiners	1,104	1,073
Casual Salaries Moderators	665	681
Casual Salaries Other	38	48
Recreation Leave	(3)	(10)
Long Service Leave	197	(26)
Payroll Tax	356	357
Superannuation	636	634
Workcover	61	64
Fringe Benefits Tax	54	66
Total Employee Expenses	7,341	6,986

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	2005 \$'000	2004 \$'000
5. Supplies and Services		
Supplies and services provided by entities within the SA Government		
Rental expenses	634	612
Legal expenses	4	11
Insurance	18	22
Fleet Services	129	123
Computing Charges	398	396
Other	62	193
Total Supplies and Services – SA Government entities	1,245	1,357
Supplies and services provided by entities external to the SA Government:		
Computing and Communication	168	188
Repairs and Maintenance	83	87
Staff Development	63	79
Contractors	1,191	729
Printing	445	372
Travel and Accommodation	436	356
Motor Vehicle Transport	190	152
Courier and Freight	140	107
Stationery and Office Supplies	124	89
Hospitality	95	77
Equipment Hire	85	98
Other	334	366
Total Supplies and Services – Non SA Government entities	3,354	2,700
Total Supplies and Services	4,599	4,057

6. Replacement Teachers

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 15 for details of the unclaimed funds up to 31 December 2005.

	2005 \$'000	2004 \$'000
Temporary Replacement Teachers	699	671
Fraction Release Teachers	86	157
Total Replacement Teachers	785	828

7. Fees and Charges

	2005 \$'000	2004 \$'000
Overseas Students Studying in South Australia	198	173
South Australian Matriculation Program	475	439
Northern Territory	907	927
Total Fees and Charges	1,580	1,539

Candidates' fees collected during 2005 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.

The service provided to the Northern Territory Department of Education operated under a fixed price contract arrangement. The income earned from this service has been shown in 2005 in the Income Statement under Fees and Charges.

8. Replacement Teachers Write-Back

During 2005 \$114,000 was written-back (2004: \$120,000) of the liability for Replacement Teachers. The write-back relates to outstanding amounts raised prior to 31 December 2004, for which the Department of Education and Children's Services and private schools have not sought reimbursement.

Refer to Note 15 for additional explanation of the liability for Replacement Teachers.

9. Other Revenue

	2005 \$'000	2004 \$'000
Assessment Fees	10	12
Miscellaneous Income	345	291
Replacement Certificates	12	12
Sale of Publications	6	7
Scaling Grant	39	38
Total Other Revenue	412	360

10. Revenue from SA Government

Grants received from South Australian Government and other bodies are recognised as revenues in the period in which the Board gains control of the funds. The nature of grants received is as follows:

	2005 \$'000	2004 \$'000
State Government:		
Operating Grant	10,734	9,800
Scaling Project	39	38
Total Grants	10,773	9,838

The State Government Operating Grant for 2005 has 12 payments, which includes an amount of \$901,000 relating to January 2006 paid in advance. The Operating Grant for 2004 had 12 payments including an amount of \$870,000 relating to January 2005.

11. Receivables

	2005 \$'000	2004 \$'000
Current		
Debtors	21	7
Provision for Doubtful Debts	-	(1)
Accrued Interest	24	17
GST Receivable	83	63
Total Current Receivables	128	86
Total Receivables	128	86

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Government/Non Government Receivables		
Receivables from SA Government entities		
Debtors	7	-
Accrued Interest	13	-
Total Receivable from SA Government entities	20	-
Receivables from Non SA Government entities		
Debtors	14	7
Provision for Doubtful Debts	-	(1)
Accrued Interest	11	17
GST Receivable	83	63
Total Receivable from Non SA Government entities	108	86
Total Receivables	128	86

	2005	2004
	\$'000	\$'000
12. Other Assets		
Current Assets		
Prepayments	47	42
Total Current Assets	47	42
Total Other Assets	47	42

	2005	2004
	\$'000	\$'000
13. Property, Plant and Equipment		
(a) Furniture, Equipment and Computer Assets		
Furniture and Fittings at cost	394	389
Less: accumulated depreciation	375	314
	19	75
Equipment at cost	689	683
Less: accumulated depreciation	519	482
	170	201
Computer Equipment at Cost	870	891
Less: accumulated depreciation	745	726
	125	165
DATEX Software at cost	1,269	1,269
Less: accumulated depreciation	810	696
	459	573
Total Non-current Assets	773	1,014

(b) Reconciliation of Carrying Amount

	Carrying Amount	Additions	Disposals	Depreciation Expense	Carrying Amount
	\$'000's	\$'000's	\$'000's	\$'000's	\$'000's
Furniture and Fittings	75	5	-	61	19
Equipment	201	6	-	37	170
Computer Equipment	165	67	-	107	125
DATEX Software	573	-	-	114	459
Total Furniture, Equipment and Computer Assets	1,014	78	-	319	773

	2005 \$'000	2004 \$'000
14. Payables		
Current		
Creditors	118	23
Accrued expenses	287	255
Employment on-costs	55	52
Total Current Payables	460	330
Non-Current		
Employment on-costs	58	72
Total Non-Current Payables	58	72
Total Payables	518	402
Government/Non Government Payables		
Payables to SA Government entities		
Creditors	74	19
Accrued expenses	144	135
Employment on-costs	113	124
Total Payables to Other SA Government entities	331	278
Payables to Non SA Government entities		
Creditors	44	4
Accrued Expenses	143	120
Total Payables to Non SA Government entities	187	124
Total Payables	518	402

15. Replacement Teachers

The liability for Replacement Teachers represents the unclaimed portion of funds up to 31 December 2005.

	2005 \$'000	2004 \$'000
Current		
Temporary Replacement Teachers	376	209
Fraction Release Teachers	15	27
Total Replacement Teachers - Payables	391	236

	2005 \$'000	2004 \$'000
16. Employee Benefits		
Current		
Annual Leave	323	330
Accrued Salaries and Wages	147	85
Total Current Employee Benefits	470	415
Non-Current		
Long Service Leave	623	468
Total Non-Current Employee Benefits	623	468
Total Employee Benefits	1,093	883

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17. Accumulated Surplus	2005 \$'000	2004 \$'000
Accumulated Surplus at 1 January 2005	3,447	3,512
Operating Surplus	33	(65)
Accumulated Surplus as at 31 December 2005	3,480	3,447

18. Remuneration of Employees

The number of employees whose total remuneration fell within the following bands was:

	2005 Number of Employees	2004 Number of Employees
\$110,000 - \$119,999	2	2
\$180,000 - \$189,999	-	1
\$230,000 - \$239,999	1	-

19. Payments to Consultants

	2005 Number of Consultants	2004 Number of Consultants
\$0 - \$10 000	1	2

Total payments to consultants engaged were \$3,500 (2004: \$5,000).

20. Auditors Remuneration

	2005 \$'000	2004 \$'000
Amounts paid or payable for audit services	25	39

The Auditors received no other benefits.

21. Operating Lease Commitments

The operating lease expenses incurred by the Board in 2005 was \$714,000 (2004: \$608,000)

At the reporting date, the Board had the following obligations under non-cancellable operating leases (these obligations are not recognised as liabilities):

	2005 \$'000	2004 \$'000
Not later than one year	705	620
Later than one year and not later than five years	2,582	2,726
Later than five years	-	319
Total Operating Lease Commitments	3,287	3,665

22. Notes to the Statement of Cash Flows

(a) Reconciliation of Cash and Cash Equivalents

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:

	2005 \$'000	2004 \$'000
Cash and Cash Equivalents include:		
Cash on hand and at bank	1,753	1,190
Deposits with SAFA	2,781	-
Deposits at Call	-	2,636
Total cash and cash equivalents per Balance Sheet	4,534	3,826
Total cash and cash equivalents per Cash Flow Statement	4,534	3,826

(b) Reconciliation of Net Cash Used in Operating Activities to Net Cost of Services

	2005 \$'000	2004 \$'000
Net Cash Provided by Operating Activities	782	22
Less Revenues from Government	10,773	9,838
(Add)/Less Non Cash Items		
Depreciation	319	249
Capitalisation of DATEX Items Expensed in Prior Years	-	(295)
Replacement Teachers Write Back	(114)	(120)
Gain from Sale of Non-Current Assets	(4)	-
Changes in Assets and Liabilities		
(Increase)/Decrease in Prepayments	(5)	4
(Increase)/Decrease in Receivables	(42)	332
Increase/(Decrease) in Payables	116	(22)
Increase/(Decrease) in Employee Benefits	210	(135)
Increase in Replacement Teachers	269	74
Net Cost of Services from Ordinary Activities	10,740	9,903

23. Remuneration of Board Members

	2005 \$'000	2004 \$'000
(a) Income paid or due and payable to or on behalf of Board Members	9	11
	Number of Members 2005	Number of Members 2004
(b) The number of Board Members whose remuneration was within the following bands were:		
\$1 – 9,999	25	27

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24. Related Party Disclosure

The following persons held the position of Board member during the 2005 calendar year:

Presiding Member: Mr P.K. Wright
Deputy Presiding Member: Ms C Hudson
Chief Executive: Dr J.V. Keightley

Member	Deputy Member
Dr P. Kilvert (1) Mr T. Woolley (1)	Ms W. Engliss Mr W. Parker (1)
Mr B.W. Stratfold Ms S. Cameron	Ms J. Scott (1) Ms M. Klem (1)
Ms C. Harrison	Ms A. E. Doolette (1)
Assoc. Prof. G.T. Crisp (1) Prof. D. Turnbull (1)	Dr C.J. MacIntyre (1) Dr S. Alagumalai (1)
Prof. R.G. Storer Dr B.M. Kameniar	Dr L.D. Owens (1) Dr D. Gregory (1)
Assoc. Prof. A.R. Vicary Ms A. Scarino	Assoc. Prof. D.M. Panton (1) Dr C. Smith (1)
Ms H.M. Trebilcock (1)	Ms H.E. Whelan
Ms H. Carey	Ms. H. O'Brien
Dr P. Bartholomaeus (1)	Mrs D. Manolas (1)
Mr C. Dolan Ms J. Bone-George	Ms T. Carellas
Ms J. Lundberg	Mr R.D. Nussio (1)
Mrs J. Zerna Ms C. Lopez	Mrs G. Woolford Mr G.E. Gatley (1)
Mr B.J. Meatheringham	Mrs K. Agostinetti (1)
Ms S. MacDonald-Taylor	Ms S. Jeremic
Mr P.K. Wright Mr R.E. Johnson	Ms S.A. Schubert (1) Mr M. E. Dawe
Ms C. Hudson Mr D. Frith (1)	Ms S.J. Bowen (2) Mr N. Paine (2)
Comm. L.R. Matthews (1)	Ms A. Burgess
Dr J.V. Keightley	
Ms. S. Hyde (3) Mr T. Fletcher (3) Dr P. Buckley (3) Prof N. Harvey (3) Prof A. Reid (3) Prof E. Ramsay (3) Mr B.M. Eckermann (3) Mr G.R. Horsell (3) Ms C.J. Egan (3) Ms S.A. Frazer (3) Mr A.M. Gleeson (3)	Ms T. Rogers (3) Ms N. Schupelius (3) Ms T. O'Leary (3) Dr M. Secombe (3) Mr R. Hosking (3) Mr L. Colgan (3) Dr M. Evans (3) Mr P. Trethewey (3) Ms C.J. Litchfield (3) Ms P. Walsh (3) Dr K. P. Moyle (3) Mr. A. Bevan (3)

- (1) New members as at July 2005
(2) New Members as at November 2005
(3) Appointment ended 30 June 2005

2005

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 South Australia, the financial position of the Senior Secondary Assessment Board of South Australia as at 31 December 2005, its financial performance 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.

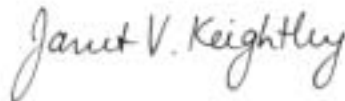
Patrick Wright
Presiding Member



Date:

8/3/06


Janet V Keightley
Chief Executive



Date:

8/3/06

Glenn Best
Accountant



Date:

8/3/06



INDEPENDENT AUDIT REPORT

TO THE PRESIDING MEMBER SENIOR SECONDARY ASSESSMENT BOARD OF SOUTH AUSTRALIA

SCOPE

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 financial report of the Senior Secondary Assessment Board of South Australia for the financial year ended 31 December 2005. The financial report comprises:

- An Income Statement;
- A Balance Sheet;
- A Statement of Changes in Equity
- A Cash Flow Statement;
- Notes to and forming part of the Financial Statements;
- Certificate by the Presiding Member, Chief Executive and the Accountant.

The members of the Board are responsible for the financial report. I have conducted an independent audit of the financial report in order to express an opinion on it to the Presiding Member.

The audit has been conducted in accordance with the requirements of the *Public Finance and Audit Act 1987* and Australian Auditing and Assurance Standards to provide reasonable assurance whether the financial report is free of material misstatement.

Audit procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion whether, in all material respects, the financial report is presented fairly in accordance with Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987*, Accounting Standards and other mandatory professional reporting requirements in Australia so as to present a view which is consistent with my understanding of the Senior Secondary Assessment Board of South Australia's financial position, the results of its operations and its cash flows.

The audit opinion expressed in this report has been formed on the above basis.

AUDIT OPINION

In my opinion, the financial report presents fairly in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987*, applicable 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 2005, the results of its operations and its cash flows for the year then ended.

9 MARCH 2006


S O'NEILL
DEPUTY AUDITOR-GENERAL

APPENDIX I

Organisation of the Board

The Board and its Committees

The SSABSA Board comprises twenty-seven members (including the Chief Executive) and deputy members (see Appendix II). Members are appointed by the Governor.

The current Board was appointed from July 2005.

In 2005 the Board met on the fourth Wednesday of 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 June.

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 II). 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 Authority.

Two standing committees help in the organisation of business. Curriculum and Assessment Policy Committee (CAPC) is responsible for the key result areas of curriculum, assessment, research, and equity. 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 III.

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 Authority.

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

APPENDIX II

Members of the Senior Secondary Assessment Board of South Australia, as at 31 December 2005

Presiding Member: Mr P.K. Wright
 Deputy Presiding Member: Ms C. Hudson
 Chief Executive: Dr J.V. Keightley

Nominating Agency	Member	Deputy Member
Chief Executive of the Department of Education and Children's Services	Dr P. Kilvert Mr T. Woolley Mr B.W. Stratfold Ms S. Cameron	Ms W. Engliss Mr W. Parker Ms J. Scott Ms M. Klem
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. G. Crisp Prof. D. Turnbull	Dr C. MacIntyre Dr S. Alagumalai
Council of the Flinders University of South Australia	Prof. R.G. Storer Ms B.M. Kameniar	Dr L.D. Owens Mr K.D. Gregory
Council of the University of South Australia	Assoc. Prof. A.R. Vicary Ms A. Scarino	Assoc. Prof. D.M. Panton Dr C. Smith
Association of Independent Schools of South Australia (AISSA)	Ms H.M. Trebilcock	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 Organizations Inc.	Dr P. Bartholomaeus	Mrs D. Manolas
Australian Education Union (SA Branch)	Mr C. Dolan Ms J.D. Bone-George	Ms T. Carellas
Independent Education Union (SA)	Ms J.E. Lundberg	Mr R.D. Nussio
South Australian Association of School Parents Clubs Inc.	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. Agostinnetto
Training and Skills Commission	Ms S. MacDonald-Taylor	Ms S. Jeremic
SA Unions	Mr P.K. Wright Mr R.E. Johnson	Ms S.A. Schubert Mr M.E. Dawe
Business SA	Ms C. Hudson Mr D. Frith	Ms S.J. Bowen Mr N. Paine
Commissioner for Equal Opportunity	Com. L.R. Matthews	Ms A. Burgess

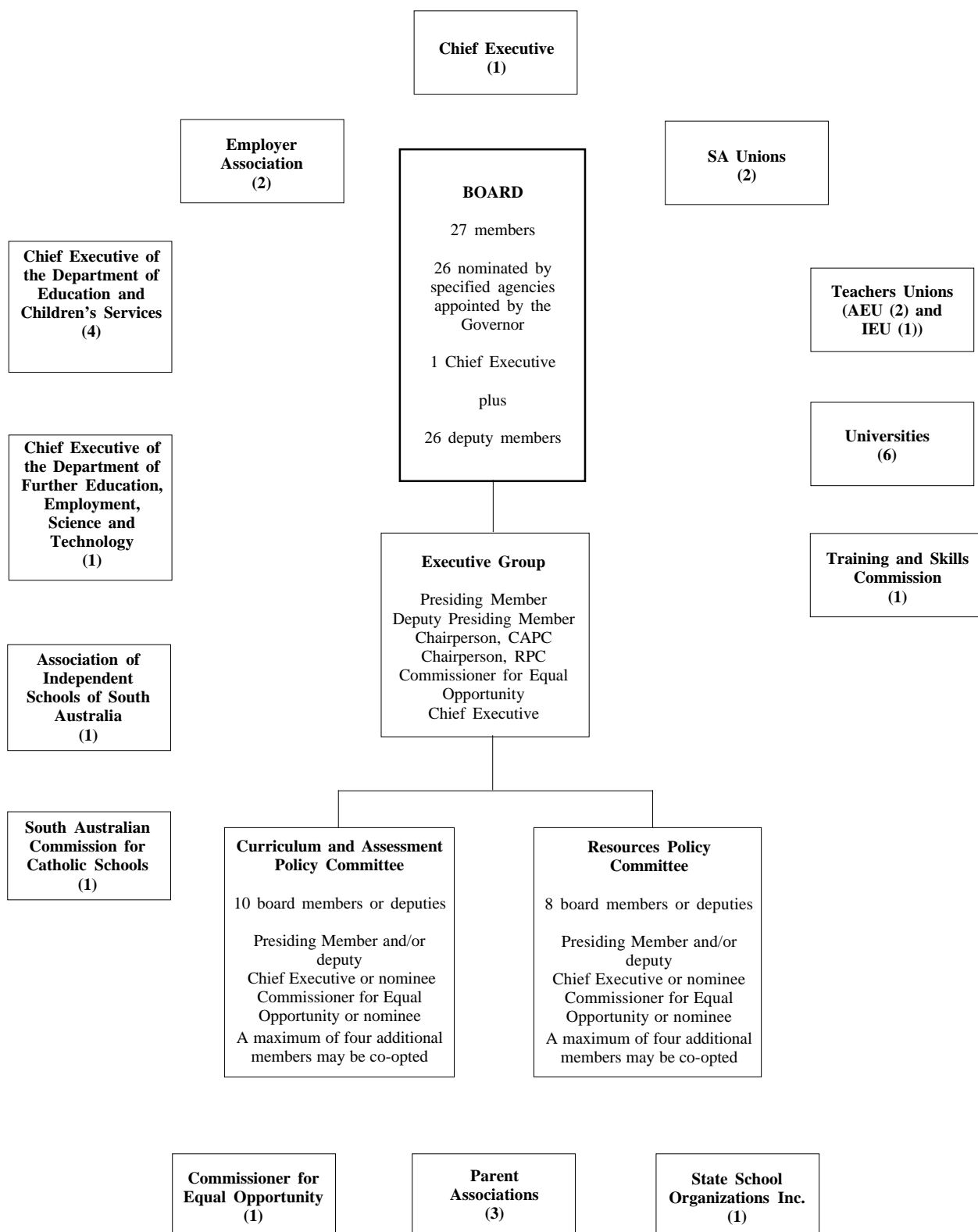


Figure 3: The Representational Base of the Board

APPENDIX III

Committee Lists, 2005

The purpose of this appendix is to acknowledge publicly the many people who have given professional service and advice to the Board during 2005.

Executive Group

Mr P.K. Wright (Presiding Member)
Ms C. Hudson
Ms S. Cameron
Assoc. Prof. A.R. Vicary
Dr J.V. Keightley
Com. L.R. Matthews

Standing Committees

Curriculum and Assessment Policy Committee

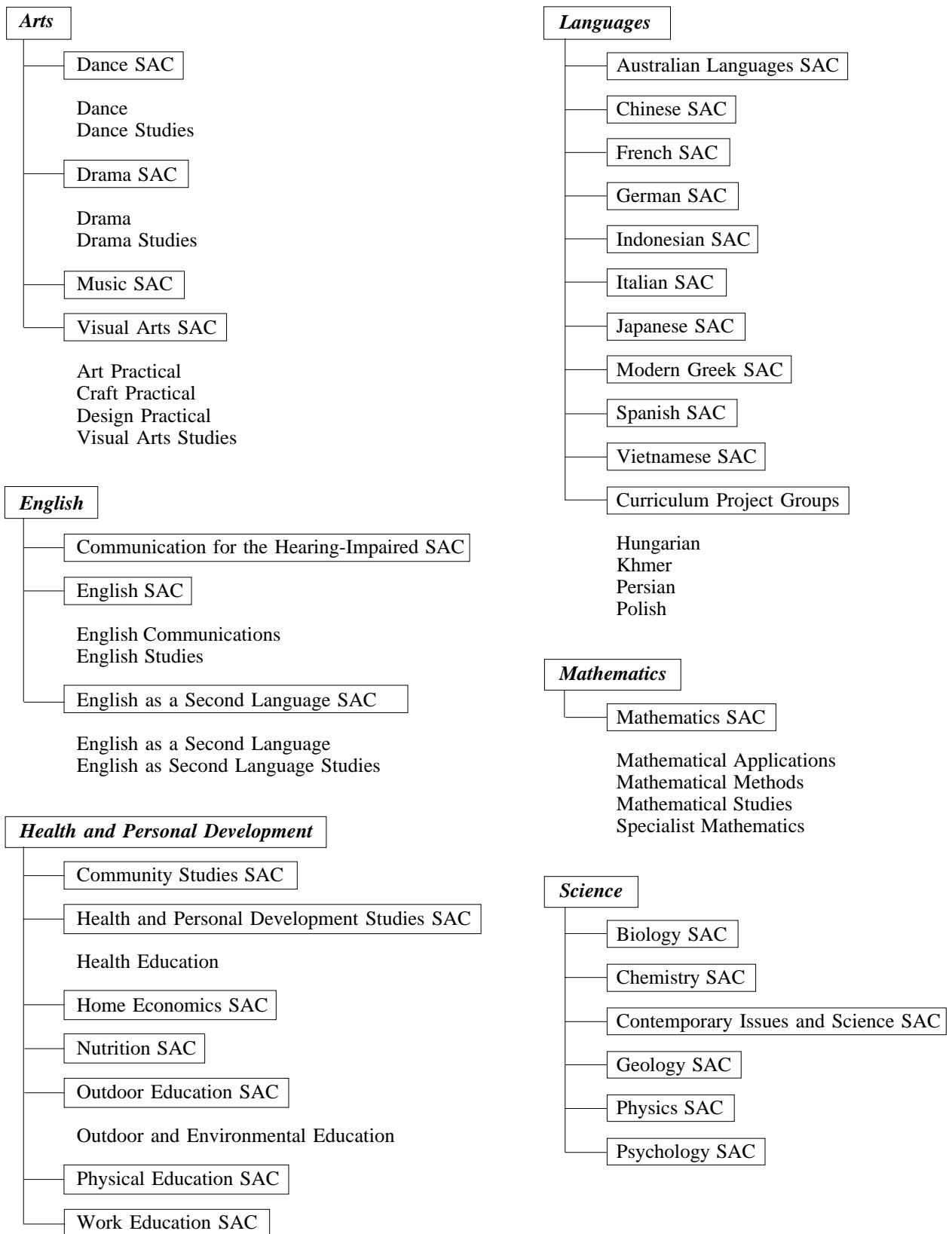
Ms S. Cameron (Chairperson)
Ms S.J. Bowen
Ms A. Burgess
Ms H. Carey
Mr M.E. Dawe
Mr C. Dolan
Ms W. Engliss
Dr J.V. Keightley
Dr A. Mercurio (*ex officio*)
Ms H.F. O'Brien
Ms A. Scarino
Prof. R.G. Storer
Mr B.W. Stratfold
Ms H.E. Whelan
Mr P.K. Wright

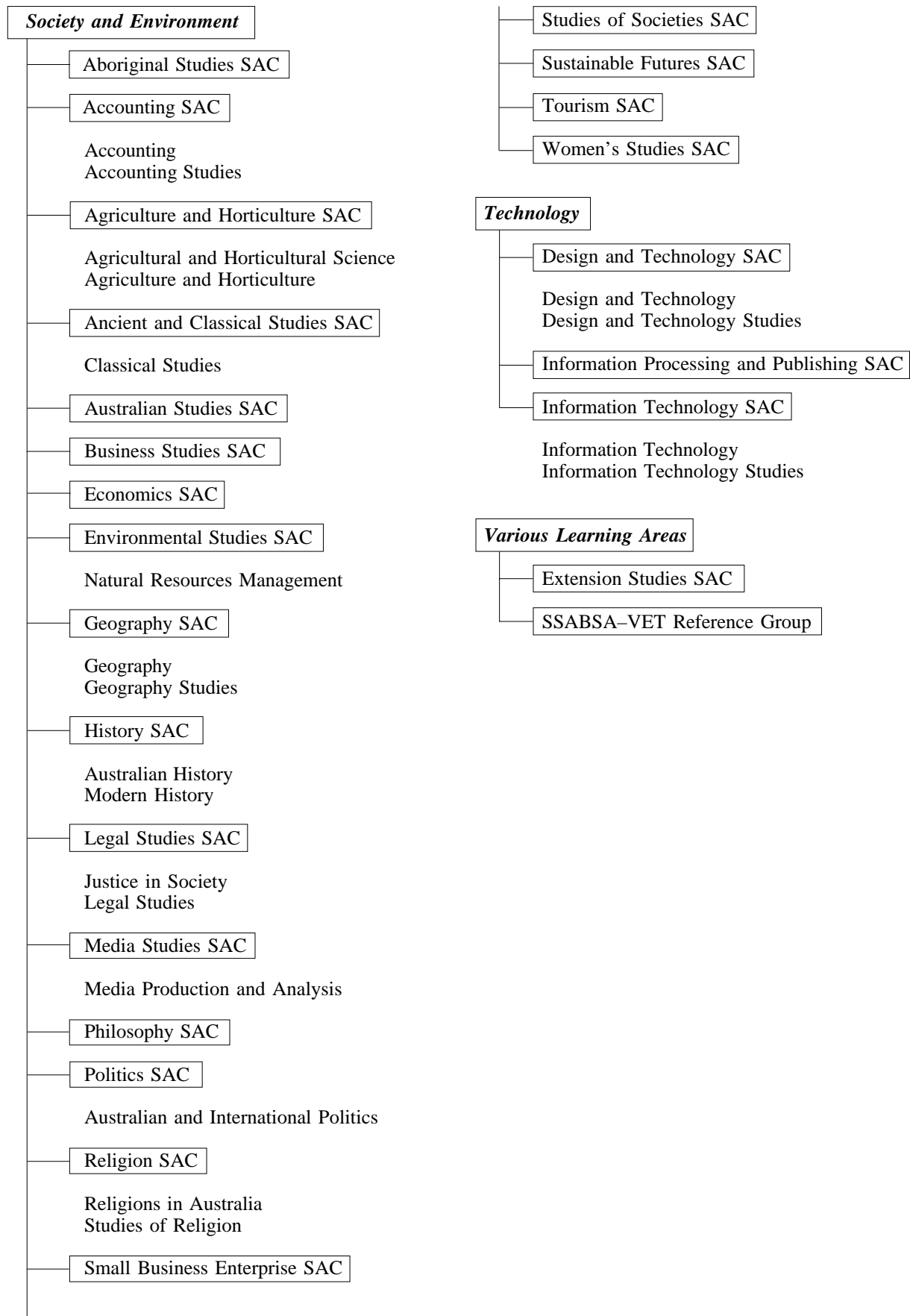
Resources Policy Committee

Assoc. Prof. A.R. Vicary (Chairperson)
Mr G. Benger, JP (*ex officio*)
Mr D. Frith
Mr R.E. Johnson
Dr J.V. Keightley
Ms M. Klem
Com. L.R. Matthews
Mr B.J. Meatheringham
Ms J. Scott
Ms S.A. Schubert
Mr P.K. Wright

Subject Management Structure

The subject management structure is shown below, with each Subject Advisory Committee (SAC) listed under its learning area. Where only one subject is administered by a particular SAC, and it bears the same name as the SAC, it is not repeated.





Subject Advisory Committees

Subject Advisory Committees are listed alphabetically under learning areas.

Note: (c.) indicates corresponding/country/interstate/overseas member.

Arts

Dance

Ms J. Swan (Chairperson)
Ms R. Callan
Ms D. Capuoto
Ms L. Haines
Ms A. Kimber
Ms M.-L. Michael
Ms C. Obst
Mrs K. Skinner
Ms L. Stokes-Chapman (c.)
Mr J. Henriks (Executive Officer, SSABSA)

Drama

Mr R. Masters (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 H. McCarthy
Ms J. Perkins (c.)
Ms C. Schultz
Mr R. Seidel
Mr J. Henriks (Executive Officer, SSABSA)

Music

Mr J. Henriks (Chairperson)
Mr M. Carroll
Ms C. Coen
Mr F. Dennis
Ms L. Duncan (c.)
Mrs B. Elsegood
Ms K. Fitton
Ms L. Herring
Ms V. Lakeman
Ms R. McKibbin
Mr S. Millar
Ms J. Newsome
Miss L. Pech
Mr D. Pereira (c.)
Mr D. Pope
Ms S. Rodger
Ms J. Rosevear
Ms C. Saddler
Ms B. Sedgley
Mr J. Henriks (Executive Officer, SSABSA)

Visual Arts

Mr J. Henriks (Chairperson)
Ms C. Backler
Mr S. Carson
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 Y. Paterson
Ms A. Poland
Ms G. Stattin
Mrs T. Tetlow
Mr J. Henriks (Executive Officer, SSABSA)

English

English

Mrs J. Storer (Chairperson)
Dr G. Bastin
Mr G. Bayly-Jones
Ms K. Brindal
Ms S. Butler
Ms E. Casagrande
Ms P. Cashen
Mrs H. De Blasio
Mrs M. Donovan
Ms T. Dorian
Ms M. Evans (c.)
Mrs N. Foo (c.)
Ms J. Fox (c.)
Ms A. Fusco
Mr A. Hughes
Mr G. Jeffery (c.)
Ms R. Kerin
Ms P. Marks
Dr R. Phiddian
Ms A. Robertson
Dr P. Skrebels
Mr J. Freeman (Executive Officer, SSABSA)

English as a Second Language

Ms S. Emberson (Chairperson)
Ms R. Antenucci
Mrs O. Benias
Ms D. Burke
Ms C. Ellul
Mrs N. Foo (c.)
Ms S. Goldfain
Ms D. Lange
Ms B. Lemke (c.)
Ms P. Marks

Mrs S. Narayan
Ms A. Rooney
Mr J. Freeman (Executive Officer, SSABSA)

Health and Personal Development

Community Studies

Ms E. Casagrande (Chairperson)
Ms C. Bennett
Ms D. Carter
Mr K. Grant
Ms K. Lee
Ms A. Moody
Ms C. Moran (c.)
Mrs G. Rogers
Ms V. Smith
Mr S. Inglis (Executive Officer, SSABSA)

Health and Personal Development Studies

Mrs D. White (Chairperson)
Mr D. Bayer
Ms C. Bennett
Mr G. Bracegirdle
Mrs J. Grove
Ms J. Hilterbrand
Mr B. Jackson
Ms T. Knott
Ms A. McAskill
Mr P. Pritchard
Ms S. Schnell
Ms M. Simons
Mr I. Smyth
Ms I. Stupans
Ms A. Marks (Executive Officer, SSABSA)

Home Economics

Mr S. Warren (Chairperson)
Ms L. Allwright
Ms K. Dodgson
Ms P. Greaves
Ms T. Knott
Ms S. Melhuish
Mr S. MacDiarmid
Ms M. McDonald (c.)
Ms S. Richards
Mrs D. White
Ms A. Marks (Executive Officer, SSABSA)

Nutrition

Ms K. Magee (Chairperson)
Ms A. Hales
Ms I. Lindemann
Ms M. Oliver
Ms A. Palombaro
Ms B. Parsons
Mrs S. Quong (c.)
Mr J. Ralph
Mr S. Warren
Ms A. Marks (Executive Officer, SSABSA)

Outdoor Education

Mr G. Begg (Chairperson)
Mr P. Cosentino (c.)
Mr C. Davidson
Mr M. Dennis (c.)
Ms J. Engelhardt
Ms K. Hayward
Mr M. Meredith
Mr S. Polley
Mr A. Pope
Mr P. Pritchard
Mr A. Quinn
Mr F. Taylor
Ms A. Marks (Executive Officer, SSABSA)

Physical Education

Mr C. Daw (Chairperson)
Mr P. Baldock (c.)
Mr R. Baldock
Mr G. Bracegirdle
Ms S. Cibich
Mr C. Davidson
Mr B. Jackson
Mr C. Johncock
Mr B. Jordan
Mr J. Mason
Ms M. Omand
Ms W. Piltz
Ms J. Psellos
Mr M. Randall (c.)
Ms R. Roennfeldt
Ms J. Sutherland
Mr G. Urbani
Mr S. Inglis (Executive Officer, SSABSA)

Work Education

Mr J. Schocroft (Chairperson)
Ms J. Blight
Ms A. Bridges
Mr T. Ey
Ms J. Giles
Ms C. Green
Ms S. Lively
Ms S. Risk
Mrs C. Searle
Mr C. Shearing
Ms M. Simons
Ms J. Watt (c.)
Mr P. Willis
Mr P. Wilson
Ms A. Marks (Executive Officer, SSABSA)

Languages

Australian Languages

Dr R. Amery
Mr G. Tunstill
Ms C. Warren
Ms C. Watkins
Mr G. Wilson
Ms S. Bradshaw (Executive Officer, SSABSA)

Chinese

Mr P. Wilson (Chairperson)
Mrs S. Andrews
Ms W. Huang
Ms M.-C. Lam
Ms M. Latif (c.)
Ms L. Liang
Ms K. Purvis
Mr A. Scrimgeour
Ms X. Wang
Mr M. Williss
Ms L. Wong
Mr Y. Yao
Mr S. Yusoph
Ms N. Zhang
Mr J. Freeman (Executive Officer, SSABSA)

French

Mr C. Thorburn (Chairperson)
Ms L. Benoist
Mrs J. Bird
Mr A. Cleggett
Ms C. Emblem
Ms M. Jarema
Mr A. McKenzie
Mr P. Poiana
Ms M. Treleaven
Mr J. van Dalen (c.)
Mrs A. Vandeppeer
Mr C. Webb
Ms S. Bradshaw (Executive Officer, SSABSA)

German

Mr M. Venz (c.) (Chairperson)
Mrs K. Andrews
Mrs P. Doyle (c.)
Mr E. Hebart
Ms M. King
Mrs J. Makai
Mr H. Ohlendorf
Ms K. Ohlhaber
Ms U. Schwartz
Ms G. Walldorf-Davis
Ms A. Moody (Executive Officer, SSABSA)

Indonesian

Ms B. Ward (Chairperson)
Ms I. Batten (c.)
Ms Firdaus
Ms S. Letcher
Ms H. Pedler
Ms M. Ruggiero
Mr P. Stollznow
Ms C. Thiem
Ms S. Bradshaw (Executive Officer, SSABSA)

Italian

Ms N. Mercurio (Chairperson)
Mr M. Absalom

Ms C. Bamford
Mrs K. Bernardi
Mrs T. Cimmino
Ms F. Coassin
Mr R. D'Onofrio
Ms A. Peek
Ms P. Puglia (c.)
Mr G. Rosmini
Ms A. Zocchi
Ms A. Moody (Executive Officer, SSABSA)

Japanese

Ms L. Wright (Chairperson)
Ms M. Beck
Mr D. Chapman
Mrs E. Eckermann
Ms J. Francis
Ms Y. Fujiwara
Mr H. Haga
Ms L. Lycett
Ms A. Moody
Mr G. Nielsen
Ms A. Parsons
Ms Y. Shaw (c.)
Ms K. Taguchi
Mrs R. Thomas
Ms S. Bradshaw (Executive Officer, SSABSA)

Modern Greek

Mr G. Frazis (Chairperson)
Ms M. Batzavalis
Mrs E. Glaros
Mrs L. Karamanis
Ms M. Palaktoglou
Ms V. Papapetros
Dr M. Tsianikas
Ms S. Bradshaw (Executive Officer, SSABSA)

Spanish

Mr B. Candeloro
Ms L. Cereceda
Ms C. de Miguel Rodriguez
Ms D. Di Palma
Mr C. Gallardo
Mrs G. Godfrey
Ms J. Hernandez
Ms M. McEwen
Ms C. Ryan
Ms S. Bradshaw (Executive Officer, SSABSA)

Vietnamese

Mr M.V. Pham (Chairperson)
Ms T.T.V. Dang
Mr A. Hoang
Mr Luan Ly Le
Mrs Phuong Ngo
Mr V.P. Nguyen
Mr Minh-Hua Tran
Mr T.D. Tran
Sr M. Thi-Nien Tran
Ms S. Bradshaw (Executive Officer, SSABSA)

Curriculum Project Groups

Hungarian

Mrs A. Banhazi
Ms M. Galambos
Mr S. Maglai
Ms M. Nagy
Ms E. Revesz
Ms S. Bradshaw (Executive Officer, SSABSA)

Khmer

Mr Sokho Chau
Mr Sunlay Ly
Mrs Yok Le Ly
Mr Phann Pech
Ms S. Bradshaw (Executive Officer, SSABSA)

Persian

Mrs T.Z. Abhary
Prof. K. Abhary
Ms S. Davani
Mrs M. Entesari
Ms S. Pakrou
Mr M. Raisi
Ms S. Bradshaw (Executive Officer, SSABSA)

Polish

Ms H. Pietrzak
Mrs M. Poprawski
Mrs L. Pukiewicz
Ms J. Rzetelski
Mrs A. Wozniak
Ms S. Bradshaw (Executive Officer, SSABSA)

Mathematics

Mathematics

Mr R. Davey (Chairperson)
Mr D. Andrew
Dr P. Andrew
Ms E. Andrews
Mr J. Bament (c.)
Mr J. Baxter
Ms J. Clark
Mr T. Dermody (c.)
Ms T. Hanel
Mr A. Harradine
Ms T. Hogan (c.)
Ms A. Ind
Ms J. Kellaway
Mr K. Linke
Mr J. Owen
Ms W. Ozolos
Ms Pek Fun Lee (c.)
Ms J. Raymond
Mr I. Thomson
Ms L. Wills
Dr A. Wolff

Mrs D. Woodard-Knight
Ms H. Parrington (Executive Officer, SSABSA)

Science

Biology

Mr M. Rumsby (Chairperson)
Mrs L. Barritt
Mrs J. Brooks
Mrs A. Bullock
Mr D. Carter
Ms S. Craig
Mr A. Crierie
Ms S. Farrelly
Mr J. Glistak (c.)
Mr B. Le Cornu
Ms A. Le Cornu
Ms Y. Loke
Ms A. Pascoe
Mr P. Perry
Prof. I. Stupans
Mr R. Templeman
Dr J. Walker
Mr P. Walwyn
Ms D. Whittington
Dr A. Wood
Mr C. Rothenberg (Executive Officer, SSABSA)

Chemistry

Mr C. Evans (Chairperson)
Mr B. Atherton
Mrs H. Brown
Mr R. Cadd
Ms Y. Chee (c.)
Ms S. Davey
Ms M. Ferguson
Mr I. Kershaw
Ms D. Kingston
Ms M. de Lima
Mrs A. Murray
Dr M. Perkins
Ms R. Pillans
Dr S. Pyke
Mrs S. Quong (c.)
Dr J. Ralph
Mrs M. Scicluna
Mr C. Rothenberg (Executive Officer, SSABSA)

Contemporary Issues and Science

Mr W. Chambers (Chairperson)
Mr B. Atherton
Mrs L. Barritt
Ms L. Clayton
Mr R. Drogemuller
Mrs V. Dunaiski
Ms K. Elliott
Mr J. Glistak (c.)
Ms S. Hodgson (c.)
Ms G. Hoffman
Mr P. Perry
Ms K. Turton
Mr C. Rothenberg (Executive Officer, SSABSA)

Geology

Mrs B. Nicholls (Chairperson)
Ms L. Bird
Ms J. Bosch
Dr I. Clark
Mr I. Harkiss
Mr R. Marchioro
Mrs K. Nussio
Mr P. Perry
Mrs C. Pyle
Mr G. Rehn (c.)
Ms D. Whittington
Mr P. Wood
Mr C. Rothenberg (Executive Officer, SSABSA)

Physics

Mr D. Jeffrey (Chairperson)
Prof. K. Abhary
Ms L. Bird
Dr M. Brunger
Ms S. Cornell
Mr D. Dobrijevic
Mr R. Drogemuller
Mr C. Gambell (c.)
Ms M. McGrath
Mr D. Pyman
Dr P. Veitch
Mr R. Victory
Mrs J. Wedding
Mr B. White
Mr C. Rothenberg (Executive Officer, SSABSA)

Psychology

Dr J. Robinson (Chairperson)
Ms I. Atherton
Miss M. Chorney
Dr P. Delfabbro
Mr M. Doube (c.)
Mrs C. Grady
Mr D. Greig
Ms M. Hartstone
Mr J. Kaye
Dr C. Litchfield
Ms L. Murphy
Dr L. Owens
Mr P. Perry
Mrs S. Quong (c.)
Mr G. Sara
Mr G. Slater
Dr L. Storm
Mr C. Wilson (c.)
Mr C. Rothenberg (Executive Officer, SSABSA)

Society and Environment

Aboriginal Studies

Ms J. Hodgkinson (Chairperson)
Ms F. Blanch
Ms J. Burford
Ms S. Emberson

Ms M. Evans (c.)
Mr G. Hamlyn
Ms L. Hughes
Mr N. Mifsud
Ms H. Monaghan (c.)
Dr A. Pattel-Gray
Ms A. Pring
Ms S. Sifa
Ms M. Sired (c.)
Ms C. Uren
Ms A. Wilson
Mrs B. Telfer (Executive Officer, SSABSA)

Accounting

Ms K. Buckley (Chairperson)
Mr G. Bailey
Ms Ooi Mei Choo (c.)
Mr S. Copeland
Mr M. Demosthenous
Mr G. Malkin (c.)
Ms R. Sih
Ms G. Smallacombe (c.)
Ms J. Stewart
Ms H. Thomas
Ms I. Toumazos
Ms M.-A. Urbano
Ms H. Parrington (Executive Officer, SSABSA)

Agriculture and Horticulture

Mr P. Smith (Chairperson)
Mr R. Bell
Mr B. Borchardt (c.)
Mr D. Cresswell
Mr D. Rainsford
Mr R. Templeman (c.)
Ms J. Verhoef
Mr D. Walter
Dr A. Wood
Mrs B. Telfer (Executive Officer, SSABSA)

Ancient and Classical Studies

Ms K. Fisher (Chairperson)
Ms R. Bywaters
Mr G. Cafkakis (c.)
Ms M. Constable-Gray
Ms C. Fine-Clementi
Ms C. Flenley
Dr B. Harding
Ms C. McEwen
Mr P. Stewart
Ms K. Sutcliffe
Ms A. Thornton
Mrs B. Telfer (Executive Officer, SSABSA)

Australian Studies

Ms J. Russo (Chairperson)
Mr L. Cook
Mr J. Cousins (c.)
Mr P. Gale
Dr B. Harding

Mr R. Johnson
Mr M. Krips
Dr A. Pattel-Gray
Ms C. Tomlian
Ms C. Uren
Ms A. Marks (Executive Officer, SSABSA)

Business Studies

Ms M. Maycock (Chairperson)
Mr P. Cashmore (c.)
Ms M. Cundy
Mr M. Demosthenous
Ms C. Flight
Mr R. Johnson
Mrs V. Lackey
Ms H. Thomas
Ms M.-A. Urbano
Mrs B. Telfer (Executive Officer, SSABSA)

Economics

Mr A. Wilkins (Chairperson)
Mrs B. Chaustowski
Ms N. Da Metto
Mr M. Henderson
Ms W. Jacobs
Mr H. Sim (c.)
Ms M.-A. Urbano
Ms R. Walter
Ms H. Parrington (Executive Officer, SSABSA)

Environmental Studies

Mr P. Allen (Chairperson)
Mr M. Allen
Ms S. Farrelly
Mr B. Germein
Mr R. Mason
Mr J. Shankar-Noble
Dr A. Wood
Mrs B. Telfer (Executive Officer, SSABSA)

Geography

Mr M. Manuel (Chairperson)
Mr G. Boggs (c.)
Mr D. Chapple
Mr J. Cousins (c.)
Mrs A. Forster
Mr J. Holgate
Mr R. Johnson
Mr M. McInerney
Mr D. Pack
Mr J. Risk
Ms S. Risk
Mrs R. Shepherd
Mr J. Simpson
Mrs S. Stuart
Ms S. Walter
Mrs B. Telfer (Executive Officer, SSABSA)

History

Mrs J. Farrall (Chairperson)
Mr T. Clohessy

Mrs H. De Blasio
Ms P. Fabian
Ms L. Fenwick
Ms E. Grant
Mr S. Hawkins (c.)
Ms K. Kildare
Mr M. McInerney
Ms L. MacLeod
Ms A. Rooney
Mr G. Ross (c.)
Ms J. Russo
Mr P. Stewart
Mrs K. Teague
Ms C. Uren
Mrs 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
Mrs H. Peake
Mr F. Rieuwers
Mr M. Simpson
Mr C. Stain
Mr J. Freeman (Executive Officer, SSABSA)

Media Studies

Mr G. Brindal (Chairperson)
Mr C. Anyanwu
Mr S. Bartholomew (c.)
Mr T. Burns
Mr G. Lomax
Ms K. Orr Vered
Mr G. Saunders
Mrs L. Thornton (c.)
Mr D. Watt
Mrs C. Webber
Mr J. Freeman (Executive Officer, SSABSA)

Philosophy

Ms C. Schultz (Chairperson)
Prof. L. Burns
Mrs J. Farrall
Prof. P. Jewell
Prof. S. Knight
Dr D. Rawnsley
Mr J. Richardson
Mr J. Robertson
Mr J. Simpson
Mrs B. Telfer (Executive Officer, SSABSA)

Politics

Mr M. Allen (Chairperson)
Mr S. Bartholomew (c.)
Mr L. Cook
Prof. Y. Corcoran-Nantes

Mr C. Lancione
Mr G. Parker (c.)
Mr I. Plisko
Mr J. Robertson
Mrs B. Telfer (Executive Officer, SSABSA)

Religion

Mr M. O'Donoghue (Chairperson)
Sr J. Armour
Mr G. Bowyer
Ms J. Coffey
Ms S. Craig
Ms A. Harvey
Ms B. Kameniar
Ms G. Lockley (c.)
Ms S. Mitchell
Mrs S. Sifa
Mr J. Freeman (Executive Officer, SSABSA)

Small Business Enterprise

Ms R. Sih (Chairperson)
Ms N. Higgins (c.)
Mr H. Sturitis
Ms H. Parrington (Executive Officer, SSABSA)

Studies of Societies

Ms C. Tomlian (Chairperson)
Ms M. Cole
Ms V. Grantham
Ms A. Harvey
Ms S. Hassan
Ms B. Kameniar
Mr M. Krips
Ms G. Lockley (c.)
Mr J. Richardson
Ms A. Rooney
Ms L. Securo
Ms F. Sutton
Mr A. Tait
Mrs K. Teague
Mrs C. Thompson
Ms C. Uren
Ms A. Marks (Executive Officer, SSABSA)

Sustainable Futures

Mr A. Fraser (Chairperson)
Miss S. Alderson (c.)
Mr M. Allen
Mr P. Allen
Dr D. Bardsley
Ms K. Farnan
Mr B. Germein
Mr R. Johnson
Mr M. Manuel
Dr W. Meyer
Mr T. Nottle
Mr G. Phillis
Ms S. Pitman
Mr J. Shankar-Noble
Mr R. Smith
Mrs F. Smith

Ms S. Stuart
Mrs V. Upton
Mrs B. Telfer (Executive Officer, SSABSA)

Tourism

Mr P. Allen
Ms C. Athanasos
Mr S. Bone
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)

Women's Studies

Ms M. Sanderson (Chairperson)
Prof. C. Bulbeck
Prof Y. Corcoran-Nantes
Ms K. Fisher
Ms L. McMutrie
Ms S. Morrison
Ms S. Owen
Ms J. Rzetelski
Ms C. Tomlian
Mrs B. Telfer (Executive Officer, SSABSA)

Technology

Design and Technology

Mr T. Curtis (Chairperson)
Mr R. Corso
Mr A. Izzo
Mr B. James
Mr D. Jones
Mr O. McArdle
Mr I. McEgan
Mr S. Read
Mr T. Smith
Mr A. Stewart
Mr C. Taylor (c.)
Mr R. Yon
Ms A. Ballard (Executive Officer, SSABSA)

Information Processing and Publishing

Mr D. Roberts (Chairperson)
Ms J. Amor
Mr C. Anyanwu
Ms S. Barker
Ms M. Cundy
Mrs M. Short
Mrs E. Tapp
Ms H. Thomas
Ms A. Ballard (Executive Officer, SSABSA)

Information Technology

Mr P. Mitchell (Chairperson)
Mr B. Alexander
Mr J. Cundy
Mr D. Finkemeyer
Mr F. Fursenko
Mr J. Gray
Mr P. Langshaw
Mrs M. Northcote
Ms J. Ruiz
Mr W. Sweeney
Mr H. van der Wijngaart
Ms J. Zucco
Ms A. Ballard (Executive Officer, SSABSA)

Various Learning Areas

Extension Studies

Mr B. Atherton
Ms E. Casagrande
Ms J. Cook
Ms T. Dorian
Mr J. Green
Ms A. Harvey
Ms J. Heath
Mr S. Johnston

Mr K. McHugh
Mr W. Parker
Ms J. Raymond
Dr J. Rice
Mrs K. Teague
Ms S. White
Mr S. Inglis (Executive Officer, SSABSA)

SSABSA-VET Reference Group

Mr G. Bassani
Ms M. Bawden
Mr P. Both
Mr B. Craddock
Ms F. Dennis
Mr M. Farran
Mr B. Fitzsimons
Ms P. Francis
Ms H. Lambert
Mr G. Lomax
Ms S. Melhuish
Ms J. Ruiz
Ms M. Short
Ms M. Simons
Mr B. Stanton
Ms J. Sutherland
Mr P. Willis
Mr S. Inglis (Executive Officer, SSABSA)

APPENDIX IV

Accredited Subjects, 2005

The name in square brackets after each subject indicates the learning area (i.e. Arts, English, Health and Personal Development, Languages, Mathematics, Science, Society and Environment, Technology, Various Learning Areas) to which that subject belongs.

Stage 2

Full-year (2 units)

- Aboriginal Studies [Society and Environment]
- Accounting Studies [Society and Environment]
- Agricultural and Horticultural Science [Society and Environment]
- Agriculture and Horticulture [Society and Environment]
 - Agricultural and Horticultural Management
 - Agricultural and Horticultural Practice
 - Agricultural and Horticultural Principles
 - Agricultural and Horticultural Studies
- *Albanian (continuers) [Languages]
- †Arabic (continuers) [Languages]
- *Armenian (continuers) [Languages]
- Art Practical [Arts]
- *Auslan (continuers) [Languages]
- Australian and International Politics [Society and Environment]
- Australian History [Society and Environment]
- Australian Languages [Languages] (any 2 units)
 - 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
- *Bengali (continuers) [Languages]
- Biology [Science]
- Broadcasting and Multimedia (VET) [Arts]
 - Broadcasting and Multimedia A
 - Broadcasting and Multimedia B
- Business Services (VET) [Society and Environment]
 - Business Services A
 - Business Services B
- Business Studies [Society and Environment]
- Chemistry [Science]
- Chinese (accelerated) [Languages]
- Chinese (accelerated) A [Languages]
- Chinese (background speakers) [Languages]
- Chinese (continuers) [Languages]
- Classical Studies [Society and Environment]
- Communication for the Hearing-impaired [English]
- Community Services (VET) [Health and Personal Development]
 - Community Services A
 - Community Services B
- Community Studies [Health and Personal Development]
 - 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
- Conservation and Land Management (VET) [Society and Environment]
 - Conservation and Land Management A
 - Conservation and Land Management B
- Contemporary Issues and Science [Science]
- Craft Practical [Arts]
- *Croatian (continuers) [Languages]
- *Czech (continuers) [Languages]
- Dance [Arts]
- Dance Studies [Arts]
- Design and Technology [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 [Technology]
- Design Practical [Arts]
- Drama [Arts]
- Drama Studies [Arts]
- *Dutch (continuers) [Languages]
- Economics [Society and Environment]
- English as a Second Language [English]
- English as Second Language Studies [English]
- English Communications [English]
- English Studies [English]
- Extension Studies [Various Learning Areas]
 - Extension Studies A
 - Extension Studies B
- *Filipino (continuers) [Languages]
- Financial Services (VET) [Society and Environment]
 - Financial Services A
 - Financial Services B
- French (accelerated) [Languages]
- French (accelerated) A [Languages]
- French (continuers) [Languages]
- Geography [Society and Environment]
- Geography Studies [Society and Environment]
- Geology [Science]
- German (accelerated) [Languages]
- German (accelerated) A [Languages]
- German (continuers) [Languages]
- Health Education [Health and Personal Development]
 - Health Studies

* Nationally assessed language subjects.

† Examinations in this subject are conducted by the Victorian Curriculum and Assessment Authority.

*Hebrew (continuers) [Languages]
 *Hindi (continuers) [Languages]
 Home Economics [Health and Personal Development]
 Early Childhood Studies
 Food and Hospitality Studies
 Nutrition Studies
 Textile Studies
 Hospitality (VET) [Health and Personal Development]
 Hospitality — Kitchen Operations A
 Hospitality — Kitchen Operations B
 *Hungarian (continuers) [Languages]
 Indonesian (accelerated) [Languages]
 Indonesian (accelerated) A [Languages]
 Indonesian (continuers) [Languages]
 Information Technology [Technology]
 Information Technology (VET) [Technology]
 Information Technology A
 Information Technology B
 Information Technology Studies [Technology]
 Italian (accelerated) [Languages]
 Italian (accelerated) A [Languages]
 Italian (continuers) [Languages]
 *Japanese (accelerated) [Languages]
 Japanese (accelerated) A [Languages]
 Japanese (continuers) [Languages]
 Justice in Society [Society and Environment]
 Justice in Society
 *Khmer (continuers) [Languages]
 †Korean (background speakers) [Languages]
 Laboratory Operations (VET) [Science]
 Laboratory Operations A
 Laboratory Operations B
 ‡Latin (continuers) [Languages]
 *Latvian (continuers) [Languages]
 Legal Studies [Society and Environment]
 *Lithuanian (continuers) [Languages]
 *Macedonian (continuers) [Languages]
 *Malay (background speakers) [Languages]
 *Maltese (continuers) [Languages]
 Manufacturing and Engineering (VET) [Technology]
 Engineering Applications A
 Engineering Applications B
 Mathematical Applications [Mathematics]
 Mathematical Methods [Mathematics]
 Mathematical Studies [Mathematics]
 Media Production and Analysis [Society and Environment]
 Modern Greek (accelerated) [Languages]
 Modern Greek (accelerated) A [Languages]
 Modern Greek (continuers) [Languages]
 Modern History [Society and Environment]
 Natural Resources Management [Society and Environment]
 Nutrition [Health and Personal Development]
 Outdoor and Environmental Education [Health and Personal Development]
 Outdoor and Environmental Studies
 *Persian (background speakers) [Languages]
 Philosophy [Society and Environment]
 Physical Education [Health and Personal Development]
 Physics [Science]
 *Polish (continuers) [Languages]
 *Portuguese (continuers) [Languages]
 Psychology [Science]
 Religions in Australia [Society and Environment]
 Retail (VET) [Society and Environment]
 Retail A
 Retail B
 *Romanian (continuers) [Languages]
 *Russian (background speakers) [Languages]
 *Russian (continuers) [Languages]
 Seafood Operations (VET) [Science]
 Seafood Operations A
 Seafood Operations B
 *Serbian (continuers) [Languages]
 *Sinhala (continuers) [Languages]
 *Slovenian (continuers) [Languages]
 Small Business Enterprise [Society and Environment]
 Spanish (accelerated) [Languages]
 Spanish (accelerated) A [Languages]
 Spanish (continuers) [Languages]
 Specialist Mathematics [Mathematics]
 Sport and Recreation (VET) [Health and Personal Development]
 Sport and Recreation A
 Sport and Recreation B
 Studies of Religion [Society and Environment]
 Studies of Societies [Society and Environment]
 *Swedish (continuers) [Languages]
 *Tamil (continuers) [Languages]
 Tourism [Society and Environment]
 Tourism Operations (VET) [Society and Environment]
 Tourism Operations A
 Tourism Operations B
 *Turkish (continuers) [Languages]
 *Ukrainian (continuers) [Languages]
 Vietnamese (background speakers) [Languages]
 Vietnamese (continuers) [Languages]
 Visual Arts Studies [Arts]
 Women's Studies [Society and Environment]
 Work Education [Health and Personal Development]
 Vocational Studies A
 Vocational Studies B

Half-year (1 unit)
 Agriculture and Horticulture [Society and Environment]
 Agricultural and Horticultural Management I
 Agricultural and Horticultural Management II
 Agricultural and Horticultural Practice I
 Agricultural and Horticultural Practice II
 Agricultural and Horticultural Principles I
 Agricultural and Horticultural Principles II
 Agricultural and Horticultural Studies I
 Agricultural and Horticultural Studies II

* Nationally assessed language subjects.

† Examinations in this subject are conducted by the Victorian Curriculum and Assessment Authority.

‡ Examinations in this subject are conducted by the Board of Studies NSW.

Art Practical [Arts]
 Australian Languages [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
 Business Studies [Society and Environment]
 Community Studies [Health and Personal Development]
 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
 Craft Practical [Arts]
 Design and Technology [Technology]
 Communication Products A
 Communication Products B
 Material Products A
 Material Products B
 Systems and Control Products A
 Systems and Control Products B
 Design Practical [Arts]
 Drama [Arts]
 English Communications [English]
 Geography [Society and Environment]
 Health Education [Health and Personal Development]
 Health Education I
 Health Education II
 Home Economics [Health and Personal Development]
 Early Childhood Studies
 Food and Hospitality Studies
 Nutrition Studies
 Textile Studies
 Information Processing and Publishing [Technology]
 Business Documents
 Desktop Publishing
 Electronic Publishing
 Personal Documents
 Justice in Society [Society and Environment]
 Justice in Society I
 Justice in Society II
 Mathematical Applications [Mathematics]
 Media Production and Analysis [Society and Environment]
 Music [Arts]
 Analytical Studies
 Composing and Arranging
 Ensemble Performance
 Music in Society
 Music Individual Study
 Musicianship
 Performance Special Study
 Solo Performance
 Outdoor and Environmental Education [Health and Personal Development]
 Outdoor Education I
 Outdoor Education II
 Psychology [Science]
 Religions in Australia [Society and Environment]
 Studies of Societies [Society and Environment]
 Work Education [Health and Personal Development]
 Work Studies A
 Work Studies B

Stage 1

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

Aboriginal Studies [Society and Environment]
 Accounting [Society and Environment]
 Agriculture [Society and Environment]
 Albanian (accelerated) [Languages]
 Albanian (background speakers) [Languages]
 Albanian (continuers) [Languages]
 Ancient Studies [Society and Environment]
 Arabic (accelerated) [Languages]
 Arabic (background speakers) [Languages]
 Arabic (continuers) [Languages]
 Armenian (accelerated) [Languages]
 Armenian (background speakers) [Languages]
 Armenian (continuers) [Languages]
 Art [Arts]
 Auslan (continuers) [Languages]
 Australian and International Politics [Society and Environment]
 Australian Languages [Languages]
 Australian Studies [Society and Environment]
 *Bengali (accelerated) [Languages]
 *Bengali (background speakers) [Languages]
 *Bengali (continuers) [Languages]
 Biology [Science]
 Broadcasting and Multimedia (VET) [Arts]
 Business Services (VET) [Society and Environment]
 Business Studies [Society and Environment]
 Chemistry [Science]
 Chinese (accelerated) [Languages]
 Chinese (accelerated) A [Languages]

* This subject is suspended from 2005 until further notice.

Chinese (background speakers) [Languages]
 Chinese (continuers) [Languages]
 Communication for the Hearing-impaired [English]
 Community Services (VET) [Health and Personal Development]
 Community Studies [Health and Personal Development]
 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
 Conservation and Land Management (VET) [Society and Environment]
 Contemporary Issues and Science [Science]
 Craft [Art]
 Croatian (accelerated) [Languages]
 Croatian (background speakers) [Languages]
 Croatian (continuers) [Languages]
 *Czech (accelerated) [Languages]
 *Czech (background speakers) [Languages]
 *Czech (continuers) [Languages]
 Dance [Arts]
 Design [Arts]
 Design and Technology [Technology]
 Communication Products A
 Communication Products B
 Material Products A
 Material Products B
 Systems and Control Products A
 Systems and Control Products B
 Drama [Arts]
 Dutch (accelerated) [Languages]
 Dutch (background speakers) [Languages]
 Dutch (continuers) [Languages]
 Economics [Society and Environment]
 English [English]
 English as a Second Language [English]
 Environmental Studies [Society and Environment]
 Filipino (accelerated) [Languages]
 Filipino (background speakers) [Languages]
 Filipino (continuers) [Languages]
 Financial Services (VET) [Society and Environment]
 French (accelerated) [Languages]
 French (accelerated) A [Languages]
 French (background speakers) [Languages]
 French (continuers) [Languages]
 Geography [Society and Environment]
 Geology [Science]
 German (accelerated) [Languages]
 German (accelerated) A [Languages]
 German (background speakers) [Languages]
 German (continuers) [Languages]
 Health Education [Health and Personal Development]
 Hebrew (accelerated) [Languages]
 Hebrew (background speakers) [Languages]
 Hebrew (continuers) [Languages]
 Hindi (accelerated) [Languages]
 Hindi (background speakers) [Languages]
 Hindi (continuers) [Languages]
 History [Society and Environment]
 Home Economics [Health and Personal Development]
 Hospitality (VET) [Health and Personal Development]
 Hungarian (accelerated) [Languages]
 Hungarian (background speakers) [Languages]
 Hungarian (continuers) [Languages]
 Indonesian (accelerated) [Languages]
 Indonesian (accelerated) A [Languages]
 Indonesian (background speakers) [Languages]
 Indonesian (continuers) [Languages]
 Information Processing and Publishing [Technology]
 Information Technology [Technology]
 Information Technology (VET) [Technology]
 Integrated Studies [Health and Personal Development]
 Italian (accelerated) [Languages]
 Italian (accelerated) A [Languages]
 Italian (background speakers) [Languages]
 Italian (continuers) [Languages]
 Japanese (accelerated) [Languages]
 Japanese (accelerated) A [Languages]
 Japanese (background speakers) [Languages]
 Japanese (continuers) [Languages]
 Khmer (accelerated) [Languages]
 Khmer (background speakers) [Languages]
 Khmer (continuers) [Languages]
 Korean (accelerated) [Languages]
 Korean (background speakers) [Languages]
 Korean (continuers) [Languages]
 Laboratory Operations (VET) [Science]
 Latin (continuers) [Languages]
 *Latvian (accelerated) [Languages]
 *Latvian (background speakers) [Languages]
 *Latvian (continuers) [Languages]
 Legal Studies [Society and Environment]
 *Lithuanian (accelerated) [Languages]
 *Lithuanian (background speakers) [Languages]
 *Lithuanian (continuers) [Languages]
 Macedonian (accelerated) [Languages]
 Macedonian (background speakers) [Languages]
 Macedonian (continuers) [Languages]
 Malay (accelerated) [Languages]
 Malay (background speakers) [Languages]
 Malay (continuers) [Languages]
 Maltese (accelerated) [Languages]
 Maltese (background speakers) [Languages]
 Maltese (continuers) [Languages]
 Manufacturing and Engineering (VET) [Technology]
 Mathematics [Mathematics]
 Media Studies [Society and Environment]
 Modern Greek (accelerated) [Languages]
 Modern Greek (accelerated) A [Languages]
 Modern Greek (background speakers) [Languages]

* This subject is suspended from 2005 until further notice.

Modern Greek (continuers) [Languages]
 Multi Arts [Arts]
 Music [Arts]
 Outdoor and Environmental Education [Health and Personal Development]
 Persian (accelerated) [Languages]
 Persian (background speakers) [Languages]
 Persian (continuers) [Languages]
 Personal Development Studies [Health and Personal Development]
 Philosophy [Society and Environment]
 Physical Education [Health and Personal Development]
 Physics [Science]
 Polish (accelerated) [Languages]
 Polish (background speakers) [Languages]
 Polish (continuers) [Languages]
 Portuguese (accelerated) [Languages]
 Portuguese (background speakers) [Languages]
 Portuguese (continuers) [Languages]
 Psychology [Science]
 Retail (VET) [Society and Environment]
 Romanian (accelerated) [Languages]
 Romanian (background speakers) [Languages]
 Romanian (continuers) [Languages]
 Russian (background speakers) [Languages]
 Russian (continuers) [Languages]
 Seafood Operations (VET) [Science]
 Serbian (accelerated) [Languages]
 Serbian (background speakers) [Languages]
 Serbian (continuers) [Languages]
 Sinhala (accelerated) [Languages]
 Sinhala (background speakers) [Languages]
 Sinhala (continuers) [Languages]
 *Slovenian (accelerated) [Languages]
 *Slovenian (background speakers) [Languages]
 *Slovenian (continuers) [Languages]
 Spanish (accelerated) [Languages]
 Spanish (accelerated) A [Languages]
 Spanish (background speakers) [Languages]
 Spanish (continuers) [Languages]
 Sport and Recreation (VET) [Health and Personal Development]
 Studies in Religion [Society and Environment]
 Studies of Societies [Society and Environment]
 Swedish (accelerated) [Languages]
 Swedish (background speakers) [Languages]
 Swedish (continuers) [Languages]
 Tamil (accelerated) [Languages]
 Tamil (background speakers) [Languages]
 Tamil (continuers) [Languages]
 Technical Drawing [Arts]
 Tourism [Society and Environment]
 Tourism Operations (VET) [Society and Environment]
 Turkish (accelerated) [Languages]
 Turkish (background speakers) [Languages]
 Turkish (continuers) [Languages]
 Ukrainian (accelerated) [Languages]
 Ukrainian (background speakers) [Languages]
 Ukrainian (continuers) [Languages]
 Vietnamese (accelerated) [Languages]
 Vietnamese (background speakers) [Languages]
 Vietnamese (continuers) [Languages]
 Women's Studies [Society and Environment]
 Work Education [Health and Personal Development]

* This subject is suspended from 2005 until further notice.

APPENDIX V

Prize-winners, 2005

Alliance Française de l'Australie du Sud Prize for French
Sasha Trish McLean

Annie Montgomerie Martin Prize and Medal for French
Sasha Trish McLean

Annie Montgomerie Martin Prize and Medal for Modern History subjects
Kelly Megan Wiebrecht

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

Australian Institute of Physics (South Australian Branch) Bronze Bragg Medal for Physics
Cecilia Brigette C. Innes-Wong

Azhar Abbas Memorial Trust Prize for Indonesian
Joshua Makepeace

Campbell Award for students attending government schools
No prize awarded

Classical Association of South Australia Prize for Classical Studies
Jasmin Sonya Parasiers

Co-ordinating Italian Committee Prize for Italian
Ivan Vantagiato

Don Maynard Music Prize
Tanya Abraham

Economics Teachers Society of South Australia Award for Excellence in Economics
Sophia Patrice Paschke

Geological Society of Australia Prize for Geology
No prize awarded

Goethe Society Prize for German
Sean Graham Campbell Ohlendorf

Hardwicke College Prize for Biology
Adelaide Denise Schumann

John Lewis Medal and Prize for Geography Studies
Michael Stuart Worley

Krisjanis Barons Prize for Latvian
No prize awarded

Pulgis Andriušis Award for Lithuanian
No prize awarded

Schiller Prize for German
Sarah Catherine Schricker

Shevchenko Prize for Ukrainian
No prize awarded

Tennyson Medal for English Studies
Melissa Kate Langley
Benjamin James Mylius

Way College Prize and Medal for Chemistry
Zlatan Zulfic

Special Awards, 2005

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

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

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

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 — Australian Education Union (SA Branch) — awarded to students attending government schools

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

State Theatre South Australia Award for Excellence in Drama for Drama subjects

APPENDIX VI

Merit List, 2005

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

Subjects are arranged alphabetically under learning areas.

Arts

Art Practical

Katherine Jane Adriaanse
Lauren Leslie Crawley
Sarah Crowder
Tegan Jade Fitzgerald
Isabelle Mary Gerrard
Nathan James Lewis
Adrian Keith Petiet

Broadcasting and Multimedia (VET)

Broadcasting and Multimedia A

Krystle Aunger
Luke Martin Dahlenburg

Broadcasting and Multimedia B

Levi Truby George
Hannah Murdoch

Craft Practical

Jessica Anne Noack
Shirley Dawn Woodhouse

Dance

Irina Maria Nita

Dance Studies

Hannah Molly Timbrell

Design Practical

Matthew Leigh Brown
Andrew Albert Burford
Shannon Darling
Christopher Matthew Lee-Gaston
Wing Sum Leung
Randall Lloyd
James Andrew Mansfield
Kat Phin Moo
Hamish David Toop
Ryan William Wilson

Drama

Eleanor King
Joshua Makepeace
Jane Elizabeth O'Loughlin

Drama Studies

Jessica Champion
David Stephen Currie
Sofia Margaret Dance-Hooi
Mecki Dent
Georgina Sinclair Harris
Daniela Jedrzejczak
Phillip Kavanagh
Victoria Ann Stuart Martin
Clementine Sophie Rose Mellor
Siobhan Ellen Miller
Annabelle Gemma Quist
Josef Rafalowicz
Alexandra Peta Rice
Jessica Kate Tidswell

Music

Analytical Studies

Bryan Wayne Griffiths

Composing and Arranging

Edwin Owen Davis
Bryan Wayne Griffiths

Ensemble Performance

Stephen Patrick Birch
Emma Borgas
Kirra Cheers
Edwin Owen Davis
Elsbeth Ann Falster
Craig Thomas Ferguson
Sophie Claire Foreman
Kayla Dawn Gibbons
Simon Paul Heinrich
Daniela Jedrzejczak
Lynn Lau
Andrius Tomas Laurinaitis
Shannon Kate Le Blanc
Thomas Ashley Mackay
Stephen Peter Morel
Heather Muggridge
Kylie Ann Neumann
Melissa Reilly
Patrick Henry Rydon
Jennifer Elisabeth Sorby-Adams
Jakub Desmond Tengdahl
Scott Van Manen
Stefania Velardo
Brett Michael Williams

Music in Society

Megan Cant
Bryan Wayne Griffiths

Kyle Duncan Heinrich
Carmen Jane Henschke

Music Individual Study

Rebecca Bilwilka Amery
Michelle Elyse Beer
Thomas Michael Carter
Simon Paul Heinrich
Caroline Hennell
Rebecca Gillian Hiscock
Ellin Rose Hofmann-Thorpe
Thomas Robert Hofmeyer
Victoria Horgan
Max Hughes
Andrius Tomas Laurinaitis
Stephanie Margaret McLennan
Melanie Janine June McNeil
Hannah Newall
Prema Jean Osborne
Wesley Pfitzner
Nicole Jayne Pridham
Daniel Colin Roberts
Fiona Mary Stuckey
Jakub Desmond Tengdahl
Benjamin James Todd
Chloe Jane Treptow
Abbie Wait
Jemma Clare Walter
Rachacia Christine Wiencke

Musicianship

Tanya Abraham
Martin Timothy Cheney
Thomas Cheng Teik Giam
Bryan Wayne Griffiths
Amanda Jane Kenyon
Hisashi Nakahara
Nicholas James Pietsch
Patrick Henry Rydon
Lee Robert Thompson
Shaun Zander
Zlatan Zulfic

Performance Special Study

Stephen Patrick Birch
Ruth Blythman
Emma Borgas
Elsbeth Ann Falster
Jeredene Rosanna Foreman
Hyea-Ree Jeon
Robert Keane
Victoria Kernahan
Monique Lapins
Peter Nathan Majoros
Heather Muggridge
Hisashi Nakahara
William Parton
Michelle Ellen Rose
Lydia Sharrad
Hayden Tronnolone
Jason Williams

Solo Performance

Tanya Abraham
Jehanne Nicole Bastoni
Stephen Patrick Birch
Witold Bloch
Ruth Blythman
Emma Borgas
Alexandra Bowman
Gary (Tsz Chung) Cheung
Jade Cooper
Benjamin David Cummings
Alexandra Drewniak
Monica Anne Duchowski
Andrew James Edge
Craig Thomas Ferguson
Brenton John Foster
Natalie Sue-Anne Ginn
David Ian Hamer
Benjamin Harrison
Simon Paul Heinrich
Lauren Henderson
Victor Huynh
Samantha Adele Illingworth
Daniela Jedrzejczak
Mekhla Kumar
Celia Danielle Le
Simone Linley Slattery
Peter Nathan Majoros
Heather Muggridge
Andrew Partington
William Parton
Michael Franz Peterer
Damien Rankine
Michelle Ellen Rose
Christina Saunders
Lydia Sharrad
Michael David Simms
Hannu Alex Siren
Emma Louise Stephenson
Nicholas Sverdloff
Hannah de Rose Thomas
Holly Ellen Thomas
Megan Jane Thorburn
David Gergely Tuske
Scott Van Manen
Gemma Ann Weedall
Brett Michael Williams
Jenna Wong

Visual Arts Studies

Emily Sarah Bain
Megan Cant
Kate Alicia Gagliardi
Ashleigh Gehlig
Hannah Rose Cameron Graney
Ella May Huber
Ruby Brooks Ladd
Rebecca McPherson
Bridget Jane Milson
Nhi Bich Nguyen
Annie Rudduck
Laura Kathleen Russell
Georgina Kate Stanley

Jessica Beth Trengove
Susannah Jane Wallman
Naomi Webb
Erica June Williams

English

English as a Second Language

Jimmy Wang
Kevin Wang

English as Second Language Studies

Aaron Ong Hean Jin
Zayani Binti Abu Daud
Andrew Mak Sheng Kean
Andrew Yeo Seng Keat
Victoria Balomenos
Balveena Kaur Dhaliwal
Ei Leen Chan
Joanna Lee Ann Chen
Justina Yi Yeen Chen
Emily Quak
Shayan Nilupul Gunawardena
Jennani A/P Magandran
Abirami A/P Jeyasingam
Kajendran A/L Visvalingam
Fen-Fen Koh
Kean Yang Kong
Leon Min Chiee
Lim Su-Ann
Mei Jin Ong
Ng May Lynn
Yu Jin P'ng
Zi Hao Phang
Shalini A/P Subramaniam
Tan Yi Faye
Shar-Lyn Tay
Teo Eu Gene
Choon Wei Wee
Wong Kai Yuan Racheal
Wong Sze Yuen
Jennifer Hoi Yee Wu

English Communications

Rachel Abela
Dineth Abeynayake
Gabrielle Janet Allen
Hiromi Amafuji
Joshua Luke Stanley Bailey
Emma Baldock
James Andrew Bartold
Brian Francis Bearman
Anna Eleanor Benton
Edwina Helma Budiman
Andrew Albert Burford
Joshua James Butler
Penelope Kay Butler
Kristy Chase
Kirra Cheers
Cheryl Sook Lai Chooi

Helene Michele Chryssidis
Sarah Elizabeth Clark
Samuel Clarke
Eliza Josephine Colebatch
William John Cundy
Maxwell John Daly
Mecki Dent
Kerri Leanne Duncan
Annabelle Georgina Esau
Sarah Kate Ferguson
Charlotte Emily Forrest
Katherine Gates
Isabelle Mary Gerrard
Sylvie Giles
Michael Harry Graney
Lucy Margaret Gransbury
Lottie Alice (Lauren) Hampel
Emma Catherine Handley
Daniel Hardea
Emma Rachel Harman
Anthea Caroline Harris
Angela Kaye Heap
Tessa Henwood-Mitchell
Cherie Alyce Herrmann
Anna Malgorzata Hill
Hannah Kate Jaeschke
Daniela Jedrzejczak
Sonia Maree Johnson
Jasmine Leigh Jones
Edwina Mary Keynes
Mona Khalessi-Rad
Laura Lillian Klingberg
Sabapathy Giridhar Krishnan
Nathan James Lewis
Brittany Rae Lippett
Kate Elizabeth Madsen
Kerrie Martin
Kate Alexandra Meathrel
Samantha Metcalfe
Elizabeth Sarah Middleton
Morgan Bedford Moroney
Elizabeth Jane Myhill
Meleah Alexandra Neville
Jack Harry Noble
Lisa Kate Noll
Pia Caroline Nowland
Alexandra Jane Ogilvie
Todd James Oliver
Ayesha Christina Platis
Christopher Alexander Plummer
Chelsea Dorothy Quong
Alice Penelope Rogers
Nicholas Phillip Rogers
Elisa Rose
Lincoln Maxwell Rothall
Suzanna Jane Rothwell
Cassandra Janet Anne Sibbin
Colleen Maree Simmonds
Nick B. Skeer
Cendall Taryn Slattery
Therese Maria Slattery
Nicholas William Sinclair Smith
Georgina Kate Stanley
Edwina Mary Storer
Nicola Anne Sweeney

Julia Kathryn Temlett
Hannah de Rose Thomas
Jodie Susan Todd
Sophie Alexandra Trenowden
Tenielle Jade Turner-Campbell
An Van Vu
Cassandra Lee Whatley
Rose-marie Alyce Wilkinson
Erica June Williams
Kate Alana Wilson
Amanda Jane Witford
Tara Jade Zilm

English Studies

Radu Mihai Apostol
Victoria Louise Apsimon
Emily Sarah Bain
Jana Maria Bednarz
Jordan Cherise Beverley
Jasmine Blight
Ryan Bonney
Anna Marie Bulman
Megan Cant
Riana Keka Chakravarti
Yvonne Chung-Yee Chau
Jade Cooper
Louise Elizabeth Cooper
Emily Tristian Cornock
Emily Laura Crawford
Katherine Louise Dohnt
Alyssa Kate Fitzpatrick
Kate Helen Fitzsimons
Monika Gajic
Olivia Mary-Clare Grant-Preece
Georgina Sinclair Harris
Rebecca Gillian Hiscock
Jim Hogevoonder
Elise Katherine Holmes
Claire Marie Humphries
Amelia Kathryn Hutchings
Carla Iasiello
Carlo Michael Jensen
David Kent Jordan
Toni June
Phillip Kavanagh
Melissa Kate Langley
Jessica Rose Lemon
Bridget Liedig
Lauren Hui-Lin Lim
Leila Macadam
Corey Dylan McCann
Fiona Joy McDonald
Angela Makarainen
Georgia Rose Mansfield
Angus Stuart George
Maxwell-Clark
Clementine Sophie Rose Mellor
Benjamin James Mylius
Ashleigh Patricia Nolan
Catherine Anne Norman
Vaishali Padhye

Reena Padmanabhan
Julia Lenore Bamford Parkin
Andy Petridis
Kathleen Irene Pishas
Corinne Elizabeth Prossor
Annabelle Gemma Quist
Daina Mara Rudaks
Sheree Anne Schmaal
Nastashia Elena Schoo
Michael David Simms
Gemma Louise Amelia
Skaczkowski
Christopher Sylvia
Yasmina Tashkent
Samuel David Taylor
Sallie-Ann Thrum
Jessica Kate Tidswell
Jacqueline Kate Turner
Sophie Jayne Underwood
Rachel Alexandra von Gerhardt
Victoria Louise Wade
Katherine Watson
Claire Marie Weekley
Elyse Williams
Julia Campbell Winterflood
Charmaine Hiu-Ying Yam

Health and Personal Development

Community Services (VET)

Community Services A
Kristy Dean
Community Services B
Talia Elise Marles

Community Studies

Arts and the Community

Daniel Justin Cap
Jed McKinnon Dunstan
Benjamin Marcus
Jessica Moya Nash
Chantel Norton
Bronwyn Putland
Derek Henry Slater
David Gergely Tuske

Arts and the Community I

Shane Cahill
Thomas Garawirrtja
Joan Rudd
Sharon Whitley

Arts and the Community II

Dwayne Dhamarrandji
Rosie Garrawurra

Business and the Community I

Danielle Farrow
Daniel Kinkura Johnston

Communication and the Community

Roxanne Doran
Emily Kate Lutze
Thomas Jesse Moran
Kyra Danielle Stein

Communication and the Community II

Yuki Kurebayashi

Design, Construction, and the Community

Kris Franklin
Kristelle Jade Gilmour
Tammy Merinda Lane
Isaac Lebrun
Jason Paul Varney
Jessica Bronwyn Wilson

Design, Construction, and the Community I

Matthew Cooper
Hannah Louise Darby
Vanessa Kate Detmar
Damian Mark Ellery
Bradley Stevens

Design, Construction, and the Community II

Scott David Beard
Jasmine Elyce Donaldson
Mark Laskowski

Environment and the Community

Jehna Narelle Galpin
Cheryl Greaves
Aidan Proctor

Environment and the Community I

Aminah Joan Djumadi
Emma Grace Mitchell
Michael Rowley

Environment and the Community II

Amy Reid

Foods and the Community I

Tammy Merinda Lane
Emma Jane Reichstein

Health, Recreation, and the Community

Dudley James Afford
Rebecca Jean Errington
Karli Wilkie

Health, Recreation, and the
Community I

Brandon David Altus
Justin Paul Bartlett
Lucinda Claire Cozens
Jake Kenneth Forrest
Jodie Marie Louise Monteodorisio
Amy Reid

Health, Recreation, and the
Community II

James Longbottom

Lifestyle and the Community

Elizabeth Anne Carter
Vicki Anne Firkins
Emmah Money

Two Merit Certificates
Dudley James Afford

Lifestyle and the Community I

Emma Grace Mitchell
Jessica Lee Temple-Fechner

Mathematics and the
Community I

Vanessa Kate Detmar

Science and the Community I

Emma Grace Mitchell

Science and the Community II

Emma Grace Mitchell

Technology and the
Community

Lois Jean Bosworth
Daniel Ireland

Technology and the
Community I

Joseph Valenzisi

Technology and the
Community II

Gino Carlo Artuso

Work and the Community

Brandon David Altus
Carole Mary Ghanem
Talisha King

Work and the Community I

Shane Hanna Graham
Samantha Martin

HHealth Education

HHealth Studies

Sheena Sharee Cocks
Holly Eldredge

Natalie Evreniadis
Meagan Michelle Learey

Home Economics

Early Childhood Studies

Hayley Jayne Bowman
Edwina Helma Budiman
Joanna Anita Calleja
Lisa Carlino
Hannah Josephine Consalvo
Kimberley Christine Daniel
Abby Lea Davey
Rebecca Anna Hyde
Kathryn Anne Newton
Amy Diana Louise Pfitzner
Stacey Jane Roach
Carolyn Telfer

Food and Hospitality Studies

Nadia Danielle Braiotta
Elyse Jemma Dolman
Bethany Margaret Ellis
Alana Marie Kerin
Lauren Jane Maksimovic
Melissa Anne Merola
Alexandra Jane Penner
Anna Louise Sutherland
Stephen John Skull Trobbiani
Emma Cherie Turner
Jeannette Wallace
Emily Kate Wray

Nutrition Studies

Alisa Hodgson

Nutrition

Karlie J. Bennallack
Eliza Josephine Colebatch
Charlotte Emily Forrest
Gauri Gaonkar
Carly May Gardner
Elizabeth Anne House
Claire Naomi Lewis
Amy Maddocks
Donna Renae Mahlburg
Alexandra Kathryn Nicolas
Corinne Elizabeth Prossor
Alana Jayne Shirley
Jessica Kate Tidswell

Outdoor and Environmental
Education

Outdoor and Environmental
Studies

Alexandra Bini Douady
Lara Eugenia Dyus
Monique Emma Johns
Patrick Keith Johns

Samuel Douglas Johnsson
Emma Jillian Lorenzin
Adam John Watkins

Outdoor Education I

Mallory Kate Hughes

Outdoor Education II

Mallory Kate Hughes

Physical Education

Victoria Balomenos
Geoffrey Bannister
Alexandra Claire Besanko
Felicity Jayne Birch
Jason Ricky Clark
Georgina Cogan
Nicholas Croser
Abby Lea Davey
Tessa Dignam
Kellie Duffield
Ailsa Enting-Hawke
Tegan Jade Fitzgerald
Janey Christine Fowler
Christian Andrew Grocke
Leila Christine Haghghi
Holly Rebecca Hammond
Emma Rachel Harman
Danika Leah Heath
Matt Thomas Henwood
Patrick Keith Johns
David James Kirkwood
Lisa Danielle Kurylowicz
Joel Daniel Langley
Sarah Kathleen Marshall
Alysha Erin Parsons
Angela Perkins
Tiffany Price
Meagan Pugh
Rebecca Marie Richards
Jasmine Sampson
Dimitri Sarris
Maxwell Geoffrey Schlicker
Tom Edward Scollay
Lauren Margaret Scott
Samantha Simmonds
Elizabeth Kate Spring
Emily Tucker
Michelle Elizabeth Turvey
Ty Watson
Claire Marie Weekley
Sarah Wyatt

Work Education

Vocational Studies A

Candice Air
Melia Bennett
Prue Elyse Jezierski
Chloe Louise Kessell
Anita Kilmister

Jessie Louise Martin
Wioletta Katarzyna Plotka
Meagan Pugh
Bettina Sattler
Aleisha Yeates

Vocational Studies B

Zachary Anton Exner
Kimberley Lauren Green
Rosemary Jones
Jessica Keller
Megan Ann Semczuk
Samantha Simmonds
Brianna Elizabeth Tyson

Languages

Australian Languages

Second Language Learning I

Sylvie Giles
Nicholas N. de Rozario

Second Language Learning II

Sylvie Giles
Nicholas N. de Rozario

Chinese (background speakers)

Si Ying (Joanna) Li
Yiru Li
Jiayuan Qiu
Wen Jun Zhan

Chinese (continuers)

Winnie Chen
Xinao Liu
Winnie Wong
Charmaine Hiu-Ying Yam

French (continuers)

Eleanor Diana Bishop
Juliette Hopkins
Caitlin Sarah McCaffrie
Sasha Trish McLean
Pascalie Louise Russet

German (continuers)

Maike Bergermann
Kate Alexandra Elder
Georgina Mary Hillier
Sean Graham Campbell Ohlendorf
Sarah Catherine Schrickler
Brady Rhys Stanton

Indonesian (accelerated)

Lara Jade Scrimgeour

Indonesian (continuers)

Joshua Makepeace
Mara Pilla
Vivi Octavia Suganda

Italian (continuers)

Vittorio Brun
Fiona Panagis
Melissa Siobhan Phillips
Jonathon Max Pisaniello
Ivan Vantagiato

Japanese (continuers)

Winnie Chen
Craig Dunlop
Rebecca Jayne Elliott
Mitsuhiro (Michi) Kurakata
Christina Ly
Benjamin James Mylius
Harumi Ogi
Makoto Yamamura

Malay (background speakers)

Eizaz Bin Hasanah Hasanah
Wan Nurul Basirah Bt Wan
Mohamad Noor

Modern Greek (continuers)

Evangelia Charitou
George Sinanis
Andreas Skourides

Persian (background speakers)

Pejman Maghsoudi

Spanish (continuers)

Mauricio Ernesto Carias

Vietnamese (background speakers)

Hanh My Huu Pham

Mathematics

Mathematical Applications

David John Adams
Emma-Jane Budarick
Natalia Chehade
Abby Lea Davey
Sarah Green
Emma Rachel Harman
Georgina Sinclair Harris
Katherine Holford
Julianna Bonnie Ide
Sandra Michelle James
Gemma Nicole Lienert

Brittany Rae Lippett
Joanne Lord
Rachel Jane McCappin
Bridget McCusker
Donna Renae Mahlburg
James Edward Marcus
Katherine Martin
Nicole Anne Mitsigeorgis
Konstantin Molinari
Kellie Newstead
Jasmin Sonya Parasiers
Jennifer Leanne Pascal-Murray
Trent Phillips
Ayesha Christina Platis
Alice Ralph
Claire Alison Robertson
Diana Sare
Samuel David Sherrin
Mary-Claire Simmonds
Rye N. Smith
Donna Stevens
Tess Krista Stevens
Sally Kate Radford Tucker
Elizabeth Mary Woods

Mathematical Methods

Monica Beshara
Tate William Carmody
Jacqueline Cousins
Tanya Margaret Duke
Annabelle Georgina Esau
Katherine Gates
Lauren Elise George
Angus Bruce Groves
Emma Catherine Handley
Matthew Alan Hart
Jonathan Yee Wen Heng
Anna Kennedy
Amanda Jane Kenyon
Edward John Milner
Dimitri Sarris
Madeleine Prue Stuckey

Mathematical Studies

Aaron Ong Hean Jin
Andrew Yeo Seng Keat
Angeline Loh Qian Hui
Ashwinna Asairinachan
Tegan Asser
Karthik Badrinath
Emily Sarah Bain
Balveena Kaur Dhaliwal
Mark Baulis
Beatrice Chin Nyuk Ching
Jana Maria Bednarz
Anthony Bratis
Susanna Jane Budimir
Anna Josephine Burnett
Marion Claire Byrne
Chan Wen-Xun
Yvonne Chung-Yee Chau
Choy Ren Jiun
Jonathan Dansie

Joanne Natalie Dyer
 Yang-Chieh (Jack) Fan
 Kate Helen Fitzsimons
 Lisa Flynn
 James Harvey
 Fabian Karuga
 Mi Sun Claire Kim
 Bethany Kloeden
 Kong Sok Khiun
 Kua Kok Pim
 Nicholas Hahn Kwok
 Lai Jun Han
 Amy Wen-Li Leow
 Lauren Hui-Lin Lim
 Danmei Julianna Lin
 Loo Jing Hean
 Ee Leen Low
 Bin Lu
 Xi Yun (Ally) Lu
 Edward Geoffrey McConachy
 Jason Maiolo
 Tristan James Maloney
 Mohd Hafidz Bin Hassan
 Angus Edward Jewell Moore
 Shane Moyle
 Phillip Nguyen
 Thi Thanh Mai Nguyen
 Tri Hung Nguyen
 Nicholas Charles O'Loughlin
 Elyse-Ann O'Malley
 Gregory Oates
 Despina Papps
 Jenna Anne Paterson
 Sarah Pearce
 Lenard Pederick
 Zi Hao Phang
 Phoon Y'ng Yiing
 Nicholas James Pietsch
 Rhiannon Skye Pillen
 Yu Jin P'ng
 David Benjamin Porter
 Wei Qin
 Rachel Taing Jia Wei
 Kristian Radford
 See Kwan Chian
 Apresh Arun Singla
 Nicholas William Sinclair Smith
 Glenn Cameron Sneddon
 Wai Ling (Emily) Sun
 Chia Yie Tan
 Li Let Tan
 Tan Teck Chung
 Sophie Jayne Underwood
 Michael Van Der Wijngaart
 Quoc Vo
 Jiawei Wang
 Kevin Wang
 Amanda Shea Watkin
 Brianna White
 Christopher Paul Williams
 Thomas Everard Willis
 Nicole Xin Hui Wong
 Wong Kah Meng
 Michael Stuart Worley
 Yong De Jun
 Louise Anna Young
 Zlatan Zulfic

Specialist Mathematics

Anton Ametov
 Andrew Yeo Seng Keat
 Angeline Loh Qian Hui
 Nicholas Samuel Bartsch
 George Bowden
 Marion Claire Byrne
 Chan Wen-Xun
 Timothy Edwards
 Huang Ya Zhe
 Nicholas Hahn Kwok
 Lee Wei Yen
 Lauren Hui-Lin Lim
 Phillip Nguyen
 Tri Hung Nguyen
 Lachlan James Nicholls
 Elyse-Ann O'Malley
 Jenna Anne Paterson
 Lenard Pederick
 Zi Hao Phang
 Phoon Y'ng Yiing
 Nicholas James Pietsch
 Yu Jin P'ng
 Wei Qin
 Glenn Cameron Sneddon
 Wai Ling (Emily) Sun
 Chia Yie Tan
 Tan Sheng Wei
 Sophie Jayne Underwood
 Michael Van Der Wijngaart
 Jiawei Wang
 Nicole Xin Hui Wong
 Wong Kah Meng
 Louise Anna Young
 Aaron (Zirong) Zhan

Science

Biology

Aaron Ong Hean Jin
 Katherine Jane Adriaanse
 Hila Ajdari
 Gabrielle Janet Allen
 Alyaa Bt Ismail
 Ambiga Samiappan
 Jemima Amery-Gale
 Elizabeth Lindsay Angove
 Ashwinna Asairinachan
 Emily Sarah Bain
 Jasmine Blight
 Elle Madeline Brenecki
 Elizabeth Alice Brown
 Chai Qijun, Debbi
 Choo Mei Ann
 Cheryl Sook Lai Chooi
 Eliza Josephine Colebatch
 Ivan Cooper
 Lisa Amanda Crouch
 Elysia Josephine Dottore
 Alison Maree Edgecomb
 Sarah Grace Eglinton
 Ben Patrick Finlay
 Charlotte Emily Forrest

Tristan Leigh Frank
 Monika Gajic
 Emma Catherine Handley
 Daniel Hardea
 Dana Louise Hartley
 Danika Leah Heath
 Thomas James Hunt
 Cecilia Brigette C. Innes-Wong
 David Kent Jordan
 Kajendran A/L Visvalingam
 Koh Thuan Tzen
 Kong Sok Khiun
 Lai Hui Min, Jessica
 Melissa Kate Langley
 Kim Tran (Emily) Le
 Leon Min Chiee
 Lim Han Ying
 Loo Jing Hean
 Nicholas Wen Lum
 Angus Stuart George
 Maxwell-Clark
 Matthew Miles Minucci
 Caroline Rose Moran
 Michael Sergiu Nastasie
 Ng May Lynn
 Ng Yee Yoon
 Ashleigh Patricia Nolan
 Catherine Anne Norman
 Vaishali Padhye
 Sophia Patrice Paschke
 Sook Cheng Eileen Phuah
 Jonathon Max Pisaniello
 Matthew Blake Roberts
 Courtney Rogers
 Joshua Rule
 Rupert James Saunders
 Adelaide Denise Schumann
 Krista Schuurmans
 Hamed Shahnam
 Shalini A/P Subramaniam
 Sia Yee Ping
 Gemma Louise Amelia
 Skaczkowski
 Nicholas William Sinclair Smith
 Poya Sobhanian
 Jasmin Leah Stacey
 Stephanie Hii Bih Tin
 Hannah Kate Szewczyk
 Li Let Tan
 Tan Xin Yi
 Samuel David Taylor
 Madeleine Georgina Thomas
 Jessica Kate Tidswell
 Minh Dac Tran
 Michelle Elizabeth Turvey
 Charmaine Hiu-Ying Yam
 Lauren Marie Zanker

Chemistry
 Afifah Abdul Rahim
 Katherine Jane Adriaanse
 Gabrielle Janet Allen
 Andrew Yeo Seng Keat
 Elizabeth Lindsay Angove
 Ashwinna Asairinachan
 Emily Sarah Bain

Balveena Kaur Dhaliwal
 Beatrice Chin Nyuk Ching
 Jana Maria Bednarz
 Jasmine Blight
 Jonathan Martyn Bortoli
 Marion Claire Byrne
 Chan Wen-Xun
 Yvonne Chung-Yee Chau
 Choo Mei Ann
 Cheryl Sook Lai Chooi
 Jonathan Dansie
 Nicola Fargher
 James Cameron Farnell
 Ben Patrick Finlay
 Alexander Gordon
 Simon Patrick Green
 Emma Catherine Handley
 James Harvey
 Cecilia Brigitte C. Innes-Wong
 Isaac Doong Shi Zhong
 Eleanor King
 Kong Sok Khiun
 Sabapathy Giridhar Krishnan
 Kua Kok Pim
 Nicholas Hahn Kwok
 Leon Min Chiee
 Lauren Hui-Lin Lim
 Lim Han Ying
 Loo Jing Hean
 Xi Yun (Ally) Lu
 My Di Luu
 Fiona Joy McDonald
 Jason Maiolo
 Phillip Roy Mellen
 Ng Yee Yoon
 Anthony Noor
 Gregory Oates
 Zi Hao Phang
 Alexandra Lidwina Phillips
 Daina Mara Rudaks
 Adelaide Denise Schumann
 Nicholas William Sinclair Smith
 Poya Sobhanian
 Wai Ling (Emily) Sun
 Li Let Tan
 Loc Phuoc Thai
 Sophie Jayne Underwood
 Quoc Vo
 An Van Vu
 Brianna White
 Winnie Wong
 Charmaine Hiu-Ying Yam
 Lauren Marie Zanker
 Zlatan Zulfic

Contemporary Issues and Science

Lucy Maree Keough
 James Jari Monto
 Madeleine Kate Paley
 Emma Varney

Physics

Aaron Ong Hean Jin
 Sarah Kate Akroyd
 Ambiga Samiappan
 Ashwinna Asairinachan
 Bobak Bahrami
 Balveena Kaur Dhaliwal
 Jana Maria Bednarz
 Felicity Bitter
 Jonathan Martyn Bortoli
 Susanna Jane Budimir
 Marion Claire Byrne
 Ei Leen Chan
 Chan Wen-Xun
 Yvonne Chung-Yee Chau
 Rachel Clarke
 Jonathan Dansie
 Mark Christopher Davis
 James Cameron Farnell
 Kate Helen Fitzsimons
 Tristan Leigh Frank
 Adele Fay Hallett
 Dana Louise Hartley
 James Harvey
 Cecilia Brigitte C. Innes-Wong
 Fabian Karuga
 Jo Ann Kok
 Kong Sok Khiun
 Nicholas Hahn Kwok
 Kim Tran (Emily) Le
 Lauren Hui-Lin Lim
 Lim Han Ying
 Loo Jing Hean
 Xi Yun (Ally) Lu
 My Di Luu
 Henrietta Emily Lyons
 Leila Macadam
 Sahil Madan
 Joshua Makepeace
 Tamara Gayl Matulick
 Phillip Roy Mellen
 Mai-Chi Nguyen
 Lachlan James Nicholls
 Anthony Noor
 Gregory Oates
 Elyse-Ann O'Malley
 Zi Hao Phang
 Nicholas James Pietsch
 Drew Ravalico
 Emma Louise Richards
 Nikita Simakov
 Nicholas William Sinclair Smith
 Nur Syahirah Sulaiman
 Li Let Tan
 Tan Xin Yi
 Loc Phuoc Thai
 Jacqueline Kate Turner
 Sophie Jayne Underwood
 An Van Vu
 Claire Marie Weekley
 Brianna White
 Winnie Wong
 Zlatan Zulfic

Psychology

Jemma Maree Arman
 Rosanne Biernaux
 Shae Kristian Byrne-Roberts
 Lisa Carlino
 Danielle Chant
 Eliza Josephine Colebatch
 Tara Christine Collins
 Briana Sian Davis
 Mona Khalessi-Rad
 Bethany Kloeden
 Claire Langsford
 Joanne Lord
 Nicholas Wen Lum
 Amanda Pearce
 Corinne Elizabeth Prossor
 Josef Rafalowicz
 Mary-Claire Simmonds
 Nicole Lee Sletvold
 Hannah Elizabeth Thompson
 Elyse Joy Williams

Society and Environment

Aboriginal Studies

Stacey Abbott
 Lyndell

Accounting Studies

Noor Elaiza Abdul Rahman
 Angeline Loh Qian Hui
 Ajrina Binti Annuar
 Joanna Anita Calleja
 Lui Sum (Sam) Chan
 Campbell Collins-McBride
 Bianca De Gennaro
 Carinne Foong
 Jo Dear Gan
 Shayan Nilupul Gunawardena
 Natasha Hilman Cheow
 Angela Hui Zhen Huang
 Nurul Afiqah Binti Isnin
 Ee Leen Low
 Natalie Matthews
 Lauren Morris
 Rohayu Binti Mohd Nasir
 Yu Jin P'ng
 Susanna Salandra
 Elena Sarantaugas
 Chia Yie Tan
 Teoh Ghee June
 David Wilson
 Wong Kah Meng
 Shuang Wu
 Charmaine Hiu-Ying Yam

Agricultural and Horticultural Science

Helen Marie Golder

Agriculture and Horticulture

Agricultural and Horticultural Management

Michael David Noble

Agricultural and Horticultural Principles

Tony James Foxwell

Evan James Hunt

Michael David Noble

Australian and International Politics

Victoria Louise Apsimon

Josef Rafalowicz

David Llewellyn Reeves

Australian History

Jordan Anderton

Jennifer Assels

Adam Brow

Kate Mary Fantinel

Bridget Allison Hobbs

Charee O'Riley

Kelly Megan Wiebrecht

Business Studies

Christopher John Aitchison

Kate Astrauskas-Graves

Coralie Ann Bailey

Frances Janelle Carne

Andrew James d'Alessandro

Katherine Gates

Jordan Maxwell Gray

Jackson Toby Jaensch

Edwina Mary Keynes

Lauren Khabbaz

Madeline Lehmann

Bridget Liedig

Morgan Faith Schebella

Belinda Kaye Sims

Sally Kate Radford Tucker

Jarrold Wilksch

Jessica Zizzo

Classical Studies

Nicholas James Fenech

Jessica Eileen Harris

Brooke Kneebone

Evan James Lever

Lauren Patricia McCabe

Jasmin Sonya Parasiers

Charlotte Edwina Cadzow Paton

Annie Rudduck

Victoria Louise Wade

Economics

Samuel Robert Chapman

Rachel Clarke

James Cameron Farnell

Carinne Foong

Jo Dear Gan

Wei Liang Goh

Olivia Mary-Clare Grant-Preece

Shayan Nilupul Gunawardena

Edwina Mary Keynes

Ee Leen Low

Lauren Morris

Annina Helene Mueller

Nadine Previna Nadarajah

Shi Ying Ooi

Sophia Patrice Paschke

Yu Jin P'ng

Matthew Blake Roberts

Susanna Salandra

Belinda Paige Spencer

John Wemyss Tillett

Maciej Tomczak

Wong Kah Meng

Geography

Hayley Maree Fletcher

Brigitte Rose Karger

Amanda Jayne Kingham

Shannyn Michelle McGrice

Nikki Kim Pfeiffer

Geography Studies

Gabrielle Janet Allen

Jemima Amery-Gale

Julie Boyce

Jacqueline Cousins

Nicholas Mathieson Cross

Richard Gregory

James Harvey

Danika Leah Heath

Matt Thomas Henwood

Laura Lillian Klingberg

Brittany Rae Lippett

Holly Cindy Main

Natalie Matthews

Stacey Morcom

Morgan Bedford Moroney

Jarryd Scott O'Donnell

Vanessa Round

Paul Daniel Seta

Tess Krista Stevens

Samuel David Taylor

Madeleine Georgina Thomas

Fiona Louise Tregeagle

Erica June Williams

Michael Stuart Worley

Justice in Society

Justice in Society

Hayden John Jenkins

Joshua Peter White

Legal Studies

Claire Lacey Anstey

Jemma Maree Arman

Anna Eleanor Benton

Emma Louise Carnell

Andrew James d'Alessandro

Alison Maree Edgecomb

Courtney Frances Edwards

Jana Gerlach

Ruth Haren

Lauren Khabbaz

Amy Wen-Li Leow

Matthew Scott Loukes

Nicholas Wen Lum

Keshia Lee McNally

James Michael Meegan

Ashleigh Patricia Nolan

Sophia Patrice Paschke

Lindsey Sheridan Peshanoff

Rhem Forrester Schroeder

Belinda Kaye Sims

Jarrold Wilksch

Media Production and Analysis

Edwin Owen Davis

Cameron Michael Edser

Joel Cameron Zerner

Modern History

Victoria Louise Apsimon

Jemma Maree Arman

Jessica Lauren Bolt

Anna Marie Bulman

Rebecca Hayward Carter

Emily Laura Crawford

Bianca De Gennaro

Jared Daniel Ewers

Sarah Rebecca Fischer

Katherine Gates

Edward Lawrence Gibson

Olivia Mary-Clare Grant-Preece

Alexandra Jacqueline Hayter

Sonja Jankovic

Edwina Mary Keynes

Melissa Kate Langley

Bridget Liedig

Brittany Rae Lippett

Fiona Joy McDonald

Meleah Alexandra Neville

Ashleigh Patricia Nolan

Bethany O'Brien

Reena Padmanabhan

John Wemyss Tillett

Natural Resources Management

Michael David Noble

Philosophy

George Bowden
Tristram Geary
Benjamin Luks

Religions in Australia

Wesley Mark Dose
Sarah Rebecca Fischer
Catarina Neves

Retail (VET)

Retail B

Vittoria Lanzilli

Small Business Enterprise

Sherry Leigh Crowley
Thea Joy De Leon
Zachary Anton Exner
Jessica Nitschke

Studies of Religion

Fiona Joy McDonald
Benedict V. Samuel

Studies of Societies

Rachel Jordan Andrew
Michelle Elyse Beer
Aleksandra Golat
Marie-Louise Hayter
Danielle Hudson
Bethany O'Brien
Tahlia Louise Ricciardi
Mahalia Rose Tanner
Sophie Alexandra Trenowden
Rose-Marie Alyce Wilkinson

Tourism

Emma Nicole Watt Brett
Brydie Jessica Callaghan
Luciana-Claudia Capobianco
Danielle Chant
Brigid Daly
Pauline Annette Doolette-Cox
Alana Foster
Ashleigh Gehlig
Shane Iljcesen
Laura Kay Izzet
Erin Leonie Jomartz
Chelsea Lake
Sarah Kate Lovell
Megan Macaulay

Rebecca McPherson
Anna Morris
Talia Anne Mysak
Jessica Petrusma
Mariana Hank Rego
Nicholas Ryan Rendell
Scott William Stevens
Lauren Emily Ward
Prue Felicity Heather Young

Women's Studies

Jade Peta Clarke
Jenna Maree English
Adele Fay Hallett
Claire Marie Lace

Technology

Design and Technology

Communication Products A

Melissa Jane Cordell
Danny di Giacomo
Robert Earl Hunt
Rebecca McPherson
Kate Jayne McRostie
Jordan Thomas Mutton
Zachary John Ouslinis
Nicholas Henry Brian Prescott
Daniel Richardson
Elizabeth Kate Spring
Sarah Catherine White

Communication Products B

Kirra Cheers
Emily Dinnen
Liam Charles Sharrad
Jack Smith

Material Products A

Nigel Ryan Beelitz
Matthew Leigh Jordan
Andrew Edward Ridgway
Dale Robert Wilson

Material Products B

John James Nicholas

Systems and Control Products A

Timothy James Johnson

Systems and Control Products B

Ivan Obaydin

Design and Technology Studies

Daix Nathanael Tregenza

Information Processing and Publishing

Business Documents

Amanda Kate Carruthers
Ashleigh Jayne Codrington
Jessica Ann Daniels
Kate Louise de Garis
Jeanette Ann Donato
Alicia Simone Fitton
Elysha Marie Hillman
Laura Kate Knobloch
Breanna Louise Marshman
The Kim Ngu
Carly Erin Palm
Leonie Claire Poole

Desktop Publishing

Erifili Kalominidis
Stephanie Michelle Lloyd
Gesica Lopresti
Leonie Claire Poole

Electronic Publishing

Annalisa Vassallo

Information Technology

Leighton Davis
Stephen Masiero

Information Technology (VET)

Information Technology B

Steven Petro Perdakis

Information Technology Studies

Andrew James d'Alessandro
Rhys Michael Evans
Daniel Gustainis
Martin Scott Hamlyn
Nadine Firoza Rafaella Martino
Amanda Ann Mercorella
Anthony Mosca
William Newman
Brent Anthony Pergallini
Monique Versace
Joshua Peter White

Various Learning Areas

Extension Studies

Extension Studies A

Shaun Michael Pollock
Brendon Peter Skinner

APPENDIX VII

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.

An alphabetical list of subjects with learning areas is in Appendix IV.

These tables are based on the information contained in SSABSA's database on 21 February 2006.

Individual student results data 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, 1995–2005

Table 2: Number of students in the Northern Territory completing at least 1 unit, 2002–05

Table 3: Stage 1 subjects (2 units) — number of students in South Australia receiving a result, by learning area, 2005

Table 4: Stage 1 subjects (2 units) — number of students in the Northern Territory receiving a result, by learning area, 2005

Table 5: Stage 1 subjects (1 unit) — number of students in South Australia receiving a result, by learning area, 2005

Table 6: Stage 1 subjects (1 unit) — number of students in the Northern Territory receiving a result, by learning area, 2005

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, 2005

Table 8: Stage 1 subjects (2 units) — results distribution for students in South Australia, by learning area, 2005

Table 9: Stage 1 subjects (2 units) — results distribution for students in the Northern Territory, by learning area, 2005

Table 10: Stage 1 subjects (1 unit) — results distribution for students in South Australia, by learning area, 2005

Table 11: Stage 1 subjects (1 unit) — results distribution for students in the Northern Territory, by learning area, 2005

Table 1: Number of students in South Australia completing at least 1 unit, 1995–2005

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Students with Stage 1 results only	18386	19984	23007	26449	29224	31133	32450	32881	32933	33872	34745
Students with Stage 1 and Stage 2 results	3421	3163	3189	3479	3681	3501	3730	4140	3479	3799	4140
Total with Stage 1 results	21807	23147	26196	29928	32905	34634	36180	37021	36412	37671	38885

Table 2: Number of students in the Northern Territory completing at least 1 unit, 2002–05

	2002	2003	2004	2005
Students with Stage 1 results only	2754	2667	2645	3231
Students with Stage 1 and Stage 2 results	440	478	591	566
Total with Stage 1 results	3194	3145	3236	3797

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, 2005

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		F	%		
ARTS											
Art	0	0	4	0	0	8	4	33	8	67	12
Broadcasting and Multimedia (VET)	6	24	10	21	2	3	18	27	48	73	66
Dance	0	0	0	0	17	0	17	100	0	0	17
Design	0	0	0	0	1	36	1	3	36	97	37
Drama	1	1	18	8	2	0	21	70	9	30	30
Music	7	0	11	10	14	23	32	49	33	51	65
Total results	14	25	43	39	36	70	93	41	134	59	227
ENGLISH											
Communication for the Hearing-impaired	0	0	0	0	0	1	0	0	1	100	1
English	6	3	149	185	74	90	229	45	278	55	507
English as a Second Language*	2	24	32	46	21	19	55	38	89	62	144
Total results	8	27	181	231	95	110	284	44	368	56	652
HEALTH AND PERSONAL DEVELOPMENT											
Community Services (VET)	0	0	80	2	0	0	80	98	2	2	82
Community Studies*											
Arts and the Community	4	0	8	6	1	0	13	68	6	32	19
Communication and the Community	0	0	11	3	0	0	11	79	3	21	14
Design, Construction, and the Community	0	0	2	37	1	0	3	8	37	93	40
Environment and the Community	0	0	10	12	0	0	10	45	12	55	22
Foods and the Community	9	3	20	16	5	5	34	59	24	41	58
Health, Recreation, and the Community	2	1	8	19	0	0	10	33	20	67	30
Lifestyle and the Community	1	0	15	13	0	0	16	55	13	45	29
Mathematics and the Community	0	0	1	1	0	0	1	50	1	50	2
Science and the Community	0	0	0	1	0	0	0	0	1	100	1
Technology and the Community	8	3	4	16	0	2	12	36	21	64	33
Work and the Community	12	13	31	59	1	1	44	38	73	62	117
Home Economics	0	0	29	19	0	0	29	60	19	40	48
Hospitality (VET)	13	5	16	5	0	0	29	74	10	26	39
Integrated Studies	2	1	110	113	19	14	131	51	128	49	259
Outdoor and Environmental Education*	0	0	2	4	0	0	2	33	4	67	6
Personal Development Studies	0	0	26	3	0	0	26	90	3	10	29
Physical Education	0	0	20	39	12	29	32	32	68	68	100
Sport and Recreation (VET)	0	0	15	33	0	0	15	31	33	69	48
Work Education	37	84	26	42	5	6	68	34	132	66	200
Total results	88	110	434	443	44	57	566	48	610	52	1176
LANGUAGES											
Arabic (accelerated)	0	0	4	2	0	0	4	67	2	33	6
Arabic (continuers)	0	0	0	0	6	3	6	67	3	33	9
Australian Languages	0	0	5	1	0	0	5	83	1	17	6
Chinese (accelerated)	0	0	2	1	0	0	2	67	1	33	3
Chinese (accelerated) A†	0	0	3	5	0	0	3	38	5	63	8
Chinese (background speakers)	18	16	8	15	4	13	30	41	44	59	74
Chinese (continuers)	5	5	6	4	0	0	11	55	9	45	20
Croatian (accelerated)	0	0	0	1	0	0	0	0	1	100	1
Croatian (continuers)	0	0	4	0	0	0	4	100	0	0	4
French (accelerated)	0	0	12	3	0	0	12	80	3	20	15
French (accelerated) A†	0	0	6	2	0	0	6	75	2	25	8
French (continuers)	0	0	11	1	14	3	25	86	4	14	29
German (accelerated)	0	0	5	1	0	0	5	83	1	17	6
German (accelerated) A†	0	0	7	0	0	0	7	100	0	0	7
German (continuers)	0	0	13	3	2	0	15	83	3	17	18
Indonesian (accelerated)	0	0	4	2	0	0	4	67	2	33	6
Indonesian (continuers)	0	0	10	5	0	0	10	67	5	33	15
Italian (accelerated)	0	0	3	1	0	0	3	75	1	25	4
Italian (accelerated) A†	0	0	7	0	0	0	7	100	0	0	7
Japanese (accelerated)	0	0	14	9	5	0	19	68	9	32	28
Japanese (accelerated) A†	0	0	1	0	0	0	1	100	0	0	1
Japanese (continuers)	6	0	7	4	6	0	19	83	4	17	23
Khmer (continuers)	0	0	6	3	0	0	6	67	3	33	9
Korean (accelerated)	0	0	5	5	0	0	5	50	5	50	10
Korean (background speakers)	0	0	11	9	0	0	11	55	9	45	20
Latin (continuers)	0	0	0	0	0	1	0	0	1	100	1
Modern Greek (accelerated)	0	0	0	0	2	1	2	67	1	33	3
Modern Greek (continuers)	0	0	0	0	11	6	11	65	6	35	17

	Cath		Govt		Indp		F	Total		%	%	Grand total
	F	M	F	M	F	M		F	M			
Persian (background speakers)	0	0	1	1	0	0	1	50	1	50		2
Polish (accelerated)	0	0	6	3	0	0	6	67	3	33		9
Polish (continuers)	0	0	5	3	4	4	9	56	7	44		16
Portuguese (continuers)	0	0	0	0	5	0	5	100	0	0		5
Russian (background speakers)	0	0	0	0	1	2	1	33	2	67		3
Russian (continuers)	0	0	0	0	2	1	2	67	1	33		3
Spanish (accelerated)	0	0	24	6	0	0	24	80	6	20		30
Spanish (accelerated) A†	0	0	5	2	0	0	5	71	2	29		7
Spanish (continuers)	0	0	9	4	0	0	9	69	4	31		13
Vietnamese (accelerated)	0	0	5	3	0	0	5	63	3	37		8
Vietnamese (background speakers)	0	0	3	6	0	1	3	30	7	70		10
Vietnamese (continuers)	2	2	3	3	5	5	10	50	10	50		20
Total results	31	23	215	108	67	40	313	65	171	35		484
MATHEMATICS												
Mathematics	0	0	4	21	13	17	17	31	38	69		55
Total results	0	0	4	21	13	17	17	31	38	69		55
SCIENCE												
Biology	0	0	19	0	0	31	19	38	31	62		50
Chemistry	19	27	10	22	1	28	30	28	77	72		107
Physics	0	0	2	13	1	33	3	6	46	94		49
Psychology	0	0	9	7	0	0	9	56	7	44		16
Seafood Operations (VET)	0	0	2	9	0	0	2	18	9	82		11
Total results	19	27	42	51	2	92	63	27	170	73		233
SOCIETY AND ENVIRONMENT												
Accounting	0	0	0	0	0	19	0	0	19	100		19
Agriculture	0	0	9	11	0	0	9	45	11	55		20
Ancient Studies*	0	0	0	1	0	0	0	0	1	100		1
Australian Studies	40	48	1	0	0	0	41	46	48	54		89
Business Services (VET)	14	0	14	6	0	0	28	82	6	18		34
Conservation and Land Management (VET)	0	0	2	9	0	0	2	18	9	82		11
Economics*	0	0	0	0	0	30	0	0	30	100		30
Geography	0	0	0	0	0	29	0	0	29	100		29
History	0	0	1	1	0	8	1	10	9	90		10
Media Studies	0	0	10	0	0	0	10	100	0	0		10
Retail (VET)	13	0	24	7	0	0	37	84	7	16		44
Studies in Religion	347	411	0	0	0	0	347	46	411	54		758
Tourism	0	0	0	1	0	0	0	0	1	100		1
Tourism Operations (VET)	7	4	1	0	0	0	8	67	4	33		12
Total results	421	463	62	36	0	86	483	45	585	55		1068
TECHNOLOGY												
Design and Technology												
Communication Products A	0	0	3	9	0	0	3	25	9	75		12
Communication Products B	0	0	7	1	0	0	7	88	1	13		8
Material Products A	0	0	4	48	0	0	4	8	48	92		52
Information Processing and Publishing	0	0	5	6	0	0	5	45	6	55		11
Information Technology	0	0	0	31	0	0	0	0	31	100		31
Information Technology (VET)	0	0	6	32	2	4	8	18	36	82		44
Manufacturing and Engineering (VET)	0	10	0	21	0	0	0	0	31	100		31
Total results	0	10	25	148	2	4	27	14	162	86		189
Total results	581	685	1006	1077	259	476	1846	45	2238	55		4084
Total students	556	668	890	902	236	316	1682	47	1886	53		3568

* Redeveloped subject for 2005.

† Alternative accelerated-level language pathway.

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

Design and Technology replaces Technology Studies

History replaces Modern History

Information Processing and Publishing replaces Practical Information Processing

Information Technology replaces Computing

Language subjects at background speakers level replace language subjects at specialist level

Language subjects at continuers level replace language subjects at extended level

Outdoor and Environmental Education replaces Outdoor Education.

Table 4: Stage 1 subjects (2 units) — number of students in the Northern Territory receiving a result, by learning area, 2005

	Cath		Govt		Indp		F	Total		%	%	Grand total
	F	M	F	M	F	M		F	M			
ARTS												
Art	0	0	0	0	3	4	3	43	4	57		7
Total results	0	0	0	0	3	4	3	43	4	57		7
ENGLISH												
English as a Second Language*	0	0	3	1	0	0	3	75	1	25		4
Total results	0	0	3	1	0	0	3	75	1	25		4
HEALTH AND PERSONAL DEVELOPMENT												
Community Studies*												
Arts and the Community	0	0	4	3	0	0	4	57	3	43		7
Design, Construction, and the Community	0	0	1	0	0	0	1	100	0	0		1
Health, Recreation, and the Community	0	0	4	6	0	0	4	40	6	60		10
Technology and the Community	0	0	1	0	0	0	1	100	0	0		1
Work and the Community	0	0	1	5	0	0	1	17	5	83		6
Outdoor and Environmental Education*	0	0	0	0	29	33	29	47	33	53		62
Physical Education	0	0	11	31	0	0	11	26	31	74		42
Work Education	9	1	0	0	0	0	9	90	1	10		10
Total results	9	1	22	45	29	33	60	43	79	57		139
Total results	9	1	25	46	32	37	66	44	84	56		150
Total students	9	1	22	36	32	37	63	46	74	54		137

* Redeveloped subject for 2005.

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

Outdoor and Environmental Education replaces Outdoor Education.

Table 5: Stage 1 subjects (1 unit) — number of students in South Australia receiving a result, by learning area, 2005

	Cath		Govt		Indp		F	Total		%	%	Grand total
	F	M	F	M	F	M		F	M			
ARTS												
Art	727	370	2309	1655	921	485	3957	61	2510	39		6467
Broadcasting and Multimedia (VET)	0	0	48	91	0	0	48	35	91	65		139
Craft	44	32	441	118	9	4	494	76	154	24		648
Dance	44	0	596	30	90	6	730	95	36	5		766
Design	444	383	1066	1213	339	257	1849	50	1853	50		3702
Drama	479	198	1086	574	560	318	2125	66	1090	34		3215
Multi Arts	1	0	175	81	10	11	186	67	92	33		278
Music	279	193	712	720	330	234	1321	54	1147	46		2468
Technical Drawing	0	0	7	157	0	0	7	4	157	96		164
Total results	2018	1176	6440	4639	2259	1315	10717	60	7130	40		17847
ENGLISH												
Communication for the Hearing-impaired	0	0	4	6	0	0	4	40	6	60		10
English	3430	2974	9704	10129	3250	3129	16384	50	16232	50		32616
English as a Second Language*	217	202	513	614	132	138	862	47	954	53		1816
Total results	3647	3176	10221	10749	3382	3267	17250	50	17192	50		34442
HEALTH AND PERSONAL DEVELOPMENT												
Community Services (VET)												
Community Services*	7	0	29	2	0	0	36	95	2	5		38
Community Studies*												
Arts and the Community	10	14	432	320	26	18	468	57	352	43		820
Business and the Community	4	1	121	69	1	3	126	63	73	37		199
Communication and the Community	6	3	305	212	8	6	319	59	221	41		540
Design, Construction, and the Community	9	7	163	261	7	8	179	39	276	61		455
Environment and the Community	24	13	66	72	1	4	91	51	89	49		180
Foods and the Community	19	8	397	245	14	10	430	62	263	38		693
Health, Recreation, and the Community	25	25	407	541	38	45	470	43	611	57		1081
Lifestyle and the Community	39	8	423	268	59	49	521	62	325	38		846
Mathematics and the Community	20	3	118	187	5	9	143	42	199	58		342
Science and the Community	8	2	52	54	1	1	61	52	57	48		118
Technology and the Community	8	2	148	436	11	38	167	26	476	74		643
Work and the Community	363	309	568	548	114	110	1045	52	967	48		2012

	Cath		Govt		Indp		F	Total		%	%	Grand total
	F	M	F	M	F	M		F	M			
Health Education*	0	0	823	468	170	39	993	66	507	34		1500
Home Economics	940	224	4183	1676	921	363	6044	73	2263	27		8307
Hospitality (VET)	10	33	123	57	0	0	133	60	90	40		223
Integrated Studies	420	285	3052	2876	90	48	3562	53	3209	47		6771
Outdoor and Environmental Education*	57	95	331	773	138	143	526	34	1011	66		1537
Personal Development Studies	362	242	486	282	16	4	864	62	528	38		1392
Physical Education	722	937	1824	3985	625	977	3171	35	5899	65		9070
Sport and Recreation (VET)	1	28	43	57	0	0	44	34	85	66		129
Work Education	555	659	4177	4526	1156	916	5888	49	6101	51		11989
Total results	3609	2898	18271	17915	3401	2791	25281	52	23604	48		48885
LANGUAGES												
Arabic (accelerated)	0	0	2	2	0	0	2	50	2	50		4
Arabic (continuers)	0	0	0	0	0	1	0	0	1	100		1
Auslan (continuers)	0	0	5	10	0	0	5	33	10	67		15
Australian Languages	0	0	40	6	0	0	40	87	6	13		46
Chinese (accelerated)	0	0	0	0	20	1	20	95	1	5		21
Chinese (accelerated) A†	0	0	0	1	0	0	0	0	1	100		1
Chinese (background speakers)	56	26	95	106	18	21	169	52	153	48		322
Chinese (continuers)	27	6	68	46	54	29	149	65	81	35		230
Croatian (continuers)	0	0	1	0	0	0	1	100	0	0		1
French (accelerated)	0	0	20	8	0	0	20	71	8	29		28
French (accelerated) A†	0	0	1	0	0	0	1	100	0	0		1
French (continuers)	154	38	214	47	186	44	554	81	129	19		683
German (accelerated)	0	0	0	0	0	1	0	0	1	100		1
German (accelerated) A†	0	0	0	2	0	0	0	0	2	100		2
German (continuers)	0	27	272	170	225	107	497	62	304	38		801
Hebrew (continuers)	0	0	0	0	3	1	3	75	1	25		4
Indonesian (accelerated)	41	0	0	4	0	0	41	91	4	9		45
Indonesian (accelerated) A†	0	0	1	0	0	0	1	100	0	0		1
Indonesian (continuers)	45	35	100	35	47	19	192	68	89	32		281
Italian (accelerated)	0	0	1	3	1	0	2	40	3	60		5
Italian (accelerated) A†	0	0	6	2	0	0	6	75	2	25		8
Italian (continuers)	315	103	102	57	0	2	417	72	162	28		579
Japanese (accelerated)	0	0	9	7	0	0	9	56	7	44		16
Japanese (accelerated) A†	0	0	1	1	0	0	1	50	1	50		2
Japanese (continuers)	73	51	198	172	207	60	478	63	283	37		761
Korean (background speakers)	0	0	3	4	0	0	3	43	4	57		7
Latin (continuers)	0	5	0	0	3	8	3	19	13	81		16
Macedonian (accelerated)	0	0	0	0	2	0	2	100	0	0		2
Macedonian (continuers)	0	0	0	0	1	3	1	25	3	75		4
Modern Greek (continuers)	0	0	72	75	21	13	93	51	88	49		181
Persian (background speakers)	0	0	1	0	0	0	1	100	0	0		1
Polish (accelerated)	0	0	0	1	0	0	0	0	1	100		1
Polish (continuers)	0	0	1	2	0	0	1	33	2	67		3
Russian (background speakers)	0	0	1	0	0	0	1	100	0	0		1
Serbian (continuers)	0	0	1	1	0	0	1	50	1	50		2
Spanish (accelerated)	0	0	25	5	0	0	25	83	5	17		30
Spanish (accelerated) A†	0	0	8	3	0	0	8	73	3	27		11
Spanish (continuers)	0	0	69	30	0	0	69	70	30	30		99
Vietnamese (background speakers)	4	0	7	5	0	3	11	58	8	42		19
Vietnamese (continuers)	15	14	9	7	4	6	28	51	27	49		55
Total results	730	305	1333	812	792	319	2855	67	1436	33		4291
MATHEMATICS												
Mathematics	4042	3694	9650	11225	4119	4383	17811	48	19302	52		37113
Total results	4042	3694	9650	11225	4119	4383	17811	48	19302	52		37113
SCIENCE												
Biology	1581	659	3574	1831	1585	653	6740	68	3143	32		9883
Chemistry	1002	829	1940	2213	1194	1097	4136	50	4139	50		8275
Contemporary Issues and Science	285	219	508	424	95	115	888	54	758	46		1646
Geology	0	0	13	26	0	13	13	25	39	75		52
Physics	550	1023	1036	3028	601	1246	2187	29	5297	71		7484
Psychology	368	142	1253	417	385	141	2006	74	700	26		2706
Seafood Operations (VET)	0	0	4	37	0	0	4	10	37	90		41
Total results	3786	2872	8328	7976	3860	3265	15974	53	14113	47		30087

	Cath		Govt		Indp		F	%	Total		%	Grand total
	F	M	F	M	F	M			M			
SOCIETY AND ENVIRONMENT												
Aboriginal Studies*	8	0	69	26	0	0	77	75	26	25		103
Accounting	358	311	361	319	278	253	997	53	883	47		1880
Agriculture	4	44	420	529	67	161	491	40	734	60		1225
Ancient Studies*	142	65	490	334	112	74	744	61	473	39		1217
Australian and International Politics*	0	0	7	5	46	34	53	58	39	42		92
Australian Studies	1917	1779	5599	5792	1975	1980	9491	50	9551	50		19042
Business Services (VET)	25	18	54	23	0	0	79	66	41	34		120
Business Studies	467	547	1417	1605	293	244	2177	48	2396	52		4573
Conservation and Land Management (VET)	0	0	3	9	6	12	9	30	21	70		30
Economics*	216	362	96	156	214	432	526	36	950	64		1476
Environmental Studies	0	0	24	22	16	7	40	58	29	42		69
Financial Services (VET)	0	0	2	0	0	0	2	100	0	0		2
Geography	299	311	422	717	422	549	1143	42	1577	58		2720
History	609	449	891	750	729	561	2229	56	1760	44		3989
Legal Studies*	514	414	1222	816	334	305	2070	57	1535	43		3605
Media Studies	63	72	341	450	19	44	423	43	566	57		989
Philosophy	12	24	125	81	88	51	225	59	156	41		381
Retail (VET)	0	0	9	7	0	0	9	56	7	44		16
Studies in Religion	2181	1926	0	0	943	1168	3124	50	3094	50		6218
Studies of Societies	24	25	198	103	6	7	228	63	135	37		363
Tourism	328	238	1102	555	90	62	1520	64	855	36		2375
Tourism Operations (VET)	17	0	9	3	0	0	26	90	3	10		29
Women's Studies	0	0	65	3	0	0	65	96	3	4		68
Total results	7184	6585	12926	12305	5638	5944	25748	51	24834	49		50582
TECHNOLOGY												
Design and Technology												
Communication Products A	234	226	1144	1033	80	115	1458	51	1374	49		2832
Communication Products B	14	42	162	266	0	0	176	36	308	64		484
Material Products A	55	512	487	2737	99	615	641	14	3864	86		4505
Material Products B	0	123	102	690	7	95	109	11	908	89		1017
Systems and Control Products A	2	109	37	774	0	51	39	4	934	96		973
Systems and Control Products B	0	20	8	184	0	45	8	3	249	97		257
Information Processing and Publishing	485	216	1546	874	297	200	2328	64	1290	36		3618
Information Technology	369	591	553	1587	311	720	1233	30	2898	70		4131
Information Technology (VET)	0	30	104	223	1	1	105	29	254	71		359
Manufacturing and Engineering (VET)	0	0	0	23	0	0	0	0	23	100		23
Total results	1159	1869	4143	8391	795	1842	6097	34	12102	66		18199
Total results	26175	22575	71312	74012	24246	23126	121733	50	119713	50		241446
Total students	3860	3486	12378	12698	3490	3388	19728	50	19572	50		39300

* Redeveloped subject for 2005.

† Alternative accelerated-level language pathway.

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

- Australian and International Politics replaces Politics
- Australian Languages replaces Australian Indigenous Languages
- Contemporary Issues and Science replaces Integrated Science
- Design and Technology replaces Technology Studies
- History replaces Modern History
- Information Processing and Publishing replaces Practical Information Processing
- Information Technology replaces Computing
- Language subjects at background speakers level replace language subjects at specialist level
- Language subjects at continuers level replace language subjects at extended level
- Outdoor and Environmental Education replaces Outdoor Education
- Studies of Societies replaces Social Studies.

Table 6: Stage 1 subjects (1 unit) — number of students in the Northern Territory receiving a result, by learning area, 2005

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		F	M		
ARTS											
Art	25	11	555	285	49	26	629	66	322	34	951
Craft	45	1	75	27	0	0	120	81	28	19	148
Dance	30	0	51	0	10	0	91	100	0	0	91
Design	15	7	96	96	11	5	122	53	108	47	230
Drama	49	19	110	52	18	11	177	68	82	32	259
Multi Arts	0	0	21	1	0	0	21	95	1	5	22
Music	7	11	130	128	12	13	149	50	152	50	301
Total results	171	49	1038	589	100	55	1309	65	693	35	2002
ENGLISH											
English	184	111	1204	1242	127	159	1515	50	1512	50	3027
English as a Second Language*	31	33	130	82	19	10	180	59	125	41	305
Total results	215	144	1334	1324	146	169	1695	51	1637	49	3332
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies*											
Arts and the Community	2	0	37	18	8	16	47	58	34	42	81
Business and the Community	0	0	7	2	0	1	7	70	3	30	10
Communication and the Community	0	0	28	12	13	10	41	65	22	35	63
Design, Construction, and the Community	1	0	26	5	15	33	42	53	38	48	80
Environment and the Community	0	3	5	15	1	2	6	23	20	77	26
Foods and the Community	0	1	6	8	10	3	16	57	12	43	28
Health, Recreation, and the Community	11	11	21	27	8	17	40	42	55	58	95
Lifestyle and the Community	18	5	23	17	4	3	45	64	25	36	70
Mathematics and the Community	2	1	25	30	4	1	31	49	32	51	63
Science and the Community	0	0	3	21	0	1	3	12	22	88	25
Technology and the Community	0	1	4	8	3	5	7	33	14	67	21
Work and the Community	0	1	138	148	1	5	139	47	154	53	293
Health Education*	0	0	51	34	0	0	51	60	34	40	85
Home Economics	73	23	252	129	0	0	325	68	152	32	477
Integrated Studies	11	61	243	402	15	7	269	36	470	64	739
Outdoor and Environmental Education*	49	71	70	146	4	38	123	33	255	67	378
Personal Development Studies	0	0	8	12	0	0	8	40	12	60	20
Physical Education	86	150	325	561	41	64	452	37	775	63	1227
Work Education	1	1	158	238	24	27	183	41	266	59	449
Total results	254	329	1430	1833	151	233	1835	43	2395	57	4230
LANGUAGES											
Australian Languages	0	0	55	11	12	6	67	80	17	20	84
Chinese (background speakers)	0	0	13	6	0	0	13	68	6	32	19
Chinese (continuers)	0	0	7	20	0	0	7	26	20	74	27
French (accelerated)	0	0	17	16	0	0	17	52	16	48	33
French (continuers)	0	0	2	3	0	2	2	29	5	71	7
German (continuers)	0	0	15	17	0	0	15	47	17	53	32
Indonesian (accelerated)	0	0	2	0	0	0	2	100	0	0	2
Indonesian (continuers)	12	14	55	21	7	5	74	65	40	35	114
Italian (accelerated)	4	2	10	6	0	0	14	64	8	36	22
Italian (accelerated) A†	0	0	0	1	0	0	0	0	1	100	1
Italian (continuers)	0	0	12	3	0	0	12	80	3	20	15
Japanese (accelerated)	0	0	11	6	0	0	11	65	6	35	17
Japanese (accelerated) A†	0	0	2	2	0	0	2	50	2	50	4
Japanese (continuers)	1	6	53	33	6	2	60	59	41	41	101
Modern Greek (continuers)	0	0	13	10	0	0	13	57	10	43	23
Spanish (accelerated)	0	0	5	8	0	2	5	33	10	67	15
Spanish (accelerated) A†	0	0	3	0	0	0	3	100	0	0	3
Spanish (continuers)	0	0	3	0	0	0	3	100	0	0	3
Total results	17	22	278	163	25	17	320	61	202	39	522
MATHEMATICS											
Mathematics	187	147	1270	1382	163	213	1620	48	1742	52	3362
Total results	187	147	1270	1382	163	213	1620	48	1742	52	3362

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		F	M		
SCIENCE											
Biology	62	26	411	245	57	51	530	62	322	38	852
Chemistry	21	28	272	236	34	51	327	51	315	49	642
Contemporary Issues and Science	12	13	105	91	0	0	117	53	104	47	221
Geology	0	0	3	6	0	0	3	33	6	67	9
Physics	17	31	132	274	21	56	170	32	361	68	531
Psychology	83	4	236	81	6	4	325	79	89	21	414
Total results	195	102	1159	933	118	162	1472	55	1197	45	2669
SOCIETY AND ENVIRONMENT											
Aboriginal Studies*	0	0	25	33	7	14	32	41	47	59	79
Accounting	16	12	115	85	14	7	145	58	104	42	249
Agriculture	0	0	10	10	0	0	10	50	10	50	20
Ancient Studies*	31	8	54	36	0	0	85	66	44	34	129
Australian and International Politics*	0	0	23	7	0	0	23	77	7	23	30
Australian Studies	7	2	78	69	0	0	85	54	71	46	156
Business Studies	24	20	181	197	22	6	227	50	223	50	450
Economics*	19	14	48	75	6	14	73	41	103	59	176
Geography	0	0	98	114	18	24	116	46	138	54	254
History	0	0	118	89	19	25	137	55	114	45	251
Legal Studies*	29	10	160	94	9	9	198	64	113	36	311
Media Studies	7	5	27	15	0	0	34	63	20	37	54
Philosophy	0	0	14	4	0	0	14	78	4	22	18
Studies in Religion	180	138	0	0	16	22	196	55	160	45	356
Studies of Societies	0	0	22	13	0	0	22	63	13	37	35
Tourism	45	8	100	89	0	0	145	60	97	40	242
Women's Studies	0	0	27	0	0	0	27	100	0	0	27
Total results	358	217	1100	930	111	121	1569	55	1268	45	2837
TECHNOLOGY											
Design and Technology											
Communication Products A	6	3	93	143	0	0	99	40	146	60	245
Communication Products B	0	0	4	24	0	0	4	14	24	86	28
Material Products A	48	47	23	104	10	25	81	32	176	68	257
Material Products B	0	0	18	38	13	16	31	36	54	64	85
Systems and Control Products A	0	0	5	71	0	0	5	7	71	93	76
Information Processing and Publishing	63	34	69	66	0	3	132	56	103	44	235
Information Technology	72	78	119	275	27	32	218	36	385	64	603
Total results	189	162	331	721	50	76	570	37	959	63	1529
Total results	1586	1172	7940	7875	864	1046	10390	51	10093	49	20483
Total students	255	226	1507	1465	187	213	1949	51	1904	49	3853

* Redeveloped subject for 2005.

† Alternative accelerated-level language pathway.

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

- Australian and International Politics replaces Politics
- Australian Languages replaces Australian Indigenous Languages
- Contemporary Issues and Science replaces Integrated Science
- Design and Technology replaces Technology Studies
- History replaces Modern History
- Information Processing and Publishing replaces Practical Information Processing
- Information Technology replaces Computing
- Language subjects at background speakers level replace language subjects at specialist level
- Language subjects at continuers level replace language subjects at extended level
- Outdoor and Environmental Education replaces Outdoor Education
- Studies of Societies replaces Social 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, 2005

Name of program	Number of units	Number of students
South Australia		
Australian Air Force Cadets	2	19
Australian Guild of Music and Speech	1	4
Australian Music Examinations Board	1	38
Community Development	1	1
Duke of Edinburgh's Award	1	97
Duke of Edinburgh's Award	2	18
Guides Australia	3	5
Independent Living	2	1
Recreation Skills and Management	1	1
Royal Life Saving Society Australia	1	48
Royal Life Saving Society Australia	2	1
SA Country Fire Service	2	47
St John Ambulance Australia Cadets	1	8
Scouts Australia	3	5
Self-development	1	2
Self-development	2	1
Sports Skills and Management	1	1
Sports Skills and Management	2	2
Volunteering	1	1
Volunteering	2	1
Work Skills and Career Development	1	2
Total students		303
Total units		413
Northern Territory		
Australian Air Force Cadets	2	1
Australian Air Force Cadets	4	3
Australian Music Examinations Board	1	4
Duke of Edinburgh's Award	1	11
Duke of Edinburgh's Award	2	4
Guides Australia	3	1
Royal Life Saving Society Australia	1	2
Royal Life Saving Society Australia	2	1
St John Ambulance Australia Cadets	1	2
Total students		29
Total units		46
Total students		332
Total units		459

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, 2005

	SA	RA	RNM	Total
ARTS				
Art	12	0	0	12
Broadcasting and Multimedia (VET)	57	6	3	66
Dance	17	0	0	17
Design	36	1	0	37
Drama	21	6	3	30
Music	64	0	1	65
Total results	207	13	7	227
ENGLISH				
Communication for the Hearing-impaired*	1	0	0	1
English	488	18	1	507
English as a Second Language	122	18	4	144
Total results	611	36	5	652
HEALTH AND PERSONAL DEVELOPMENT				
Community Services (VET)	66	9	7	82
Community Studies*				
Arts and the Community	19	0	0	19
Communication and the Community	14	0	0	14
Design, Construction, and the Community	33	6	1	40
Environment and the Community	14	7	1	22
Foods and the Community	58	0	0	58
Health, Recreation, and the Community	28	1	1	30
Lifestyle and the Community	26	1	2	29
Mathematics and the Community	2	0	0	2
Science and the Community	1	0	0	1
Technology and the Community	21	6	6	33
Work and the Community	117	0	0	117
Home Economics	47	1	0	48
Hospitality (VET)	28	7	4	39
Integrated Studies	241	17	1	259
Outdoor and Environmental Education*	6	0	0	6
Personal Development Studies	23	5	1	29
Physical Education	96	4	0	100
Sport and Recreation (VET)	41	7	0	48
Work Education	168	27	5	200
Total results	1049	98	29	1176
LANGUAGES				
Arabic (accelerated)	5	1	0	6
Arabic (continuers)	8	1	0	9
Australian Languages	1	2	3	6
Chinese (accelerated)	3	0	0	3
Chinese (accelerated) A†	7	1	0	8
Chinese (background speakers)	72	2	0	74
Chinese (continuers)	17	3	0	20
Croatian (accelerated)	1	0	0	1
Croatian (continuers)	4	0	0	4
French (accelerated)	15	0	0	15
French (accelerated) A†	7	1	0	8
French (continuers)	29	0	0	29
German (accelerated)	6	0	0	6
German (accelerated) A†	7	0	0	7
German (continuers)	17	1	0	18
Indonesian (accelerated)	6	0	0	6
Indonesian (continuers)	9	6	0	15
Italian (accelerated)	4	0	0	4
Italian (accelerated) A†	6	1	0	7
Japanese (accelerated)	26	0	2	28
Japanese (accelerated) A†	1	0	0	1
Japanese (continuers)	22	1	0	23
Khmer (continuers)	9	0	0	9
Korean (accelerated)	6	4	0	10
Korean (background speakers)	20	0	0	20
Latin (continuers)	1	0	0	1
Modern Greek (accelerated)	3	0	0	3
Modern Greek (continuers)	17	0	0	17

	SA	RA	RNM	Total
Persian (background speakers)	2	0	0	2
Polish (accelerated)	9	0	0	9
Polish (continuers)	16	0	0	16
Portuguese (continuers)	5	0	0	5
Russian (background speakers)	3	0	0	3
Russian (continuers)	3	0	0	3
Spanish (accelerated)	30	0	0	30
Spanish (accelerated) A†	7	0	0	7
Spanish (continuers)	13	0	0	13
Vietnamese (accelerated)	8	0	0	8
Vietnamese (background speakers)	10	0	0	10
Vietnamese (continuers)	17	3	0	20
Total results	452	27	5	484
MATHEMATICS				
Mathematics	51	3	1	55
Total results	51	3	1	55
SCIENCE				
Biology	44	6	0	50
Chemistry	96	11	0	107
Physics	47	2	0	49
Psychology	16	0	0	16
Seafood Operations (VET)	7	4	0	11
Total results	210	23	0	233
SOCIETY AND ENVIRONMENT				
Accounting	17	2	0	19
Agriculture	20	0	0	20
Ancient Studies*	1	0	0	1
Australian Studies	87	2	0	89
Business Services (VET)	27	5	2	34
Conservation and Land Management (VET)	7	4	0	11
Economics*	27	3	0	30
Geography	27	2	0	29
History	10	0	0	10
Media Studies	10	0	0	10
Retail (VET)	34	5	5	44
Studies in Religion	725	29	4	758
Tourism	0	0	1	1
Tourism Operations (VET)	12	0	0	12
Total results	1004	52	12	1068
TECHNOLOGY				
Design and Technology				
Communication Products A	9	2	1	12
Communication Products B	5	3	0	8
Material Products A	46	6	0	52
Information Processing and Publishing	9	2	0	11
Information Technology	20	7	4	31
Information Technology (VET)	31	8	5	44
Manufacturing and Engineering (VET)	30	0	1	31
Total results	150	28	11	189
Total results	3734	280	70	4084

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

* Redeveloped subject for 2005.

† Alternative accelerated-level language pathway.

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

Australian Languages replaces Australian Indigenous Languages

Design and Technology replaces Technology Studies

History replaces Modern History

Information Processing and Publishing replaces Practical Information Processing

Information Technology replaces Computing

Language subjects at background speakers level replace language subjects at specialist level

Language subjects at continuers level replace language subjects at extended level

Outdoor and Environmental Education replaces Outdoor Education.

Table 9: Stage 1 subjects (2 units) — results distribution for students in the Northern Territory, by learning area, 2005

	SA	RA	RNM	Total
ARTS				
Art	4	3	0	7
Total results	4	3	0	7
ENGLISH				
English as a Second Language*	4	0	0	4
Total results	4	0	0	4
HEALTH AND PERSONAL DEVELOPMENT				
Community Studies*				
Arts and the Community	7	0	0	7
Design, Construction, and the Community	1	0	0	1
Health, Recreation, and the Community	9	1	0	10
Technology and the Community	1	0	0	1
Work and the Community	6	0	0	6
Outdoor and Environmental Education*	62	0	0	62
Physical Education	38	3	1	42
Work Education	10	0	0	10
Total results	134	4	1	139
Total results	142	7	1	150

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

* Redeveloped subject for 2005.

Note: Since redevelopment some subjects have been renamed, for example:
Outdoor and Environmental Education replaces Outdoor Education.

Table 10: Stage 1 subjects (1 unit) — results distribution for students in South Australia, by learning area, 2005

	SA	RA	RNM	Total
ARTS				
Art	5489	803	175	6467
Broadcasting and Multimedia (VET)	107	23	9	139
Craft	554	75	19	648
Dance	699	53	14	766
Design	3059	493	150	3702
Drama	2924	248	43	3215
Multi Arts	252	20	6	278
Music	2266	176	26	2468
Technical Drawing	137	24	3	164
Total results	15487	1915	445	17847
ENGLISH				
Communication for the Hearing-impaired	9	1	0	10
English	28513	3269	834	32616
English as a Second Language*	1636	154	26	1816
Total results	30158	3424	860	34442
HEALTH AND PERSONAL DEVELOPMENT				
Community Services (VET)	31	5	2	38
Community Studies*				
Arts and the Community	652	136	32	820
Business and the Community	154	34	11	199
Communication and the Community	483	44	13	540
Design, Construction, and the Community	376	58	21	455
Environment and the Community	154	23	3	180
Foods and the Community	565	98	30	693
Health, Recreation, and the Community	919	125	37	1081
Lifestyle and the Community	689	123	34	846

	SA	RA	RNM	Total
Mathematics and the Community	283	35	24	342
Science and the Community	101	14	3	118
Technology and the Community	536	86	21	643
Work and the Community	1804	157	51	2012
Health Education*	1267	188	45	1500
Home Economics	7129	962	216	8307
Hospitality (VET)	200	20	3	223
Integrated Studies	5924	674	173	6771
Outdoor and Environmental Education*	1334	153	50	1537
Personal Development Studies	1210	132	50	1392
Physical Education	8026	893	151	9070
Sport and Recreation (VET)	104	19	6	129
Work Education	10244	1378	367	11989
Total results	42185	5357	1343	48885
LANGUAGES				
Arabic (accelerated)	3	1	0	4
Arabic (continuers)	1	0	0	1
Auslan (continuers)	11	4	0	15
Australian Languages	35	6	5	46
Chinese (accelerated)	21	0	0	21
Chinese (accelerated) A†	1	0	0	1
Chinese (background speakers)	305	16	1	322
Chinese (continuers)	227	2	1	230
Croatian (continuers)	1	0	0	1
French (accelerated)	20	7	1	28
French (accelerated) A†	1	0	0	1
French (continuers)	675	8	0	683
German (accelerated)	1	0	0	1
German (accelerated) A†	2	0	0	2
German (continuers)	763	36	2	801
Hebrew (continuers)	4	0	0	4
Indonesian (accelerated)	45	0	0	45
Indonesian (accelerated) A†	1	0	0	1
Indonesian (continuers)	268	12	1	281
Italian (accelerated)	5	0	0	5
Italian (accelerated) A†	4	4	0	8
Italian (continuers)	558	17	4	579
Japanese (accelerated)	8	5	3	16
Japanese (accelerated) A†	2	0	0	2
Japanese (continuers)	735	23	3	761
Korean (background speakers)	7	0	0	7
Latin (continuers)	15	1	0	16
Macedonian (accelerated)	1	1	0	2
Macedonian (continuers)	4	0	0	4
Modern Greek (continuers)	175	5	1	181
Persian (background speakers)	0	1	0	1
Polish (accelerated)	1	0	0	1
Polish (continuers)	3	0	0	3
Russian (background speakers)	1	0	0	1
Serbian (continuers)	1	1	0	2
Spanish (accelerated)	23	7	0	30
Spanish (accelerated) A†	7	4	0	11
Spanish (continuers)	90	7	2	99
Vietnamese (background speakers)	18	1	0	19
Vietnamese (continuers)	54	1	0	55
Total results	4097	170	24	4291
MATHEMATICS				
Mathematics	31206	5070	837	37113
Total results	31206	5070	837	37113
SCIENCE				
Biology	8732	1018	133	9883
Chemistry	7501	696	78	8275
Contemporary Issues and Science	1349	250	47	1646
Geology	41	9	2	52
Physics	6765	643	76	7484
Psychology	2315	322	69	2706
Seafood Operations (VET)	28	11	2	41
Total results	26731	2949	407	30087

	SA	RA	RNM	Total
SOCIETY AND ENVIRONMENT				
Aboriginal Studies*	79	18	6	103
Accounting	1687	163	30	1880
Agriculture	1042	166	17	1225
Ancient Studies*	1077	115	25	1217
Australian and International Politics*	90	2	0	92
Australian Studies	16264	2236	542	19042
Business Services (VET)	102	15	3	120
Business Studies	3920	569	84	4573
Conservation and Land Management (VET)	24	6	0	30
Economics*	1359	107	10	1476
Environmental Studies	57	12	0	69
Financial Services (VET)	2	0	0	2
Geography	2459	222	39	2720
History	3606	318	65	3989
Legal Studies*	3149	369	87	3605
Media Studies	835	127	27	989
Philosophy	354	24	3	381
Retail (VET)	7	6	3	16
Studies in Religion	5781	397	40	6218
Studies of Societies	275	75	13	363
Tourism	2014	272	89	2375
Tourism Operations (VET)	27	2	0	29
Women's Studies	58	7	3	68
Total results	44268	5228	1086	50582
TECHNOLOGY				
Design and Technology				
Communication Products A	2337	383	112	2832
Communication Products B	393	70	21	484
Material Products A	3682	641	182	4505
Material Products B	849	143	25	1017
Systems and Control Products A	801	138	34	973
Systems and Control Products B	208	36	13	257
Information Processing and Publishing	3100	421	97	3618
Information Technology	3590	439	102	4131
Information Technology (VET)	293	61	5	359
Manufacturing and Engineering (VET)	23	0	0	23
Total results	15276	2332	591	18199
Total results	209408	26445	5593	241446

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

* Redeveloped subject for 2005.

† Alternative accelerated-level language pathway.

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

Australian and International Politics replaces Politics

Australian Languages replaces Australian Indigenous Languages

Contemporary Issues and Science replaces Integrated Science

Design and Technology replaces Technology Studies

History replaces Modern History

Information Processing and Publishing replaces Practical Information Processing

Information Technology replaces Computing

Language subjects at background speakers level replace language subjects at specialist level

Language subjects at continuers level replace language subjects at extended level

Outdoor and Environmental Education replaces Outdoor Education

Studies of Societies replaces Social Studies.

Table 11: Stage 1 subjects (1 unit) — results distribution for students in the Northern Territory, by learning area, 2005

	SA	RA	RNM	Total
ARTS				
Art	791	134	26	951
Craft	116	28	4	148
Dance	86	5	0	91
Design	166	52	12	230
Drama	212	39	8	259
Multi Arts	14	8	0	22
Music	261	29	11	301
Total results	1646	295	61	2002
ENGLISH				
English	2457	487	83	3027
English as a Second Language*	250	51	4	305
Total results	2707	538	87	3332
HEALTH AND PERSONAL DEVELOPMENT				
Community Studies*				
Arts and the Community	67	12	2	81
Business and the Community	4	6	0	10
Communication and the Community	47	5	11	63
Design, Construction, and the Community	72	8	0	80
Environment and the Community	23	2	1	26
Foods and the Community	27	0	1	28
Health, Recreation, and the Community	86	8	1	95
Lifestyle and the Community	57	10	3	70
Mathematics and the Community	43	15	5	63
Science and the Community	17	7	1	25
Technology and the Community	20	1	0	21
Work and the Community	278	4	11	293
Health Education*	53	24	8	85
Home Economics	368	99	10	477
Integrated Studies	626	101	12	739
Outdoor and Environmental Education*	313	59	6	378
Personal Development Studies	17	2	1	20
Physical Education	1099	113	15	1227
Work Education	342	83	24	449
Total results	3559	559	112	4230
LANGUAGES				
Australian Languages	66	16	2	84
Chinese (background speakers)	18	1	0	19
Chinese (continuers)	27	0	0	27
French (accelerated)	24	7	2	33
French (continuers)	6	1	0	7
German (continuers)	30	2	0	32
Indonesian (accelerated)	2	0	0	2
Indonesian (continuers)	112	2	0	114
Italian (accelerated)	20	2	0	22
Italian (accelerated) A†	1	0	0	1
Italian (continuers)	15	0	0	15
Japanese (accelerated)	17	0	0	17
Japanese (accelerated) A†	4	0	0	4
Japanese (continuers)	92	8	1	101
Modern Greek (continuers)	19	3	1	23
Spanish (accelerated)	14	1	0	15
Spanish (accelerated) A†	3	0	0	3
Spanish (continuers)	3	0	0	3
Total results	473	43	6	522
MATHEMATICS				
Mathematics	2500	739	123	3362
Total results	2500	739	123	3362

	SA	RA	RNM	Total
SCIENCE				
Biology	722	119	11	852
Chemistry	540	98	4	642
Contemporary Issues and Science	157	54	10	221
Geology	4	5	0	9
Physics	442	83	6	531
Psychology	333	69	12	414
Total results	2198	428	43	2669
SOCIETY AND ENVIRONMENT				
Aboriginal Studies*	52	17	10	79
Accounting	197	42	10	249
Agriculture	18	2	0	20
Ancient Studies*	115	12	2	129
Australian and International Politics*	23	7	0	30
Australian Studies	121	27	8	156
Business Studies	348	84	18	450
Economics*	152	24	0	176
Geography	213	28	13	254
History	197	46	8	251
Legal Studies*	254	50	7	311
Media Studies	45	5	4	54
Philosophy	11	6	1	18
Studies in Religion	306	42	8	356
Studies of Societies	29	5	1	35
Tourism	164	60	18	242
Women's Studies	19	8	0	27
Total results	2264	465	108	2837
TECHNOLOGY				
Design and Technology				
Communication Products A	188	46	11	245
Communication Products B	20	8	0	28
Material Products A	224	21	12	257
Material Products B	62	20	3	85
Systems and Control Products A	71	3	2	76
Information Processing and Publishing	203	28	4	235
Information Technology	494	90	19	603
Total results	1262	216	51	1529
Total results	16609	3283	591	20483

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

* Redeveloped subject for 2005.

† Alternative accelerated-level language pathway.

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

Australian and International Politics replaces Politics

Australian Languages replaces Australian Indigenous Languages

Contemporary Issues and Science replaces Integrated Science

Design and Technology replaces Technology Studies

History replaces Modern History

Information Processing and Publishing replaces Practical Information Processing

Information Technology replaces Computing

Language subjects at continuers level replace language subjects at extended level

Outdoor and Environmental Education replaces Outdoor Education

Studies of Societies replaces Social Studies.

Stage 2

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

An alphabetical list of subjects with learning areas is in Appendix IV.

Table 1: Number of students receiving a result in one or more Stage 2 subjects, 2005

Table 2: Number of students receiving a result in one or more Stage 2 subjects, 1993–2005

Table 3: Number of South Australian schools offering 2-unit Stage 2 subjects, by learning area, 2005

Table 4: Number of Northern Territory and Asian schools offering 2-unit Stage 2 subjects, by learning area, 2005

Table 5: Number of South Australian and Northern Territory schools offering 1-unit Stage 2 subjects, by learning area, 2005

Table 6: Stage 2 subjects (2 units) — number of results for students in South Australia, by learning area, 2005

Table 7: Stage 2 subjects (2 units) — number of results for students in the Northern Territory and Asia, by learning area, 2005

Table 8: Number of students in South Australia and the Northern Territory receiving a result in at least one 2-unit Stage 2 subject, 2005

Table 9: Number of individual subject results in 2-unit Stage 2 subjects, 2005

Table 10: Stage 2 subjects (1 unit) — number of results for students in South Australia, by learning area, 2005

Table 11: Stage 2 subjects (1 unit) — number of results for students in the Northern Territory, by learning area, 2005

Table 12: Number of students in South Australia and the Northern Territory receiving a result in at least one 1-unit Stage 2 subject, 2005

Table 13: Number of individual subject results in 1-unit Stage 2 subjects, 2005

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, 2005

Table 15: 2-unit Stage 2 subjects by learning area — grade distribution, 2005

Table 16: 1-unit Stage 2 subjects by learning area — grade distribution, 2005

Table 17: 2-unit Stage 2 subjects with levelled results by learning area — results distribution, 2005

Table 18: 1-unit Stage 2 subjects with levelled results by learning area — results distribution, 2005

Table 19: Number of students completing all requirements of the SACE, 1994–2005

Table 20: Number of students receiving a tertiary entrance rank (TER), 2005

Table 21: Number of students receiving a TAFE score, 2005

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, 2005

Table 1: Number of students receiving a result in one or more Stage 2 subjects, 2005

	F	%	M	%	Total
South Australia	8982	54	7676	46	16658
Northern Territory	802	53	718	47	1520
Asia	699	54	589	46	1288
Total students	10483	54	8983	46	19466

Table 2: Number of students receiving a result in one or more Stage 2 subjects, 1993–2005

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
South Australia	18335	17430	14987	14172	14434	15190	15562	15950	16439	16806	16703	16642	16658
Northern Territory	1341	1201	1206	1186	1205	1247	1233	1269	1431	1410	1485	1576	1520
Asia	1062	1028	1245	1181	1150	923	947	988	1005	1069	1219	1298	1288
Total students	20738	19659	17438	16539	16789	17360	17742	18207	18875	19285	19407	19516	19466

Table 3: Number of South Australian schools offering 2-unit Stage 2 subjects, by learning area, 2005

	Cath	Govt	Indp	Total
ARTS				
Art Practical	22	95	32	149
Broadcasting and Multimedia (VET)				
Broadcasting and Multimedia A	1	4	0	5
Broadcasting and Multimedia B	1	8	1	10
Craft Practical	2	15	1	18
Dance	0	14	4	18
Dance Studies	2	8	5	15
Design Practical	16	55	19	90
Drama	14	41	12	67
Drama Studies	18	46	24	88
Visual Arts Studies	26	67	28	121
Total	28	113	42	183
ENGLISH				
Communication for the Hearing-impaired	0	3	0	3
English as a Second Language*	2	26	3	31
English as Second Language Studies*	13	20	10	43
English Communications	28	124	38	190
English Studies	26	65	33	124
Total	28	124	40	192
HEALTH AND PERSONAL DEVELOPMENT				
Community Services (VET)				
Community Services A	0	14	0	14
Community Services B	2	9	2	13
Community Studies*				
Arts and the Community	7	28	4	39
Business and the Community	0	11	1	12
Communication and the Community	4	24	2	30
Design, Construction, and the Community	7	26	1	34
Environment and the Community	1	12	2	15
Foods and the Community	4	18	3	25
Health, Recreation, and the Community	5	31	4	40
Lifestyle and the Community	6	19	2	27
Mathematics and the Community	1	11	1	13
Science and the Community	2	12	0	14
Technology and the Community	4	26	2	32
Work and the Community	8	25	4	37
Health Education*				
Health Studies	0	18	1	19
Home Economics				
Early Childhood Studies	12	64	12	88
Food and Hospitality Studies	15	91	20	126
Nutrition Studies	4	4	2	10
Textile Studies	3	6	2	11
Hospitality (VET)				
Hospitality — Kitchen Operations A	1	3	0	4
Hospitality — Kitchen Operations B	1	4	0	5
Nutrition	4	20	4	28
Outdoor and Environmental Education*				
Outdoor and Environmental Studies	3	3	2	8
Physical Education	28	87	30	145
Sport and Recreation (VET)				
Sport and Recreation A	0	2	0	2
Sport and Recreation B	0	6	0	6
Work Education				
Vocational Studies A	16	75	17	108
Vocational Studies B	11	44	7	62
Total	28	122	36	186
LANGUAGES				
Arabic (continuers)	0	0	2	2
Auslan (continuers)	0	1	0	1
Chinese (accelerated)	0	1	1	2
Chinese (accelerated) A†	0	1	0	1
Chinese (background speakers)	3	8	5	16

	Cath	Govt	Indp	Total
Chinese (continuers)	3	5	4	12
Croatian (continuers)	0	1	0	1
Dutch (continuers)	0	1	0	1
Filipino (continuers)	0	1	0	1
French (accelerated)	0	1	0	1
French (accelerated) A†	0	1	0	1
French (continuers)	5	10	8	23
German (continuers)	1	14	15	30
Hungarian (continuers)	0	1	1	2
Indonesian (accelerated)	1	1	0	2
Indonesian (accelerated) A†	0	1	0	1
Indonesian (continuers)	2	6	2	10
Italian (accelerated)	0	1	0	1
Italian (accelerated) A†	0	1	0	1
Italian (continuers)	17	7	0	24
Japanese (accelerated)	0	1	0	1
Japanese (continuers)	5	17	11	33
Khmer (continuers)	0	1	0	1
Korean (background speakers)	0	1	0	1
Latin (continuers)	0	0	1	1
Macedonian (continuers)	0	0	1	1
Malay (background speakers)	0	1	0	1
Maltese (continuers)	0	0	1	1
Modern Greek (accelerated)	0	0	1	1
Modern Greek (continuers)	0	2	3	5
Persian (background speakers)	0	1	0	1
Polish (continuers)	0	1	2	3
Portuguese (continuers)	0	1	0	1
Russian (background speakers)	0	0	1	1
Russian (continuers)	0	0	1	1
Serbian (continuers)	0	1	0	1
Spanish (accelerated)	0	2	0	2
Spanish (accelerated) A†	0	1	0	1
Spanish (continuers)	0	5	0	5
Swedish (continuers)	0	1	0	1
Ukrainian (continuers)	0	0	1	1
Vietnamese (background speakers)	1	1	2	4
Vietnamese (continuers)	1	1	2	4
Total	23	37	42	102
MATHEMATICS				
Mathematical Applications	28	105	35	168
Mathematical Methods	9	10	11	30
Mathematical Studies	28	73	34	135
Specialist Mathematics	18	36	22	76
Total	28	107	39	174
SCIENCE				
Biology	27	94	37	158
Chemistry	25	64	33	122
Contemporary Issues and Science	9	24	6	39
Geology	1	4	0	5
Physics	25	64	30	119
Psychology	5	24	8	37
Seafood Operations (VET)				
Seafood Operations A	0	1	0	1
Seafood Operations B	0	1	0	1
Total	28	106	37	171
SOCIETY AND ENVIRONMENT				
Aboriginal Studies*	1	9	1	11
Accounting Studies	21	26	16	63
Agricultural and Horticultural Science	1	5	4	10
Agriculture and Horticulture				
Agricultural and Horticultural Management	0	5	0	5
Agricultural and Horticultural Practice	0	6	0	6
Agricultural and Horticultural Principles	0	5	0	5
Agricultural and Horticultural Studies	0	12	5	17
Australian and International Politics*	1	5	3	9
Australian History	6	14	2	22

	Cath	Govt	Indp	Total
Business Studies	23	57	25	105
Classical Studies*	9	15	9	33
Conservation and Land Management (VET)				
Conservation and Land Management A	1	0	0	1
Economics*	16	12	15	43
Financial Services (VET)				
Financial Services A	0	1	1	2
Financial Services B	0	1	0	1
Geography	0	6	0	6
Geography Studies	19	38	25	82
Justice in Society*				
Justice in Society	1	2	0	3
Legal Studies*	17	38	18	73
Media Production and Analysis	3	13	2	18
Modern History	21	45	32	98
Natural Resources Management	0	2	1	3
Philosophy	0	3	1	4
Religions in Australia	8	0	2	10
Small Business Enterprise	7	15	1	23
Studies of Religion	7	0	3	10
Studies of Societies	22	51	9	82
Tourism	13	67	13	93
Women's Studies	2	9	0	11
Retail (VET)				
Retail A	0	2	0	2
Retail B	1	1	0	2
Tourism Operations (VET)				
Tourism Operations B	0	1	0	1
Total	28	116	38	182
TECHNOLOGY				
Design and Technology				
Communication Products A	8	57	10	75
Communication Products B	2	18	1	21
Material Products A	11	71	18	100
Material Products B	2	22	2	26
Systems and Control Products A	1	14	3	18
Systems and Control Products B	0	4	0	4
Design and Technology Studies	2	13	9	24
Information Technology	7	21	7	35
Information Technology (VET)				
Information Technology A	0	2	1	3
Information Technology B	0	6	2	8
Information Technology Studies	16	22	14	52
Manufacturing and Engineering (VET)				
Engineering Applications A	1	1	0	2
Total	26	108	37	171
VARIOUS LEARNING AREAS				
Extension Studies A	1	17	1	19
Extension Studies B	2	11	0	13
Total	2	20	1	23
Total number of schools	28	130	61	219

* Redeveloped subject for 2005.

† Alternative accelerated-level language pathway.

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

Accounting Studies replaces Accounting P
Agricultural and Horticultural Science replaces Agricultural Science
Agriculture and Horticulture replaces Agriculture
Art Practical replaces Art Practical and Theory
Australian and International Politics replaces Politics
Contemporary Issues and Science replaces Science
Craft Practical replaces Craft Practical and Theory
Dance Studies replaces Dance Performance and Theory
Design and Technology replaces Technology
Design and Technology Studies replaces Technology Studies
Design Practical replaces Design Practical and Theory

Drama Studies replaces Drama P
English Communications replaces English
Geography Studies replaces Geography P
Information Technology replaces Computing Studies
Justice in Society replaces The Australian Legal System
Language subjects at background speakers level replace language subjects at specialist level
Language subjects at continuers level replace language subjects at extended level
Mathematical Applications replaces Applied Mathematics and Business Mathematics
Mathematical Methods replaces Quantitative Methods
Mathematical Studies replaces Mathematics 1 (Double) and Mathematics 1 (Single)
Media Production and Analysis replaces Media Studies
Modern History replaces Modern History — Asia, Modern History — Europe, Modern History — United States of America, Modern History — World
Outdoor and Environmental Education replaces Outdoor Education
Religions in Australia replaces Religion Studies
Small Business Enterprise replaces Small Business Management
Specialist Mathematics replaces Mathematics 2
Studies of Religion replaces Religion Studies P
Studies of Societies replaces Social Studies
Visual Arts Studies replaces Art P.

Table 4: Number of Northern Territory and Asian schools offering 2-unit Stage 2 subjects, by learning area, 2005

	Northern Territory			Total	Asia	Grand total
	Cath	Govt	Indp			
ARTS						
Art Practical	3	9	3	15	0	15
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	3	0	3	0	3
Dance	0	2	1	3	0	3
Dance Studies	0	1	1	2	0	2
Design Practical	1	2	0	3	0	3
Drama	2	3	3	8	0	8
Drama Studies	0	1	2	3	0	3
Visual Arts Studies	1	3	2	6	0	6
Total	3	10	3	16	0	16
ENGLISH						
English as a Second Language*	1	7	1	9	0	9
English as Second Language Studies*	1	2	0	3	6	9
English Communications	3	12	3	18	0	18
English Studies	3	8	3	14	0	14
Total	3	15	3	21	6	27
HEALTH AND PERSONAL DEVELOPMENT						
Community Studies*						
Arts and the Community	2	3	1	6	0	6
Business and the Community	0	1	0	1	0	1
Communication and the Community	1	1	0	2	0	2
Design, Construction, and the Community	0	1	0	1	0	1
Environment and the Community	0	1	1	2	0	2
Foods and the Community	0	1	0	1	0	1
Health, Recreation, and the Community	1	6	0	7	0	7
Lifestyle and the Community	1	3	0	4	0	4
Mathematics and the Community	1	1	0	2	0	2
Science and the Community	0	1	0	1	0	1
Technology and the Community	0	2	0	2	0	2
Work and the Community	0	3	0	3	0	3
Health Education*						
Health Studies	0	2	0	2	0	2
Home Economics						
Early Childhood Studies	1	3	0	4	0	4
Food and Hospitality Studies	0	5	0	5	0	5
Nutrition Studies	1	1	0	2	0	2
Hospitality (VET)						
Hospitality — Kitchen Operations A	0	1	0	1	0	1
Hospitality — Kitchen Operations B	0	2	0	2	0	2
Nutrition	0	1	0	1	0	1
Outdoor and Environmental Education*						
Outdoor and Environmental Studies	0	3	3	6	0	6
Physical Education	3	7	3	13	0	13
Work Education						
Vocational Studies A	1	3	1	5	0	5
Vocational Studies B	1	0	0	1	0	1
Total	4	16	3	23	0	23
LANGUAGES						
Chinese (continuers)	0	1	0	1	0	1
German (continuers)	0	1	0	1	0	1
Indonesian (accelerated)	0	1	0	1	0	1
Indonesian (continuers)	1	3	0	4	0	4
Japanese (accelerated)	0	1	0	1	0	1
Japanese (continuers)	0	1	1	2	0	2
Malay (background speakers)	0	0	0	0	3	3
Modern Greek (continuers)	0	1	0	1	0	1
Total	1	4	1	6	3	9

	Cath	Northern Territory Govt	Indp	Total	Asia	Grand total
MATHEMATICS						
Mathematical Applications	3	12	3	18	0	18
Mathematical Methods	1	5	1	7	0	7
Mathematical Studies	3	8	2	13	6	19
Specialist Mathematics	0	2	2	4	5	9
Total	3	12	3	18	6	24
SCIENCE						
Biology	3	8	3	14	5	19
Chemistry	1	8	3	12	6	18
Contemporary Issues and Science	1	10	1	12	0	12
Geology	0	1	0	1	0	1
Physics	2	4	3	9	6	15
Psychology	3	7	0	10	0	10
Total	3	12	3	18	6	24
SOCIETY AND ENVIRONMENT						
Aboriginal Studies*	0	2	1	3	0	3
Accounting Studies	0	4	1	5	5	10
Australian and International Politics*	1	2	0	3	0	3
Australian History	0	2	1	3	0	3
Business Services (VET)						
Business Services B	0	1	0	1	0	1
Business Studies	1	6	2	9	0	9
Classical Studies*	1	1	0	2	0	2
Conservation and Land Management (VET)						
Conservation and Land Management A	0	1	0	1	0	1
Conservation and Land Management B	0	1	0	1	0	1
Economics*	1	3	1	5	5	10
Geography	0	4	0	4	0	4
Geography Studies	0	3	3	6	0	6
Justice in Society*						
Justice in Society	0	2	0	2	0	2
Legal Studies*	0	6	1	7	3	10
Media Production and Analysis	1	0	0	1	0	1
Modern History	1	4	1	6	0	6
Religions in Australia	2	0	0	2	0	2
Small Business Enterprise	0	5	0	5	0	5
Studies of Religion	1	0	0	1	0	1
Studies of Societies	0	1	0	1	0	1
Tourism	3	6	0	9	0	9
Tourism Operations (VET)						
Tourism Operations A	0	1	0	1	0	1
Tourism Operations B	0	1	0	1	0	1
Women's Studies	0	1	0	1	0	1
Total	3	13	3	19	5	24
TECHNOLOGY						
Design and Technology						
Communication Products A	3	6	2	11	0	11
Communication Products B	0	2	0	2	0	2
Material Products A	1	4	1	6	0	6
Systems and Control Products A	0	2	0	2	0	2
Systems and Control Products B	0	1	0	1	0	1
Design and Technology Studies	0	0	2	2	0	2
Information Technology	0	1	1	2	0	2
Information Technology Studies	0	2	1	3	4	7
Total	3	8	3	14	4	18
VARIOUS LEARNING AREAS						
Extension Studies A	1	0	0	1	0	1
Extension Studies B	1	1	0	2	0	2
Total	1	1	0	2	0	2
Total number of schools	4	16	3	23	6	29

* Redeveloped subject for 2005.

Note: Since redevelopment some subjects have been renamed, for example:
Accounting Studies replaces Accounting P

Art Practical replaces Art Practical and Theory
 Australian and International Politics replaces Politics
 Contemporary Issues and Science replaces Science
 Craft Practical replaces Craft Practical and Theory
 Dance Studies replaces Dance Performance and Theory
 Design and Technology replaces Technology
 Design and Technology Studies replaces Technology Studies
 Design Practical replaces Design Practical and Theory
 Drama Studies replaces Drama P
 English Communications replaces English
 Geography Studies replaces Geography P
 Information Technology replaces Computing Studies
 Justice in Society replaces The Australian Legal System
 Language subjects at background speakers level replace language subjects at specialist level
 Language subjects at continuers level replace language subjects at extended level
 Mathematical Applications replaces Applied Mathematics and Business Mathematics
 Mathematical Methods replaces Quantitative Methods
 Mathematical Studies replaces Mathematics 1 (Double) and Mathematics 1 (Single)
 Media Production and Analysis replaces Media Studies
 Modern History replaces Modern History — Asia, Modern History — Europe, Modern History
 — United States of America, Modern History — World
 Outdoor and Environmental Education replaces Outdoor Education
 Religions in Australia replaces Religion Studies
 Small Business Enterprise replaces Small Business Management
 Specialist Mathematics replaces Mathematics 2
 Studies of Religion replaces Religion Studies P
 Studies of Societies replaces Social Studies
 Visual Arts Studies replaces Art P.

Table 5: Number of South Australian and Northern Territory schools offering 1-unit Stage 2 subjects, by learning area, 2005

	South Australia				Northern Territory				Grand total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
ARTS									
Art Practical	0	8	0	8	0	0	1	1	9
Craft Practical	0	4	0	4	0	0	0	0	4
Design Practical	0	6	0	6	0	0	0	0	6
Music									
Analytical Studies	0	1	1	2	0	0	0	0	2
Composing and Arranging	3	12	13	28	0	2	0	2	30
Ensemble Performance	17	58	22	97	1	4	1	6	103
Music in Society	2	8	8	18	0	1	0	1	19
Music Individual Study	14	36	10	60	0	4	0	4	64
Musicianship	15	25	21	61	0	2	3	5	66
Performance Special Study	3	14	12	29	0	2	0	2	31
Solo Performance	24	56	30	110	1	3	3	7	117
Total	26	75	31	132	1	5	3	9	141
ENGLISH									
English Communications	1	9	0	10	0	0	0	0	10
Total	1	9	0	10	0	0	0	0	10
HEALTH AND PERSONAL DEVELOPMENT									
Community Studies*									
Arts and the Community I	5	44	6	55	1	7	3	11	66
Arts and the Community II	3	17	3	23	0	4	2	6	29
Business and the Community I	2	26	0	28	1	3	1	5	33
Business and the Community II	1	4	0	5	0	0	0	0	5
Communication and the Community I	3	38	5	46	1	5	3	9	55
Communication and the Community II	1	6	1	8	0	0	1	1	9
Design, Construction, and the Community I	8	49	5	62	1	5	1	7	69
Design, Construction, and the Community II	2	14	1	17	0	1	1	2	19
Environment and the Community I	4	15	3	22	1	1	0	2	24
Environment and the Community II	1	3	0	4	0	0	0	0	4
Foods and the Community I	8	49	2	59	0	5	1	6	65
Foods and the Community II	5	12	1	18	0	0	1	1	19
Health, Recreation, and the Community I	10	59	7	76	3	7	1	11	87
Health, Recreation, and the Community II	5	27	3	35	1	4	0	5	40
Lifestyle and the Community I	5	41	4	50	1	6	1	8	58
Lifestyle and the Community II	2	10	2	14	0	1	0	1	15
Mathematics and the Community I	9	25	4	38	1	3	1	5	43
Mathematics and the Community II	3	6	1	10	0	1	0	1	11
Science and the Community I	2	14	2	18	1	1	0	2	20
Science and the Community II	2	8	0	10	0	1	0	1	11
Technology and the Community I	4	43	4	51	1	5	2	8	59
Technology and the Community II	5	16	3	24	1	3	1	5	29
Work and the Community I	9	56	6	71	0	8	2	10	81
Work and the Community II	3	23	1	27	0	1	1	2	29
Health Education*									
Health Education I	0	7	0	7	0	1	0	1	8
Health Education II	0	7	0	7	0	0	0	0	7
Home Economics									
Early Childhood Studies	0	4	0	4	0	0	0	0	4
Food and Hospitality Studies	1	8	0	9	1	1	0	2	11
Nutrition Studies	0	6	0	6	2	1	0	3	9
Textile Studies	0	1	0	1	0	0	0	0	1
Outdoor and Environmental Education*									
Outdoor Education I	2	12	0	14	1	0	0	1	15
Outdoor Education II	2	12	0	14	1	0	0	1	15
Work Education									
Work Studies A	3	28	6	37	0	3	0	3	40
Work Studies B	3	26	6	35	0	3	0	3	38
Total	18	105	15	138	4	11	3	18	156

	South Australia				Northern Territory				Grand total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
LANGUAGES									
Australian Languages									
Language Awareness I	0	0	0	0	0	1	0	1	1
Language Awareness II	0	0	0	0	0	1	0	1	1
Second Language Learning I	1	1	0	2	0	1	0	1	3
Second Language Learning II	1	1	0	2	0	1	0	1	3
Total	1	1	0	2	0	2	0	2	4
MATHEMATICS									
Mathematical Applications	1	12	1	14	0	0	0	0	14
Total	1	12	1	14	0	0	0	0	14
SOCIETY AND ENVIRONMENT									
Agriculture and Horticulture									
Agricultural and Horticultural Management I	0	1	0	1	0	0	0	0	1
Agricultural and Horticultural Management II	0	1	0	1	0	0	0	0	1
Agricultural and Horticultural Practice I	0	3	0	3	0	0	0	0	3
Agricultural and Horticultural Practice II	0	1	0	1	0	0	0	0	1
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
Agricultural and Horticultural Studies II	0	2	0	2	0	0	0	0	2
Business Studies	0	4	0	4	0	0	0	0	4
Justice in Society*									
Justice in Society II	0	1	0	1	0	0	0	0	1
Media Production and Analysis	0	2	0	2	0	0	0	0	2
Religions in Australia	2	0	0	2	0	0	0	0	2
Studies of Societies	1	3	0	4	0	0	0	0	4
Total	3	13	0	16	0	0	0	0	16
TECHNOLOGY									
Design and Technology									
Communication Products A	1	9	0	10	0	0	0	0	10
Communication Products B	1	4	0	5	0	0	0	0	5
Material Products A	1	24	2	27	0	0	0	0	27
Material Products B	1	22	2	25	0	0	0	0	25
Systems and Control Products A	0	16	1	17	0	0	0	0	17
Systems and Control Products B	0	7	0	7	0	0	0	0	7
Information Processing and Publishing									
Business Documents	3	38	8	49	0	1	0	1	50
Desktop Publishing	17	84	16	117	2	4	0	6	123
Electronic Publishing	10	24	9	43	2	5	0	7	50
Personal Documents	8	46	5	59	0	2	0	2	61
Total	19	102	19	140	2	6	0	8	148
Total number of schools	28	121	37	186	4	13	4	21	207

* Redeveloped subject for 2005.

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

- Agriculture and Horticulture replaces Agriculture
- Australian Languages replaces Australian Indigenous Languages
- Design and Technology replaces Technology
- English Communications replaces English
- Information Processing and Publishing replaces Information Processing
- Justice in Society replaces The Australian Legal System
- Mathematical Applications replaces Applied Mathematics and Business Mathematics
- Media Production and Analysis replaces Media Studies
- Outdoor and Environmental Education replaces Outdoor Education
- Religions in Australia replaces Religion Studies
- Studies of Societies replaces Social Studies.

Table 6: Stage 2 subjects (2 units) — number of results for students in South Australia, by learning area, 2005

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		%	M		
ARTS											
Art Practical	78	50	293	167	110	54	481	64	271	36	752
Broadcasting and Multimedia (VET)											
Broadcasting and Multimedia A	4	9	3	28	0	0	7	16	37	84	44
Broadcasting and Multimedia B	5	2	16	45	0	3	21	30	50	70	71
Craft Practical	2	8	42	7	3	0	47	76	15	24	62
Dance	0	0	57	1	18	0	75	99	1	1	76
Dance Studies	19	1	36	2	27	0	82	96	3	4	85
Design Practical	71	74	137	180	39	72	247	43	326	57	573
Drama	14	21	107	60	22	15	143	60	96	40	239
Drama Studies	149	48	275	119	183	89	607	70	256	30	863
Visual Arts Studies	192	87	429	167	281	103	902	72	357	28	1259
Total	534	300	1395	776	683	336	2612	65	1412	35	4024
ENGLISH											
Communication for the Hearing-impaired	0	0	3	3	0	0	3	50	3	50	6
English as a Second Language*	15	7	81	130	1	3	97	41	140	59	237
English as Second Language Studies*	90	98	160	194	90	107	340	46	399	54	739
English Communications	638	609	2227	1624	794	716	3659	55	2949	45	6608
English Studies	331	209	759	343	463	217	1553	67	769	33	2322
Total	1074	923	3230	2294	1348	1043	5652	57	4260	43	9912
HEALTH AND PERSONAL DEVELOPMENT											
Community Services (VET)											
Community Services A	0	0	56	2	0	0	56	97	2	3	58
Community Services B	3	0	19	1	2	0	24	96	1	4	25
Community Studies*											
Arts and the Community	4	9	32	31	3	1	39	49	41	51	80
Business and the Community	0	0	8	8	1	0	9	53	8	47	17
Communication and the Community	3	1	29	15	2	1	34	67	17	33	51
Design, Construction, and the Community	4	14	27	37	0	1	31	37	52	63	83
Environment and the Community	2	1	8	12	0	2	10	40	15	60	25
Foods and the Community	4	2	23	19	3	0	30	59	21	41	51
Health, Recreation, and the Community	6	5	37	33	3	2	46	53	40	47	86
Lifestyle and the Community	7	3	29	9	1	1	37	74	13	26	50
Mathematics and the Community	1	0	6	21	0	1	7	24	22	76	29
Science and the Community	2	1	9	10	0	0	11	50	11	50	22
Technology and the Community	6	17	14	53	0	2	20	22	72	78	92
Work and the Community	11	17	25	30	3	3	39	44	50	56	89
Health Education*											
Health Studies	0	0	250	83	15	4	265	75	87	25	352
Home Economics											
Early Childhood Studies	176	9	932	39	175	16	1283	95	64	5	1347
Food and Hospitality Studies	217	116	847	401	217	104	1281	67	621	33	1902
Nutrition Studies	47	11	73	14	20	10	140	80	35	20	175
Textile Studies	23	0	20	0	8	0	51	100	0	0	51
Hospitality (VET)											
Hospitality — Kitchen Operations A	1	0	2	2	0	0	3	60	2	40	5
Hospitality — Kitchen Operations B	2	2	12	2	0	0	14	78	4	22	18
Nutrition	33	32	327	91	50	14	410	75	137	25	547
Outdoor and Environmental Education*											
Outdoor and Environmental Studies	4	9	7	10	19	23	30	42	42	58	72
Physical Education	283	351	570	1012	237	358	1090	39	1721	61	2811
Sport and Recreation (VET)											
Sport and Recreation A	0	0	3	8	0	0	3	27	8	73	11
Sport and Recreation B	0	0	18	11	0	0	18	62	11	38	29
Work Education											
Vocational Studies A	100	76	387	395	60	83	547	50	554	50	1101
Vocational Studies B	65	59	190	223	35	44	290	47	326	53	616
Total	1004	735	3960	2572	854	670	5818	59	3977	41	9795

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		%	M		
LANGUAGES											
Arabic (continuers)	0	0	0	0	12	20	12	38	20	63	32
Auslan (continuers)	0	0	3	3	0	0	3	50	3	50	6
Chinese (accelerated)	0	0	3	1	12	3	15	79	4	21	19
Chinese (accelerated) A†	0	0	3	0	0	0	3	100	0	0	3
Chinese (background speakers)	26	32	89	97	35	38	150	47	167	53	317
Chinese (continuers)	10	8	26	19	29	13	65	62	40	38	105
Croatian (continuers)	0	0	8	3	0	0	8	73	3	27	11
Dutch (continuers)	0	0	1	0	0	0	1	100	0	0	1
Filipino (continuers)	0	0	2	0	0	0	2	100	0	0	2
French (accelerated)	0	0	6	2	0	0	6	75	2	25	8
French (accelerated) A†	0	0	1	0	0	0	1	100	0	0	1
French (continuers)	41	5	67	18	66	16	174	82	39	18	213
German (continuers)	1	8	71	47	82	36	154	63	91	37	245
Hungarian (continuers)	0	0	1	0	3	4	4	50	4	50	8
Indonesian (accelerated)	10	0	8	3	0	0	18	86	3	14	21
Indonesian (accelerated) A†	0	0	2	2	0	0	2	50	2	50	4
Indonesian (continuers)	12	8	41	23	14	6	67	64	37	36	104
Italian (accelerated)	0	0	10	3	0	0	10	77	3	23	13
Italian (accelerated) A†	0	0	5	0	0	0	5	100	0	0	5
Italian (continuers)	107	40	35	20	0	0	142	70	60	30	202
Japanese (accelerated)	0	0	3	6	0	0	3	33	6	67	9
Japanese (continuers)	21	19	97	54	69	24	187	66	97	34	284
Khmer (continuers)	0	0	6	7	0	0	6	46	7	54	13
Korean (background speakers)	0	0	10	19	0	0	10	34	19	66	29
Latin (continuers)	0	0	0	0	0	4	0	0	4	100	4
Macedonian (continuers)	0	0	0	0	1	1	1	50	1	50	2
Malay (background speakers)	0	0	0	1	0	0	0	0	1	100	1
Maltese (continuers)	0	0	0	0	0	1	0	0	1	100	1
Modern Greek (accelerated)	0	0	0	0	4	1	4	80	1	20	5
Modern Greek (continuers)	0	0	15	8	10	10	25	58	18	42	43
Persian (background speakers)	0	0	11	14	0	0	11	44	14	56	25
Polish (continuers)	0	0	5	7	3	2	8	47	9	53	17
Portuguese (continuers)	0	0	1	0	0	0	1	100	0	0	1
Russian (background speakers)	0	0	0	0	3	2	3	60	2	40	5
Russian (continuers)	0	0	0	0	1	2	1	33	2	67	3
Serbian (continuers)	0	0	7	5	0	0	7	58	5	42	12
Spanish (accelerated)	0	0	24	3	0	0	24	89	3	11	27
Spanish (accelerated) A†	0	0	2	1	0	0	2	67	1	33	3
Spanish (continuers)	0	0	34	17	0	0	34	67	17	33	51
Swedish (continuers)	0	0	1	0	0	0	1	100	0	0	1
Ukrainian (continuers)	0	0	0	0	1	2	1	33	2	67	3
Vietnamese (background speakers)	3	2	6	5	7	3	16	62	10	38	26
Vietnamese (continuers)	7	2	4	4	14	11	25	60	17	40	42
Total	238	124	608	392	366	199	1212	63	715	37	1927
MATHEMATICS											
Mathematical Applications	346	318	856	933	436	389	1638	50	1640	50	3278
Mathematical Methods	83	101	104	79	177	101	364	56	281	44	645
Mathematical Studies	312	393	620	1041	382	543	1314	40	1977	60	3291
Specialist Mathematics	68	163	137	405	125	224	330	29	792	71	1122
Total	809	975	1717	2458	1120	1257	3646	44	4690	56	8336
SCIENCE											
Biology	502	244	1367	697	681	339	2550	67	1280	33	3830
Chemistry	211	218	490	656	333	333	1034	46	1207	54	2241
Contemporary Issues and Science	83	20	148	92	31	26	262	66	138	35	400
Geology	8	7	28	39	0	0	36	44	46	56	82
Physics	123	271	246	883	151	384	520	25	1538	75	2058
Psychology	92	22	531	226	176	53	799	73	301	27	1100
Seafood Operations (VET)											
Seafood Operations A	0	0	1	3	0	0	1	25	3	75	4
Seafood Operations B	0	0	1	0	0	0	1	100	0	0	1
Total	1019	782	2812	2596	1372	1135	5203	54	4513	46	9716

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		F	M		
SOCIETY AND ENVIRONMENT											
Aboriginal Studies*	14	0	60	39	3	1	77	66	40	34	117
Accounting Studies	126	152	248	216	102	171	476	47	539	53	1015
Agricultural and Horticultural Science	0	17	24	14	12	25	36	39	56	61	92
Agriculture and Horticulture											
Agricultural and Horticultural Management	0	0	9	12	0	0	9	43	12	57	21
Agricultural and Horticultural Practice	0	0	7	16	0	0	7	30	16	70	23
Agricultural and Horticultural Principles	0	0	14	17	0	0	14	45	17	55	31
Agricultural and Horticultural Studies	0	0	9	53	9	18	18	20	71	80	89
Australian and International Politics*	0	12	27	32	50	45	77	46	89	54	166
Australian History	55	24	149	68	22	9	226	69	101	31	327
Business Studies	255	342	504	474	224	234	983	48	1050	52	2033
Classical Studies*	81	28	178	100	72	43	331	66	171	34	502
Conservation and Land Management (VET)											
Conservation and Land Management A	4	4	0	0	0	0	4	50	4	50	8
Economics*	83	191	67	116	94	181	244	33	488	67	732
Financial Services (VET)											
Financial Services A	0	0	1	0	3	3	4	57	3	43	7
Financial Services B	0	0	2	4	0	0	2	33	4	67	6
Geography	0	0	10	18	0	0	10	36	18	64	28
Geography Studies	93	175	279	304	212	230	584	45	709	55	1293
Justice in Society*											
Justice in Society	1	4	8	9	0	0	9	41	13	59	22
Legal Studies*	182	164	361	259	102	98	645	55	521	45	1166
Media Production and Analysis	7	20	57	90	2	23	66	33	133	67	199
Modern History	177	181	399	301	285	213	861	55	695	45	1556
Natural Resources Management	0	0	5	11	4	2	9	41	13	59	22
Philosophy	0	0	27	26	7	9	34	49	35	51	69
Religions in Australia	205	139	0	0	58	67	263	56	206	44	469
Retail (VET)											
Retail A	0	0	2	1	0	0	2	67	1	33	3
Retail B	1	0	4	0	0	0	5	100	0	0	5
Small Business Enterprise	29	49	73	106	0	6	102	39	161	61	263
Studies of Religion	42	55	0	0	13	7	55	47	62	53	117
Studies of Societies	306	185	716	297	90	36	1112	68	518	32	1630
Tourism	225	189	910	444	187	95	1322	64	728	36	2050
Tourism Operations (VET)											
Tourism Operations B	0	0	3	1	0	0	3	75	1	25	4
Women's Studies	32	0	193	7	0	0	225	97	7	3	232
Total	1918	1931	4346	3035	1551	1516	7815	55	6482	45	14297
TECHNOLOGY											
Design and Technology											
Communication Products A	86	65	342	258	34	59	462	55	382	45	844
Communication Products B	0	14	99	119	7	0	106	44	133	56	239
Material Products A	5	111	60	462	20	137	85	11	710	89	795
Material Products B	0	8	17	125	0	10	17	11	143	89	160
Systems and Control Products A	4	35	7	67	0	14	11	9	116	91	127
Systems and Control Products B	0	0	6	32	0	0	6	16	32	84	38
Design and Technology Studies	23	0	22	87	17	78	62	27	165	73	227
Information Technology	18	42	25	104	20	51	63	24	197	76	260
Information Technology (VET)											
Information Technology A	0	0	3	8	1	7	4	21	15	79	19
Information Technology B	0	0	4	21	0	4	4	14	25	86	29
Information Technology Studies	35	149	40	207	28	93	103	19	449	81	552
Manufacturing and Engineering (VET)											
Engineering Applications A	0	8	0	12	0	0	0	0	20	100	20
Total	171	432	625	1502	127	453	923	28	2387	72	3310
VARIOUS LEARNING AREAS											
Extension Studies A	2	3	26	16	0	1	28	58	20	42	48
Extension Studies B	0	0	107	12	0	0	7	24	22	76	29
Total	2	13	33	28	0	1	35	45	42	55	77
Total results	6769	6215	18726	15653	7421	6610	32916	54	28478	46	61394

* Redeveloped subject for 2005.

† Alternative accelerated-level language pathway.

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

Accounting Studies replaces Accounting P
Agricultural and Horticultural Science replaces Agricultural Science
Agriculture and Horticulture replaces Agriculture
Art Practical replaces Art Practical and Theory
Australian and International Politics replaces Politics
Contemporary Issues and Science replaces Science
Craft Practical replaces Craft Practical and Theory
Dance Studies replaces Dance Performance and Theory
Design and Technology replaces Technology
Design and Technology Studies replaces Technology Studies
Design Practical replaces Design Practical and Theory
Drama Studies replaces Drama P
English Communications replaces English
Geography Studies replaces Geography P
Information Technology replaces Computing Studies
Justice in Society replaces The Australian Legal System
Language subjects at background speakers level replace language subjects at specialist level
Language subjects at continuers level replace language subjects at extended level
Mathematical Applications replaces Applied Mathematics and Business Mathematics
Mathematical Methods replaces Quantitative Methods
Mathematical Studies replaces Mathematics 1 (Double) and Mathematics 1 (Single)
Media Production and Analysis replaces Media Studies
Modern History replaces Modern History — Asia, Modern History — Europe, Modern History — United States of America,
Modern History — World
Outdoor and Environmental Education replaces Outdoor Education
Religions in Australia replaces Religion Studies
Small Business Enterprise replaces Small Business Management
Specialist Mathematics replaces Mathematics 2
Studies of Religion replaces Religion Studies P
Studies of Societies replaces Social Studies
Visual Arts Studies replaces Art P.

Table 7: Stage 2 subjects (2 units) — number of results for students in the Northern Territory and Asia, by learning area, 2005

	Northern Territory											Asia				Grand total
	Cath		Govt		Indp		Total				F	%	M	%		
	F	M	F	M	F	M	F	%	M	%						
ARTS																
Art Practical	8	1	63	46	6	4	77	60	51	40	0	0	0	0	128	
Broadcasting and Multimedia (VET)																
Broadcasting and Multimedia A	0	0	0	3	0	0	0	0	3	100	0	0	0	0	3	
Broadcasting and Multimedia B	0	0	4	10	0	0	4	29	10	71	0	0	0	0	14	
Craft Practical	0	0	16	7	0	0	16	70	7	30	0	0	0	0	23	
Dance	0	0	4	0	4	0	8	100	0	0	0	0	0	0	8	
Dance Studies	0	0	9	0	3	0	12	100	0	0	0	0	0	0	12	
Design Practical	4	5	14	9	0	0	18	56	14	44	0	0	0	0	32	
Drama	5	4	17	3	13	5	35	74	12	26	0	0	0	0	47	
Drama Studies	0	0	6	3	5	3	11	65	6	35	0	0	0	0	17	
Visual Arts Studies	0	1	28	10	15	1	43	78	12	22	0	0	0	0	55	
Total	17	11	161	91	46	13	224	66	115	34	0	0	0	0	339	
ENGLISH																
English as a Second Language*	6	4	23	25	4	2	33	52	31	48	0	0	0	0	64	
English as Second Language Studies*	9	12	9	18	0	0	18	38	30	63	696	54	587	46	1331	
English Communications	39	25	224	247	22	39	285	48	311	52	0	0	0	0	596	
English Studies	22	14	155	76	38	19	215	66	109	34	0	0	0	0	324	
Total	76	55	411	366	64	60	551	53	481	47	696	54	587	46	2315	
HEALTH AND PERSONAL DEVELOPMENT																
Community Studies*																
Arts and the Community	9	0	5	7	1	0	15	68	7	32	0	0	0	0	22	
Business and the Community	0	0	0	1	0	0	0	0	1	100	0	0	0	0	1	
Communication and the Community	0	1	0	2	0	0	0	0	3	100	0	0	0	0	3	
Design, Construction, and the Community	0	0	0	1	0	0	0	0	1	100	0	0	0	0	1	
Environment and the Community	0	0	1	0	0	1	1	50	1	50	0	0	0	0	2	
Foods and the Community	0	0	0	1	0	0	0	0	1	100	0	0	0	0	1	
Health, Recreation, and the Community	0	1	4	10	0	0	4	27	11	73	0	0	0	0	15	
Lifestyle and the Community	0	1	2	2	0	0	2	40	3	60	0	0	0	0	5	
Mathematics and the Community	0	0	1	1	0	0	1	50	1	50	0	0	0	0	2	
Science and the Community	0	0	0	1	0	0	0	0	1	100	0	0	0	0	1	
Technology and the Community	0	0	1	4	0	0	1	20	4	80	0	0	0	0	5	
Work and the Community	0	0	4	1	0	0	4	80	1	20	0	0	0	0	5	
Health Education*																
Health Studies	0	0	11	5	0	0	11	69	5	31	0	0	0	0	16	
Home Economics																
Early Childhood Studies	5	0	21	0	0	0	26	100	0	0	0	0	0	0	26	
Food and Hospitality Studies	0	0	38	23	0	0	38	62	23	38	0	0	0	0	61	
Nutrition Studies	3	0	25	10	0	0	28	74	10	26	0	0	0	0	38	
Hospitality (VET)																
Hospitality — Kitchen Operations A	0	0	0	3	0	0	0	0	3	100	0	0	0	0	3	
Hospitality — Kitchen Operations B	0	0	10	1	0	0	10	91	1	9	0	0	0	0	11	
Nutrition	0	0	42	14	0	0	42	75	14	25	0	0	0	0	56	
Outdoor and Environmental Education*																
Outdoor and Environmental Studies	0	0	8	21	18	22	26	38	43	62	0	0	0	0	69	

	Northern Territory										Asia				Grand total
	Cath		Govt		Indp		Total				F	%	M	%	
	F	M	F	M	F	M	F	%	M	%					
Physical Education	10	14	53	102	14	25	77	35	141	65	0	0	0	0	218
Work Education															
Vocational Studies A	5	8	6	7	7	11	18	41	26	59	0	0	0	0	44
Vocational Studies B	0	4	0	0	0	0	0	0	4	100	0	0	0	0	4
Total	33	29	231	217	40	59	304	50	305	50	0	0	0	0	609
LANGUAGES															
Chinese (continuers)	0	0	8	8	0	0	8	50	8	50	0	0	0	0	16
German (continuers)	0	0	7	1	0	0	7	88	1	13	0	0	0	0	8
Indonesian (accelerated)	0	0	6	1	0	0	6	86	1	14	0	0	0	0	7
Indonesian (continuers)	5	7	21	7	0	0	26	65	14	35	0	0	0	0	40
Japanese (accelerated)	0	0	5	1	0	0	5	83	1	17	0	0	0	0	6
Japanese (continuers)	0	0	9	4	3	1	12	71	5	29	0	0	0	0	17
Malay (background speakers)	0	0	0	0	0	0	0	0	0	0	64	62	40	38	104
Modern Greek (continuers)	0	0	5	4	0	0	5	56	4	44	0	0	0	0	9
Total	5	7	61	26	3	1	69	67	34	33	64	62	40	38	207
MATHEMATICS															
Mathematical Applications	40	24	132	127	39	33	211	53	184	47	0	0	0	0	395
Mathematical Methods	10	8	81	54	11	7	102	60	69	40	0	0	0	0	171
Mathematical Studies	11	15	72	101	4	12	87	40	128	60	695	54	587	46	1497
Specialist Mathematics	0	0	13	22	3	11	16	33	33	67	183	39	288	61	520
Total	61	47	298	304	57	63	416	50	414	50	878	50	875	50	2583
SCIENCE															
Biology	23	6	117	56	23	14	163	68	76	32	367	66	186	34	792
Chemistry	8	9	86	77	8	14	102	50	100	50	469	54	393	46	1064
Contemporary Issues and Science	3	1	51	50	2	2	56	51	53	49	0	0	0	0	109
Geology	0	0	5	5	0	0	5	50	5	50	0	0	0	0	10
Physics	3	10	32	68	7	26	42	29	104	71	435	50	428	50	1009
Psychology	17	3	86	36	0	0	103	73	39	27	0	0	0	0	142
Total	54	29	377	292	40	56	471	56	377	44	1271	56	1007	44	3126
SOCIETY AND ENVIRONMENT															
Aboriginal Studies*	0	0	16	14	3	1	19	56	15	44	0	0	0	0	34
Accounting Studies	0	0	25	28	8	4	33	51	32	49	232	61	151	39	448
Australian and International Politics*	0	2	14	7	0	0	14	61	9	39	0	0	0	0	23
Australian History	0	0	16	4	6	1	22	81	5	19	0	0	0	0	27
Business Services (VET)															
Business Services B	0	0	10	0	0	0	10	100	0	0	0	0	0	0	10
Business Studies	3	1	62	54	8	2	73	56	57	44	0	0	0	0	130
Classical Studies*	4	1	6	4	0	0	10	67	5	33	0	0	0	0	15
Conservation and Land Management (VET)															
Conservation and Land Management A	0	0	0	3	0	0	0	0	3	100	0	0	0	0	3
Conservation and Land Management B	0	0	8	1	0	0	8	89	1	11	0	0	0	0	9
Economics*	3	6	26	25	4	5	33	48	36	52	225	60	153	40	447
Geography	0	0	7	21	0	0	7	25	21	75	0	0	0	0	28
Geography Studies	0	0	30	17	13	12	43	60	29	40	0	0	0	0	72
Justice in Society*															
Justice in Society	0	0	3	6	0	0	3	33	6	67	0	0	0	0	9
Legal Studies*	0	0	43	36	3	4	46	53	40	47	67	64	37	36	190
Media Production and Analysis	0	1	0	0	0	0	0	0	1	100	0	0	0	0	1
Modern History	2	6	26	25	6	5	34	49	36	51	0	0	0	0	70
Religions in Australia	23	7	0	0	0	0	23	77	7	23	0	0	0	0	30
Small Business Enterprise	0	0	26	30	0	0	26	46	30	54	0	0	0	0	56
Studies of Religion	4	5	0	0	0	0	4	44	5	56	0	0	0	0	9
Studies of Societies	0	0	4	5	0	0	4	44	5	56	0	0	0	0	9
Tourism	16	3	53	20	0	0	69	75	23	25	0	0	0	0	92

	Northern Territory										Asia				Grand total
	Cath		Govt		Indp		Total				F	%	M	%	
	F	M	F	M	F	M	F	%	M	%					
Tourism Operations (VET)															
Tourism Operations A	0	0	0	3	0	0	0	0	3	100	0	0	0	0	3
Tourism Operations B	0	0	8	1	0	0	8	89	1	11	0	0	0	0	9
Women's Studies	0	0	19	0	0	0	19	100	0	0	0	0	0	0	19
Total	55	32	402	304	51	34	508	58	370	42	524	61	341	39	1743
TECHNOLOGY															
Design and Technology															
Communication Products A	16	15	41	59	7	12	64	43	86	57	0	0	0	0	150
Communication Products B	0	0	8	20	0	0	8	29	20	71	0	0	0	0	28
Material Products A	1	3	7	11	0	3	8	32	17	68	0	0	0	0	25
Systems and Control Products A	0	0	0	27	0	0	0	0	27	100	0	0	0	0	27
Systems and Control Products B	0	0	0	5	0	0	0	0	5	100	0	0	0	0	5
Design and Technology Studies	0	0	0	0	15	11	15	58	11	42	0	0	0	0	26
Information Technology	0	0	3	6	4	3	7	44	9	56	0	0	0	0	16
Information Technology Studies	0	0	1	22	3	7	4	12	29	88	55	38	90	62	178
Total	17	18	60	150	29	36	106	34	204	66	55	38	90	62	455
VARIOUS LEARNING AREAS															
Extension Studies A	1	0	0	0	0	0	1	100	0	0	0	0	0	0	1
Extension Studies B	2	1	1	1	0	0	3	60	2	40	0	0	0	0	5
Total	3	1	1	1	0	0	4	67	2	33	0	0	0	0	6
Total results	321	229	2002	1751	330	322	2653	54	2302	46	3488	54	2940	46	11383

* Redeveloped subject for 2005.

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

Accounting Studies replaces Accounting P
 Art Practical replaces Art Practical and Theory
 Australian and International Politics replaces Politics
 Contemporary Issues and Science replaces Science
 Craft Practical replaces Craft Practical and Theory
 Dance Studies replaces Dance Performance and Theory
 Design and Technology replaces Technology
 Design and Technology Studies replaces Technology Studies
 Design Practical replaces Design Practical and Theory
 Drama Studies replaces Drama P
 English Communications replaces English
 Geography Studies replaces Geography P
 Information Technology replaces Computing Studies
 Justice in Society replaces The Australian Legal System
 Language subjects at background speakers level replace language subjects at specialist level
 Language subjects at continuers level replace language subjects at extended level
 Mathematical Applications replaces Applied Mathematics and Business Mathematics
 Mathematical Methods replaces Quantitative Methods
 Mathematical Studies replaces Mathematics 1 (Double) and Mathematics 1 (Single)
 Media Production and Analysis replaces Media Studies
 Modern History replaces Modern History — Asia, Modern History — Europe, Modern History — United States of America, Modern History — World
 Religions in Australia replaces Religion Studies
 Small Business Enterprise replaces Small Business Management
 Specialist Mathematics replaces Mathematics 2
 Studies of Religion replaces Religion Studies P
 Studies of Societies replaces Social Studies
 Visual Arts Studies replaces Art P.

Table 8: Number of students in South Australia and the Northern Territory receiving a result in at least one 2-unit Stage 2 subject, 2005

South Australia		
Catholic	Female	1614
	Male	1455
	Total	3069
Government	Female	5107
	Male	4309
	Total	9416
Independent	Female	1794
	Male	1563
	Total	3357
Total	Female	8515
	Male	7327
South Australian total		15842
Northern Territory		
Catholic	Female	95
	Male	70
	Total	165
Government	Female	565
	Male	510
	Total	1075
Independent	Female	90
	Male	92
	Total	182
Total	Female	750
	Male	672
Northern Territory total		1422
Grand total		17264

Table 9: Number of individual subject results in 2-unit Stage 2 subjects, 2005

Subjects with scored results		
South Australia		
Catholic	Female	6710
	Male	6124
	Total	12834
Government	Female	18395
	Male	15308
	Total	33703
Independent	Female	7401
	Male	6586
	Total	13987
Total	Female	32506
	Male	28018
South Australian total		60524
Northern Territory		
Catholic	Female	311
	Male	226
	Total	537
Government	Female	1985
	Male	1708
	Total	3693
Independent	Female	329
	Male	321
	Total	650
Total	Female	2625
	Male	2255
Northern Territory total		4880
Grand total		65404
Subjects with levelled results		
South Australia		
Catholic	Female	59
	Male	91
	Total	150
Government	Female	331
	Male	345
	Total	676
Independent	Female	20
	Male	24
	Total	44
Total	Female	410
	Male	460
South Australian total		870
Northern Territory		
Catholic	Female	10
	Male	3
	Total	13
Government	Female	17
	Male	43
	Total	60
Independent	Female	1
	Male	1
	Total	2
Total	Female	28
	Male	47
Northern Territory total		75
Grand total		945

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, 2005

	Cath		Govt		Indp		F	Total		%	%	Grand total
	F	M	F	M	F	M		F	M			
ARTS												
Art Practical	0	0	9	1	0	0	9	90	1	10		10
Craft Practical	0	0	4	4	0	0	4	50	4	50		8
Design Practical	0	0	2	8	0	0	2	20	8	80		10
Music												
Analytical Studies	0	0	2	2	4	0	6	75	2	25		8
Composing and Arranging	3	2	13	16	11	26	27	38	44	62		71
Ensemble Performance	55	37	114	158	75	47	244	50	242	50		486
Music in Society	3	5	32	15	28	28	63	57	48	43		111
Music Individual Study	19	21	41	53	19	9	79	49	83	51		162
Musicianship	33	28	94	78	76	77	203	53	183	47		386
Performance Special Study	3	2	20	14	16	6	39	64	22	36		61
Solo Performance	76	45	176	141	117	100	369	56	286	44		655
Total	192	140	507	490	346	293	1045	53	923	47		1968
ENGLISH												
English Communications	1	0	12	5	0	0	13	72	5	28		18
Total	1	0	12	5	0	0	13	72	5	28		18
HEALTH AND PERSONAL DEVELOPMENT												
Community Studies*												
Arts and the Community I	3	6	71	50	5	6	79	56	62	44		141
Arts and the Community II	2	1	12	15	1	3	15	44	19	56		34
Business and the Community I	3	2	51	25	0	0	54	67	27	33		81
Business and the Community II	0	1	6	5	0	0	6	50	6	50		12
Communication and the Community I	3	1	72	34	3	2	78	68	37	32		115
Communication and the Community II	0	1	10	5	1	0	11	65	6	35		17
Design, Construction, and the Community I	8	16	95	75	4	11	107	51	102	49		209
Design, Construction, and the Community II	0	4	11	16	1	1	12	36	21	64		33
Environment and the Community I	3	1	8	10	1	4	12	44	15	56		27
Environment and the Community II	1	0	1	2	0	0	2	50	2	50		4
Foods and the Community I	4	14	134	69	3	4	141	62	87	38		228
Foods and the Community II	2	4	26	23	0	1	28	50	28	50		56
Health, Recreation, and the Community I	13	4	128	133	6	22	147	48	159	52		306
Health, Recreation, and the Community II	4	8	36	45	3	7	43	42	60	58		103
Lifestyle and the Community I	8	9	89	44	1	10	98	61	63	39		161
Lifestyle and the Community II	6	2	18	6	0	2	24	71	10	29		34
Mathematics and the Community I	3	8	58	64	2	5	63	45	77	55		140
Mathematics and the Community II	2	2	9	29	1	0	12	28	31	72		43
Science and the Community I	5	0	48	11	2	2	55	81	13	19		68
Science and the Community II	2	1	10	5	0	0	12	67	6	33		18
Technology and the Community I	4	13	76	98	0	9	80	40	120	60		200
Technology and the Community II	3	5	9	41	1	2	13	21	48	79		61
Work and the Community I	5	11	133	101	6	6	144	55	118	45		262
Work and the Community II	1	2	32	17	1	0	34	64	19	36		53
Health Education*												
Health Education I	0	0	24	14	0	0	24	63	14	37		38
Health Education II	0	0	25	9	0	0	25	74	9	26		34
Home Economics												
Early Childhood Studies	0	0	7	0	0	0	7	100	0	0		7
Food and Hospitality Studies	1	0	28	14	0	0	29	67	14	33		43
Nutrition Studies	0	0	21	12	0	0	21	64	12	36		33
Textile Studies	0	0	1	0	0	0	1	100	0	0		1
Outdoor and Environmental Education*												
Outdoor Education I	4	18	44	81	0	0	48	33	99	67		147
Outdoor Education II	4	18	40	78	0	0	44	31	96	69		140
Work Education												
Work Studies A	9	10	113	92	16	12	138	55	114	45		252
Work Studies B	7	9	87	72	14	10	108	54	91	46		199
Total	110	171	1533	1295	72	119	1715	52	1585	48		3300

	Cath		Govt		Indp		F	Total		%	%	Grand total
	F	M	F	M	F	M		F	M			
LANGUAGES												
Australian Languages												
Second Language Learning I	0	6	4	0	0	0	4	40	6	60		10
Second Language Learning II	0	6	2	0	0	0	2	25	6	75		8
Total	0	12	6	0	0	0	6	33	12	67		18
MATHEMATICS												
Mathematical Applications	1	0	17	14	1	1	19	56	15	44		34
Total	1	0	17	14	1	1	19	56	15	44		34
SOCIETY AND ENVIRONMENT												
Agriculture and Horticulture												
Agricultural and Horticultural Management I	0	0	16	13	0	0	16	55	13	45		29
Agricultural and Horticultural Management II	0	0	9	11	0	0	9	45	11	55		20
Agricultural and Horticultural Practice I	0	0	2	5	0	0	2	29	5	71		7
Agricultural and Horticultural Practice II	0	0	1	1	0	0	1	50	1	50		2
Agricultural and Horticultural Principles I	0	0	20	18	0	0	20	53	18	47		38
Agricultural and Horticultural Principles II	0	0	3	10	0	0	3	23	10	77		13
Agricultural and Horticultural Studies I	0	0	16	6	0	0	16	73	6	27		22
Agricultural and Horticultural Studies II	0	0	2	3	0	0	2	40	3	60		5
Business Studies	0	0	2	2	0	0	2	50	2	50		4
Justice in Society*												
Justice in Society II	0	0	0	1	0	0	0	0	1	100		1
Media Production and Analysis	0	0	2	0	0	0	2	100	0	0		2
Religions in Australia	31	21	0	0	0	0	31	60	21	40		52
Studies of Societies	3	4	3	0	0	0	6	60	4	40		10
Total	34	25	76	70	0	0	110	54	95	46		205
TECHNOLOGY												
Design and Technology												
Communication Products A	19	12	12	64	0	0	31	29	76	71		107
Communication Products B	19	12	6	22	0	0	25	42	34	58		59
Material Products A	0	6	27	142	0	27	27	13	175	87		202
Material Products B	0	6	20	116	0	15	20	13	137	87		157
Systems and Control Products A	0	0	4	87	0	11	4	4	98	96		102
Systems and Control Products B	0	0	5	54	0	0	5	8	54	92		59
Information Processing and Publishing												
Business Documents	16	4	302	108	35	15	353	74	127	26		480
Desktop Publishing	178	117	687	363	89	61	954	64	541	36		1495
Electronic Publishing	99	83	131	90	46	47	276	56	220	44		496
Personal Documents	84	41	437	216	38	7	559	68	264	32		823
Total	415	281	1631	1262	208	183	2254	57	1726	43		3980
Total results	753	629	3782	3136	627	596	5162	54	4361	46		9523

* Redeveloped subject for 2005.

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

- Agriculture and Horticulture replaces Agriculture
- Australian Languages replaces Australian Indigenous Languages
- Design and Technology replaces Technology
- English Communications replaces English
- Information Processing and Publishing replaces Information Processing
- Justice in Society replaces The Australian Legal System
- Mathematical Applications replaces Applied Mathematics and Business Mathematics
- Media Production and Analysis replaces Media Studies
- Outdoor and Environmental Education replaces Outdoor Education
- Religions in Australia replaces Religion Studies
- Studies of Societies replaces Social Studies.

Table 11: Stage 2 subjects (1 unit) — number of results for students in the Northern Territory, by learning area, 2005

	Cath		Govt		Indp		F	Total		%	%	Grand total
	F	M	F	M	F	M		F	M			
ARTS												
Art Practical	0	0	0	0	1	0	1	100	0	0		1
Music												
Composing and Arranging	0	0	3	2	0	0	3	60	2	40		5
Ensemble Performance	2	2	6	9	0	2	8	38	13	62		21
Music in Society	0	0	6	5	0	0	6	55	5	45		11
Music Individual Study	0	0	7	7	0	0	7	50	7	50		14
Musicianship	0	0	8	5	3	6	11	50	11	50		22
Performance Special Study	0	0	0	2	0	0	0	0	2	100		2
Solo Performance	2	2	12	10	3	8	17	46	20	54		37
Total	4	4	42	40	7	16	53	47	60	53		113
HEALTH AND PERSONAL DEVELOPMENT												
Community Studies*												
Arts and the Community I	2	0	17	10	5	11	24	53	21	47		45
Arts and the Community II	0	0	6	6	3	6	9	43	12	57		21
Business and the Community I	7	0	7	2	2	0	16	89	2	11		18
Communication and the Community I	7	0	12	7	4	7	23	62	14	38		37
Communication and the Community II	0	0	0	0	3	1	3	75	1	25		4
Design, Construction, and the Community I	0	1	10	8	1	0	11	55	9	45		20
Design, Construction, and the Community II	0	0	0	2	1	1	1	25	3	75		4
Environment and the Community I	1	1	3	0	0	0	4	80	1	20		5
Foods and the Community I	0	0	6	4	2	1	8	62	5	38		13
Foods and the Community II	0	0	0	0	0	1	0	0	1	100		1
Health, Recreation, and the Community I	14	4	15	31	1	2	30	45	37	55		67
Health, Recreation, and the Community II	0	2	3	11	0	0	3	19	13	81		16
Lifestyle and the Community I	1	2	6	14	1	2	8	31	18	69		26
Lifestyle and the Community II	0	0	1	0	0	0	1	100	0	0		1
Mathematics and the Community I	1	0	7	6	0	1	8	53	7	47		15
Mathematics and the Community II	0	0	1	0	0	0	1	100	0	0		1
Science and the Community I	1	0	0	3	0	0	1	25	3	75		4
Science and the Community II	0	0	0	1	0	0	0	0	1	100		1
Technology and the Community I	1	0	7	11	4	3	12	46	14	54		26
Technology and the Community II	7	0	2	3	1	1	10	71	4	29		14
Work and the Community I	0	0	15	14	3	4	18	50	18	50		36
Work and the Community II	0	0	0	2	0	1	0	0	3	100		3
Health Education*												
Health Education I	0	0	0	1	0	0	0	0	1	100		1
Home Economics												
Food and Hospitality Studies	10	4	8	2	0	0	18	75	6	25		24
Nutrition Studies	11	4	15	2	0	0	26	81	6	19		32
Outdoor and Environmental Education*												
Outdoor Education I	3	8	0	0	0	0	3	27	8	73		11
Outdoor Education II	3	8	0	0	0	0	3	27	8	73		11
Work Education												
Work Studies A	0	0	14	21	0	0	14	40	21	60		35
Work Studies B	0	0	11	9	0	0	11	55	9	45		20
Total	69	34	166	170	31	42	266	52	246	48		512
LANGUAGES												
Australian Languages												
Language Awareness I	0	0	7	2	0	0	7	78	2	22		9
Language Awareness II	0	0	5	2	0	0	5	71	2	29		7
Second Language Learning I	0	0	1	0	0	0	1	100	0	0		1
Second Language Learning II	0	0	1	0	0	0	1	100	0	0		1
Total	0	0	14	4	0	0	14	78	4	22		18

	Cath		Govt		Indp		F	Total		%	%	Grand total
	F	M	F	M	F	M		F	M			
TECHNOLOGY												
Information Processing and Publishing												
Business Documents	0	0	12	8	0	0	12	60	8	40		20
Desktop Publishing	15	12	35	28	0	0	50	56	40	44		90
Electronic Publishing	14	11	36	31	0	0	50	54	42	46		92
Personal Documents	0	0	19	20	0	0	19	49	20	51		39
Total	29	23	102	87	0	0	131	54	110	46		241
Total results	102	61	324	301	38	58	464	52	420	48		884

* Redeveloped subject for 2005.

Note: Since redevelopment some subjects have been renamed, for example:
 Australian Languages replaces Australian Indigenous Languages
 Information Processing and Publishing replaces Information Processing
 Outdoor and Environmental Education replaces Outdoor Education.

Table 12: Number of students in South Australia and the Northern Territory receiving a result in at least one 1-unit Stage 2 subject, 2005

South Australia		
Catholic	Female	373
	Male	296
	Total	669
Government	Female	1744
	Male	1449
	Total	3193
Independent	Female	315
	Male	276
	Total	591
Total	Female	2432
	Male	2021
South Australian total		4453
Northern Territory		
Catholic	Female	43
	Male	23
	Total	66
Government	Female	159
	Male	137
	Total	296
Independent	Female	13
	Male	24
	Total	37
Total	Female	215
	Male	184
Northern Territory total		399
Grand total		4852

Table 13: Number of individual subject results in 1-unit Stage 2 subjects, 2005

Subjects with scored results		
South Australia		
Catholic	Female	668
	Male	513
	Total	1181
Government	Female	2639
	Male	2213
	Total	4852
Independent	Female	585
	Male	499
	Total	1084
Total	Female	3892
	Male	3225
South Australian total		7117
Northern Territory		
Catholic	Female	60
	Male	51
	Total	111
Government	Female	206
	Male	166
	Total	372
Independent	Female	7
	Male	16
	Total	23
Total	Female	273
	Male	233
Northern Territory total		506
Grand total		7623

Subjects with levelled results		
South Australia		
Catholic	Female	85
	Male	116
	Total	201
Government	Female	1143
	Male	923
	Total	2066
Independent	Female	42
	Male	97
	Total	139
Total	Female	1270
	Male	1136
South Australian total		2406
Northern Territory		
Catholic	Female	42
	Male	10
	Total	52
Government	Female	118
	Male	135
	Total	253
Independent	Female	31
	Male	42
	Total	73
Total	Female	191
	Male	187
Northern Territory total		378
Grand total		2784

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, 2005

Name of program	Number of students
South Australia	
Australian Air Force Cadets	3
Australian Guild of Music and Speech	9
Australian Music Examinations Board	35
Community Development	2
Guides Australia	12
Independent Living	1
Royal Life Saving Society Australia	20
Scouts Australia	12
Self-development	1
Trinity College London	1
Volunteering	1
South Australian total	97
Northern Territory	
Australian Air Force Cadets	4
Australian Music Examinations Board	6
Guides Australia	2
Royal Life Saving Society Australia	2
Northern Territory total	14
Grand total	111

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

Table 15: 2-unit Stage 2 subjects by learning area — grade distribution, 2005

	A 20–17		B 16–14		C 13–11		D 10–8		E 7–0		Partial ☒ Assessments		Total		Grand total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
ARTS															
Art Practical	84	31	110	51	189	77	108	74	67	89	0	0	558	322	880
Broadcasting and Multimedia (VET)															
Broadcasting and Multimedia B	9	22	10	18	4	15	2	3	0	2	0	0	25	60	85
Craft Practical	7	0	26	5	18	12	6	3	6	2	0	0	63	22	85
Dance	12	0	23	0	31	0	14	1	3	0	0	0	83	1	84
Dance Studies	20	0	22	2	35	1	14	0	3	0	0	0	94	3	97
Design Practical	50	36	65	71	76	97	48	76	26	60	0	0	265	340	605
Drama	21	6	43	31	62	32	35	25	17	14	0	0	178	108	286
Drama Studies	101	19	241	95	207	107	46	26	17	11	6	4	618	262	880
Visual Arts Studies	180	31	286	95	336	147	107	75	27	16	9	5	945	369	1314
Total	484	145	826	368	958	488	380	283	166	194	15	9	2829	1487	4316
ENGLISH															
Communication for the Hearing-impaired	0	0	3	1	0	1	0	1	0	0	0	0	3	3	6
English as a Second Language*	20	10	63	60	32	57	10	25	5	19	0	0	130	171	301
English as Second Language Studies*	332	214	448	401	225	271	34	83	11	44	4	3	1054	1016	2070
English Communications	1184	613	1706	1326	693	887	219	267	142	167	0	0	3944	3260	7204
English Studies	452	158	808	384	389	250	93	58	21	27	5	1	1768	878	2646
Total	1988	995	3028	2172	1339	1466	356	434	179	257	9	4	6899	5328	12227
HEALTH AND PERSONAL DEVELOPMENT															
Community Services (VET)															
Community Services B	12	1	11	0	0	0	1	0	0	0	0	0	24	1	25
Health Education*															
Health Studies	76	13	92	28	68	19	15	16	25	16	0	0	276	92	368
Home Economics															
Early Childhood Studies	257	9	586	23	325	22	93	8	48	2	0	0	1309	64	1373
Food and Hospitality Studies	325	49	515	210	308	207	119	119	52	59	0	0	1319	644	1963
Nutrition Studies	20	2	96	19	41	18	7	2	4	4	0	0	168	45	213
Textile Studies	8	0	28	0	14	0	1	0	0	0	0	0	51	0	51
Hospitality (VET)															
Hospitality — Kitchen Operations B	6	0	18	2	0	1	0	2	0	0	0	0	24	5	29
Nutrition	94	10	175	44	120	48	54	35	7	9	2	5	452	151	603
Outdoor and Environmental Education*															
Outdoor and Environmental Studies	17	17	21	32	18	22	0	9	0	5	0	0	56	85	141
Physical Education	280	298	371	660	315	495	131	243	58	102	12	64	1167	1862	3029
Sport and Recreation (VET)															
Sport and Recreation B	11	4	3	2	2	3	1	1	1	1	0	0	18	11	29
Work Education															
Vocational Studies A	253	168	193	243	73	114	30	21	16	34	0	0	565	580	1145
Vocational Studies B	100	72	91	108	63	106	29	22	7	22	0	0	290	330	620
Total	1459	643	2200	1371	1347	1055	481	478	218	254	14	69	5719	3870	9589
LANGUAGES															
Arabic (continuers)	1	0	3	11	8	4	0	4	0	0	0	1	12	20	32
Auslan (continuers)	0	0	1	2	1	1	1	0	0	0	0	0	3	3	6
Chinese (accelerated)	3	1	4	1	4	0	4	2	0	0	0	0	15	4	19
Chinese (background speakers)	72	36	54	67	19	39	2	15	0	5	3	5	150	167	317
Chinese (continuers)	31	20	27	14	11	8	3	4	1	2	0	0	73	48	121
Croatian (continuers)	1	0	3	1	3	0	1	2	0	0	0	0	8	3	11
Dutch (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Filipino (continuers)	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
French (accelerated)	1	0	3	2	2	0	0	0	0	0	0	0	6	2	8
French (continuers)	76	13	65	12	28	10	4	3	1	0	0	1	174	39	213
German (continuers)	59	36	71	26	21	23	9	5	1	1	0	1	161	92	253
Hungarian (continuers)	1	2	1	1	1	1	1	0	0	0	0	0	4	4	8

	A		B		C		D		E		Partial ☒		Total		Grand total
	20–17		16–14		13–11		10–8		7–0		Assessments		F	M	
	F	M	F	M	F	M	F	M	F	M	F	M			
Indonesian (accelerated)	10	1	4	3	8	0	2	0	0	0	0	0	24	4	28
Indonesian (continuers)	39	24	30	12	14	6	7	6	3	3	0	0	93	51	144
Italian (accelerated)	3	1	4	0	3	1	0	1	0	0	0	0	10	3	13
Italian (continuers)	41	22	60	22	31	14	6	1	4	1	0	0	142	60	202
Japanese (accelerated)	1	1	1	2	3	2	3	2	0	0	0	0	8	7	15
Japanese (continuers)	81	35	62	38	36	16	17	10	3	3	0	0	199	102	301
Khmer (continuers)	0	1	3	3	2	1	1	2	0	0	0	0	6	7	13
Korean (background speakers)	5	5	5	8	0	5	0	1	0	0	0	0	10	19	29
Latin (continuers)	0	2	0	1	0	0	0	1	0	0	0	0	0	4	4
Macedonian (continuers)	1	0	0	0	0	0	0	0	0	1	0	0	1	1	2
Malay (background speakers)	26	10	23	18	11	10	3	1	1	2	0	0	64	41	105
Maltese (continuers)	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
Modern Greek (accelerated)	1	0	3	1	0	0	0	0	0	0	0	0	4	1	5
Modern Greek (continuers)	7	6	10	6	10	7	3	2	0	1	0	0	30	22	52
Persian (background speakers)	2	3	5	2	4	3	0	4	0	2	0	0	11	14	25
Polish (continuers)	2	2	1	3	2	4	3	0	0	0	0	0	8	9	17
Portuguese (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Russian (background speakers)	2	0	1	1	0	1	0	0	0	0	0	0	3	2	5
Russian (continuers)	1	0	0	1	0	1	0	0	0	0	0	0	1	2	3
Serbian (continuers)	1	0	1	1	3	3	2	1	0	0	0	0	7	5	12
Spanish (accelerated)	6	1	10	1	6	1	2	0	0	0	0	0	24	3	27
Spanish (continuers)	12	6	13	3	7	4	2	2	0	2	0	0	34	17	51
Swedish (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Ukrainian (continuers)	0	0	1	2	0	0	0	0	0	0	0	0	1	2	3
Vietnamese (background speakers)	9	2	4	2	3	4	0	2	0	0	0	0	16	10	26
Vietnamese (continuers)	5	3	19	6	1	4	0	2	0	2	0	0	25	17	42
Total	500	233	497	274	242	173	76	73	14	25	3	8	1332	786	2118
MATHEMATICS															
Mathematical Applications	387	177	586	465	515	574	228	351	133	257	0	0	1849	1824	3673
Mathematical Methods	124	55	160	106	120	103	45	60	12	19	5	7	466	350	816
Mathematical Studies	650	675	707	840	504	723	174	292	54	146	7	16	2096	2692	4788
Specialist Mathematics	240	333	154	351	88	251	39	127	6	47	2	4	529	1113	1642
Total	1401	1240	1607	1762	1227	1651	486	830	205	469	14	27	4940	5979	10919
SCIENCE															
Biology	669	268	1093	544	817	423	375	216	93	69	33	22	3080	1542	4622
Chemistry	413	351	564	571	402	482	177	223	41	64	8	9	1605	1700	3305
Contemporary Issues and Science	45	12	104	52	89	63	54	34	26	30	0	0	318	191	509
Geology	3	5	9	20	15	17	8	6	6	2	0	1	41	51	92
Physics	371	543	371	743	183	527	57	186	12	55	3	16	997	2070	3067
Psychology	211	28	299	96	228	119	114	50	33	23	17	24	902	340	1242
Seafood Operations (VET)															
Seafood Operations B	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Total	1712	1207	2441	2026	1734	1631	785	715	211	243	61	72	6944	5894	12838
SOCIETY AND ENVIRONMENT															
Aboriginal Studies*	26	4	33	22	28	17	6	9	3	3	0	0	96	55	151
Accounting Studies	182	114	238	200	202	209	84	137	32	53	3	9	741	722	1463
Agricultural and Horticultural Science	4	5	19	17	7	21	4	11	2	2	0	0	36	56	92
Agriculture and Horticulture															
Agricultural and Horticultural Management	2	2	4	6	2	1	1	3	0	0	0	0	9	12	21
Agricultural and Horticultural Practice	0	5	2	9	4	2	1	0	0	0	0	0	7	16	23
Agricultural and Horticultural Principles	1	6	5	3	3	4	4	3	1	1	0	0	14	17	31
Agricultural and Horticultural Studies	2	6	5	25	6	20	3	13	2	7	0	0	18	71	89
Australian and International Politics*	30	20	41	37	12	31	5	8	2	1	1	1	91	98	189
Australian History	37	11	98	29	80	36	24	20	4	6	5	4	248	106	354
Business Services (VET)															
Business Services B	0	0	4	0	2	0	0	0	4	0	0	0	10	0	10
Business Studies	155	70	384	355	301	373	129	187	87	122	0	0	1056	1107	2163
Classical Studies*	79	19	142	64	79	55	31	29	6	7	4	2	341	176	517

	A		B		C		D		E		Partial ☒ Assessments		Total		Grand total
	20–17		16–14		13–11		10–8		7–0						
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Conservation and Land Management (VET)															
Conservation and Land Management B	0	0	5	1	3	0	0	0	0	0	0	0	8	1	9
Economics*	133	125	175	256	129	191	53	89	8	10	4	6	502	677	1179
Financial Services (VET)															
Financial Services B	1	1	0	2	1	0	0	1	0	0	0	0	2	4	6
Geography	8	4	3	3	3	15	1	6	2	11	0	0	17	39	56
Geography Studies	135	95	227	240	182	260	66	99	14	36	3	8	627	738	1365
Justice in Society*															
Justice in Society	1	4	4	2	5	5	1	4	1	4	0	0	12	19	31
Legal Studies*	168	113	242	155	197	181	105	87	42	53	4	9	758	598	1356
Media Production and Analysis	19	20	22	39	12	37	4	25	9	13	0	0	66	134	200
Modern History	223	116	326	245	222	233	98	100	21	24	5	13	895	731	1626
Natural Resources Management	2	2	6	7	1	4	0	0	0	0	0	0	9	13	22
Philosophy	7	9	14	7	6	11	3	3	4	5	0	0	34	35	69
Religions in Australia	63	36	123	81	67	55	19	27	14	14	0	0	286	213	499
Retail (VET)															
Retail B	2	0	3	0	0	0	0	0	0	0	0	0	5	0	5
Small Business Enterprise	21	21	52	57	35	80	13	20	7	13	0	0	128	191	319
Studies of Religion	14	9	25	27	14	21	4	8	2	1	0	1	59	67	126
Studies of Societies	146	40	409	118	387	199	118	109	56	57	0	0	1116	523	1639
Tourism	204	56	408	133	448	253	204	177	127	132	0	0	1391	751	2142
Tourism Operations (VET)															
Tourism Operations B	5	0	6	1	0	1	0	0	0	0	0	0	11	2	13
Women's Studies	47	1	78	2	79	2	26	1	14	1	0	0	244	7	251
Total	1717	914	3103	2143	2517	2317	1007	1176	464	576	29	53	8837	7179	16016
TECHNOLOGY															
Design and Technology Communication															
Products A	181	95	156	143	105	136	32	45	52	49	0	0	526	468	994
Communication Products B	51	39	37	47	18	45	3	15	5	7	0	0	114	153	267
Material Products A	15	115	46	247	25	205	4	97	3	63	0	0	93	727	820
Material Products B	3	27	9	59	5	33	0	18	0	6	0	0	17	143	160
Systems and Control Products A	6	29	2	35	1	42	1	19	1	18	0	0	11	143	154
Systems and Control Products B	0	5	1	5	2	14	1	6	2	7	0	0	6	37	43
Design and Technology Studies	11	9	31	74	19	58	12	16	4	19	0	0	77	176	253
Information Technology	10	24	20	40	20	73	10	40	10	29	0	0	70	206	276
Information Technology (VET)															
Information Technology B	0	3	1	15	1	6	1	0	1	1	0	0	4	25	29
Information Technology Studies	23	77	49	180	61	184	22	91	6	31	1	5	162	568	730
Total	300	423	352	845	257	796	86	347	84	230	1	5	1080	2646	3726
VARIOUS LEARNING AREAS															
Extension Studies A	2	5	8	6	18	4	1	5	0	0	0	0	29	20	49
Extension Studies B	0	6	6	9	3	4	1	4	0	1	0	0	10	24	34
Total	2	11	14	15	21	8	2	9	0	1	0	0	39	44	83
Grand total	9563	5811	14068	10976	9642	9585	3659	4345	1541	2249	146	247	38619	33213	71832

☒ Partial assessments are recorded for students who present only a school assessment or an examination assessment.

* Redeveloped subject for 2005.

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

- Accounting Studies replaces Accounting P
- Agricultural and Horticultural Science replaces Agricultural Science
- Agriculture and Horticulture replaces Agriculture
- Art Practical replaces Art Practical and Theory
- Australian and International Politics replaces Politics

Contemporary Issues and Science replaces Science
Craft Practical replaces Craft Practical and Theory
Dance Studies replaces Dance Performance and Theory
Design and Technology replaces Technology
Design and Technology Studies replaces Technology Studies
Design Practical replaces Design Practical and Theory
Drama Studies replaces Drama P
English Communications replaces English
Geography Studies replaces Geography P
Information Technology replaces Computing Studies
Justice in Society replaces The Australian Legal System
Language subjects at background speakers level replace language subjects at specialist level
Language subjects at continuers level replace language subjects at extended level
Mathematical Applications replaces Applied Mathematics and Business Mathematics
Mathematical Methods replaces Quantitative Methods
Mathematical Studies replaces Mathematics 1 (Double) and Mathematics 1 (Single)
Media Production and Analysis replaces Media Studies
Modern History replaces Modern History — Asia, Modern History — Europe, Modern History — United States of America,
Modern History — World
Outdoor and Environmental Education replaces Outdoor Education
Religions in Australia replaces Religion Studies
Small Business Enterprise replaces Small Business Management
Specialist Mathematics replaces Mathematics 2
Studies of Religion replaces Religion Studies P
Studies of Societies replaces Social Studies
Visual Arts Studies replaces Art P.

Table 16: 1-unit Stage 2 subjects by learning area — grade distribution, 2005

	A 20-17		B 16-14		C 13-11		D 10-8		E 7-0		Total		Grand total
	F	M	F	M	F	M	F	M	F	M	F	M	
ARTS													
Art Practical	2	0	3	0	3	0	1	1	1	0	10	1	11
Craft Practical	0	2	4	1	0	0	0	0	0	1	4	4	8
Design Practical	0	0	0	1	2	1	0	2	0	4	2	8	10
Music													
Analytical Studies	1	1	3	1	2	0	0	0	0	0	6	2	8
Composing and Arranging	7	20	16	16	7	9	0	0	0	1	30	46	76
Ensemble Performance	131	113	89	103	29	34	3	3	0	2	252	255	507
Music in Society	20	14	27	15	12	16	9	5	1	3	69	53	122
Music Individual Study	33	23	27	22	15	22	7	12	4	11	86	90	176
Musicianship	51	43	77	61	59	50	25	31	2	9	214	194	408
Performance Special Study	29	22	9	1	0	1	1	0	0	0	39	24	63
Solo Performance	227	162	128	105	29	30	1	5	1	4	386	306	692
Total	501	400	383	326	158	163	47	59	9	35	1098	983	2081
ENGLISH													
English Communications	0	0	6	1	5	2	0	0	2	2	13	5	18
Total	0	0	6	1	5	2	0	0	2	2	13	5	18
HEALTH AND PERSONAL DEVELOPMENT													
Health Education*													
Health Education I	5	0	5	1	10	5	3	3	1	6	24	15	39
Health Education II	4	1	8	3	5	3	6	0	2	2	25	9	34
Home Economics													
Early Childhood Studies	1	0	3	0	1	0	1	0	1	0	7	0	7
Food and Hospitality Studies	9	0	20	6	15	10	2	2	1	2	47	20	67
Nutrition Studies	4	0	19	5	19	10	5	2	0	1	47	18	65
Textile Studies	0	0	1	0	0	0	0	0	0	0	1	0	1
Outdoor and Environmental Education*													
Outdoor Education I	10	6	23	47	11	36	6	14	1	4	51	107	158
Outdoor Education II	9	5	23	37	8	35	2	22	5	5	47	104	151
Work Education													
Work Studies A	38	13	43	22	48	47	7	22	16	31	152	135	287
Work Studies B	27	7	36	22	27	22	17	25	12	24	119	100	219
Total	107	32	181	143	144	168	49	90	39	75	520	508	1028
LANGUAGES													
Australian Languages													
Language Awareness I	0	0	1	0	2	0	1	0	3	2	7	2	9
Language Awareness II	0	0	1	0	1	0	1	0	2	2	5	2	7
Second Language Learning I	1	2	0	4	2	0	0	0	2	0	5	6	11
Second Language Learning II	1	3	0	3	2	0	0	0	0	0	3	6	9
Total	2	5	2	7	7	0	2	0	7	4	20	16	36
MATHEMATICS													
Mathematical Applications	0	0	3	2	4	4	10	4	2	5	19	15	34
Total	0	0	3	2	4	4	10	4	2	5	19	15	34
SOCIETY AND ENVIRONMENT													
Agriculture and Horticulture													
Agricultural and Horticultural Management I	1	3	3	3	7	4	5	2	0	1	16	13	29
Agricultural and Horticultural Management II	0	1	2	9	6	1	0	0	1	0	9	11	20
Agricultural and Horticultural Practice I	0	2	1	0	0	0	0	2	1	1	2	5	7
Agricultural and Horticultural Practice II	0	0	0	0	0	1	1	0	0	0	1	1	2
Agricultural and Horticultural Principles I	0	3	3	8	11	3	4	4	2	0	20	18	38
Agricultural and Horticultural Principles II	0	5	2	5	1	0	0	0	0	0	3	10	13
Agricultural and Horticultural Studies I	0	1	5	3	4	0	5	1	2	1	16	6	22
Agricultural and Horticultural Studies II	0	0	0	0	0	2	0	0	2	1	2	3	5
Business Studies	1	0	0	1	0	0	1	0	0	1	2	2	4

	A 20-17		B 16-14		C 13-11		D 10-8		E 7-0		Total		Grand total
	F	M	F	M	F	M	F	M	F	M	F	M	
Justice in Society*													
Justice in Society II	0	0	0	0	0	1	0	0	0	0	0	1	1
Media Production and Analysis	0	0	1	0	1	0	0	0	0	0	2	0	2
Religions in Australia	11	5	13	4	1	6	3	4	3	2	31	21	52
Studies of Societies	0	1	2	1	3	0	1	0	0	2	6	4	10
Total	13	21	32	34	34	18	20	13	11	9	110	95	205
TECHNOLOGY													
Design and Technology													
Communication Products A	5	10	17	26	4	19	3	13	2	8	31	76	107
Communication Products B	4	3	11	11	7	10	1	7	2	3	25	34	59
Material Products A	3	27	9	42	8	65	2	23	5	18	27	175	202
Material Products B	2	20	5	34	5	48	2	22	6	13	20	137	157
Systems and Control Products A	0	13	1	33	1	28	1	10	1	14	4	98	102
Systems and Control Products B	0	7	2	21	3	14	0	6	0	6	5	54	59
Information Processing and Publishing													
Business Documents	97	21	103	32	93	39	39	24	33	19	365	135	500
Desktop Publishing	242	42	344	167	229	194	84	94	105	84	1004	581	1585
Electronic Publishing	95	32	110	91	72	75	24	40	25	24	326	262	588
Personal Documents	115	11	206	90	157	91	53	43	47	49	578	284	862
Total	563	186	808	547	579	583	209	282	226	238	2385	1836	4221
Grand total	1186	644	1415	1060	931	938	337	448	296	368	4165	3458	7623

* Redeveloped subject for 2005.

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

- Agriculture and Horticulture replaces Agriculture
- Australian Languages replaces Australian Indigenous Languages
- Design and Technology replaces Technology
- English Communications replaces English
- Information Processing and Publishing replaces Information Processing
- Justice in Society replaces The Australian Legal System
- Mathematical Applications replaces Applied Mathematics and Business Mathematics
- Media Production and Analysis replaces Media Studies
- Outdoor and Environmental Education replaces Outdoor Education
- Religions in Australia replaces Religion Studies
- Studies of Societies replaces Social Studies.

Table 17: 2-unit Stage 2 subjects with levelled results by learning area — results distribution, 2005

	SA		RA		RNM		Total		Grand total
	F	M	F	M	F	M	F	M	
ARTS									
Broadcasting and Multimedia (VET)									
Broadcasting and Multimedia A	6	32	1	8	0	0	7	40	47
Total	6	32	1	8	0	0	7	40	47
HEALTH AND PERSONAL DEVELOPMENT									
Community Services (VET)									
Community Services A	44	2	7	0	5	0	56	2	58
Community Studies*									
Arts and the Community	49	38	2	10	3	0	54	48	102
Business and the Community	8	4	1	4	0	1	9	9	18
Communication and the Community	34	15	0	5	0	0	34	20	54
Design, Construction, and the Community	24	45	2	5	5	3	31	53	84
Environment and the Community	11	14	0	2	0	0	11	16	27
Foods and the Community	28	18	1	4	1	0	30	22	52
Health, Recreation, and the Community	45	39	4	8	1	4	50	51	101
Lifestyle and the Community	33	14	2	2	4	0	39	16	55
Mathematics and the Community	7	20	0	0	1	3	8	23	31
Science and the Community	10	11	1	1	0	0	11	12	23
Technology and the Community	20	59	1	12	0	5	21	76	97
Work and the Community	40	42	2	4	1	5	43	51	94
Hospitality (VET)									
Hospitality — Kitchen Operations A	3	4	0	0	0	1	3	5	8
Sport and Recreation (VET)									
Sport and Recreation A	2	8	1	0	0	0	3	8	11
Total	358	333	24	57	21	22	403	412	815
LANGUAGES									
Chinese (accelerated) A†	3	0	0	0	0	0	3	0	3
French (accelerated) A†	1	0	0	0	0	0	1	0	1
Indonesian (accelerated) A†	2	2	0	0	0	0	2	2	4
Italian (accelerated) A†	5	0	0	0	0	0	5	0	5
Spanish (accelerated) A†	2	1	0	0	0	0	2	1	3
Total	13	3	0	0	0	0	13	3	16
SCIENCE									
Seafood Operations (VET)									
Seafood Operations A	1	3	0	0	0	0	1	3	4
Total	1	3	0	0	0	0	1	3	4
SOCIETY AND ENVIRONMENT									
Conservation and Land Management (VET)									
Conservation and Land Management A	4	7	0	0	0	0	4	7	11
Financial Services (VET)									
Financial Services A	4	3	0	0	0	0	4	3	7
Tourism Operations (VET)									
Tourism Operations A	0	3	0	0	0	0	0	3	3
Retail (VET)									
Retail A	2	0	0	0	0	1	2	1	3
Total	10	13	0	0	0	1	10	14	24
TECHNOLOGY									
Information Technology (VET)									
Information Technology A	3	9	1	6	0	0	4	15	19
Manufacturing and Engineering (VET)									
Engineering Applications A	0	19	0	1	0	0	0	20	20
Total	3	28	1	7	0	0	4	35	39
Grand total	391	412	26	72	21	23	438	507	945

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.

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

* Redeveloped subject for 2005.

† Alternative accelerated-level language pathway.

Table 18: 1-unit Stage 2 subjects with levelled results by learning area — results distribution, 2005

Module	SA		RA		RNM		Total		Grand total
	F	M	F	M	F	M	F	M	
HEALTH AND PERSONAL DEVELOPMENT									
Community Studies*									
Arts and the Community I	93	62	7	12	3	9	103	83	186
Arts and the Community II	20	26	3	1	1	4	24	31	55
Business and the Community I	52	16	10	7	8	6	70	29	99
Business and the Community II	5	4	0	1	1	1	6	6	12
Communication and the Community I	82	41	13	8	6	2	101	51	152
Communication and the Community II	10	5	1	2	3	0	14	7	21
Design, Construction, and the Community I	102	81	10	23	6	7	118	111	229
Design, Construction, and the Community II	12	20	1	3	0	1	13	24	37
Environment and the Community I	16	15	0	1	0	0	16	16	32
Environment and the Community II	1	2	1	0	0	0	2	2	4
Foods and the Community I	125	72	11	13	13	7	149	92	241
Foods and the Community II	21	20	4	4	3	5	28	29	57
Health, Recreation, and the Community I	149	152	23	34	5	10	177	196	373
Health, Recreation, and the Community II	40	56	5	13	1	4	46	73	119
Lifestyle and the Community I	88	61	11	11	7	9	106	81	187
Lifestyle and the Community II	24	9	1	1	0	0	25	10	35
Mathematics and the Community I	60	70	5	10	6	4	71	84	155
Mathematics and the Community II	11	28	1	3	1	0	13	31	44
Science and the Community I	46	14	9	1	1	1	56	16	72
Science and the Community II	11	7	1	0	0	0	12	7	19
Technology and the Community I	84	111	6	13	2	10	92	134	226
Technology and the Community II	22	48	1	1	0	3	23	52	75
Work and the Community I	138	110	18	16	6	10	162	136	298
Work and the Community II	26	18	7	2	1	2	34	22	56
Grand total	1238	1048	149	180	74	95	1461	1323	2784

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.

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

* Redeveloped subject for 2005.

Table 19: Number of students completing all requirements of the SACE, 1994–2005

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
South Australia												
Female	5629	5365	5194	5526	5836	6015	6173	6186	6307	6292	6428	6316
Male	4593	4331	4149	4282	4400	4544	4650	4739	4795	4778	4899	5188
Total	10222	9696	9343	9808	10236	10559	10823	10925	11102	11070	11327	11504
Northern Territory												
Female	411	376	386	426	408	457	478	487	484	444	491	506
Male	309	324	307	251	309	313	303	334	335	365	365	417
Total	720	700	693	677	717	770	781	821	819	809	856	923
Asia												
Female	484	509	575	572	448	483	483	548	587	654	706	674
Male	410	393	358	388	303	345	363	372	427	513	517	565
Total	894	902	933	960	751	828	846	920	1014	1167	1223	1239
Grand total	11836	11298	10969	11445	11704	12157	12450	12666	12935	13046	13406	13666

Table 20: Number of students receiving a tertiary entrance rank (TER),* 2005

	Cath		Govt		Indp		Total		Grand total
	F	M	F	M	F	M	F	M	
South Australia	1198	1035	2922	2145	1411	1174	5531	4354	9885
Northern Territory	56	36	323	236	58	49	437	321	758
Asia	0	0	123	93	556	477	679	570	1249
Total	1254	1071	3368	2474	2025	1700	6647	5245	11892

* 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,* 2005

	Cath		Govt		Indp		Total		Grand total
	F	M	F	M	F	M	F	M	
South Australia	1334	1191	3469	2640	1480	1317	6283	5148	11431
Northern Territory	72	49	342	290	63	50	477	389	866
Asia	0	0	123	93	556	477	679	570	1249
Total	1406	1240	3934	3023	2099	1844	7439	6107	13546

* 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.

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, 2005

	Cath		Govt		Indp		Total		Grand total
	F	M	F	M	F	M	F	M	
South Australia	1159	974	2757	1967	1382	1112	5298	4053	9351
Northern Territory	34	22	223	160	35	35	292	217	509
Asia	0	0	123	93	556	477	679	570	1249
Total	1193	996	3103	2220	1973	1624	6269	4840	11109