



2017 END-OF-YEAR REPORT

SACE ABORIGINAL EDUCATION STRATEGY





Respecting Your Place, Valuing Our Future

SACE Board Aboriginal Education Strategy 2017–2021

A vision across schools, students, and the community for the empowerment, aspiration, and excellence of Aboriginal students in the SACE.

The SACE Board Aboriginal Education Strategy aims to align with the SACE Board's Strategic Plan by positioning Aboriginal students in a global context. It seeks to support Aboriginal students to firmly embrace the culture and language of their home and community, but also to consider their future through a broader world perspective. The South Australian Certificate of Education (SACE) supports young Aboriginal students to develop the essential capabilities for succeeding in an ever-changing world, while maintaining their cultural identity.

The SACE qualification enables young Aboriginal students to progress towards, and access, social, cultural, and economic equality and prosperity. The qualification provides opportunities for pursuing meaningful pathways such as further education, training, and employment, and also leads to the development of essential capabilities such as personal, social, and emotional well-being and enhanced capacity for independent, critical, and creative thinking.

The foundations of this strategy lie in the identified Aboriginal education strategies that build on strengths, acknowledge the value of young Aboriginal people's cultural heritage, and emphasise holistic, collaborative, and proactive approaches to SACE attainment.

Strategic Priorities

1. Empowerment: identity and belonging

Aim: Continue to empower Aboriginal SACE students and their families, through the following initiatives and activities:

- strategically engaging with Aboriginal families to support students' completion of, and achievement in, the SACE
- actively promoting the significance of the SACE to the broader Aboriginal community
- increasing the representation of Aboriginal people in SACE Board publications
- documenting Aboriginal student voices
- celebrating and promoting Aboriginal SACE graduates.

2. Respect: strong commitment and high-expectations relationships

Aim: Enhance the SACE Board's commitment to high-expectations relationships, through the following initiatives and activities:

- embedding cultural respect and safety training for SACE Board staff
- establishing formal channels for parent consultation in relation to SACE policies and procedures
- increasing the representation of Aboriginal people on SACE staff and assessment panels
- supporting the development of an advocates and mentors program.

3. Leadership: people and culture

Aim: Increase the SACE Board's leadership in acknowledging Aboriginal culture and history, through the following initiatives and activities:

- adopting a holistic organisational approach to the respect and acknowledgment of Aboriginal people and culture
- promoting Aboriginal people's participation in the subject renewal project
- developing a SACE Board Reconciliation Action Plan
- developing a SACE Board 'Acknowledgment of Country' protocol
- increasing the public representation of Aboriginal people and culture throughout the SACE Board building.

4. Capacity Building: culturally and contextually responsive curriculum and assessment

Aim: Extend the professional learning provided to schools for supporting the educational outcomes of Aboriginal students in the SACE, through the following initiatives and activities:

- increasing the number of support materials and exemplars containing Aboriginal perspectives
- renewing the Australian Languages subject
- renewing the Aboriginal Studies subject
- increasing the promotion of the flexibilities in the SACE, including vocational education and training (VET)
- highlighting the complementary connection between individual learning plans (ILP) and the Personal Learning Plan (PLP)
- developing targeted professional learning courses for classroom teachers and leaders which align with the emerging strategies that support Aboriginal student success in the SACE.

5. Achievement: excellence, aspiration, and merit

Aim: Continue to support schooling sectors to enhance the success of Aboriginal students from the early years through to the SACE, through the following initiatives and activities:

- promoting the significance of SACE attainment for Aboriginal students
- developing targeted strategies to increase the participation and achievement of identified cohorts of Aboriginal students
- reconceptualising and expanding the SACE Aboriginal Student Pathways Conference
- reviewing the criteria for awarding the Governor of South Australia Commendation — Aboriginal Student SACE Award
- collaborating with schooling sectors to establish an Aboriginal Student Ambassador program
- expanding the distribution of the Aboriginal SACE Completers poster
- tracking the post-SACE pathways of Aboriginal SACE completers.

6. Transparency: data analysis and evaluation

Aim: Continue to undertake extensive analysis and evaluation of Aboriginal students' data, through the following initiatives and activities:

- developing data exchange initiatives for key stakeholders
- comprehensively analysing and evaluating data
- monitoring PLP retention data from Year 10 enrolment to SACE completion
- developing new data reports to be accessed via *Schools Online*
- accurately and systematically capturing the Aboriginal and Torres Strait Islander heritage of staff on SACE Quality Assurance and Assessment Panel registrations, and of students on electronic registration forms.

INTRODUCTION

Following consultation and development with key stakeholders, the SACE Board Aboriginal Education Strategy 2017–2021 was approved by the SACE Board in November 2016.

This strategy builds on the previous 2012–2016 strategy, and emphasises the SACE Board’s commitment to improving the achievements of Aboriginal students by positioning Aboriginal students in a global context. It seeks to support Aboriginal students to firmly embrace the culture and language of their home and community, but also to consider their future through a broader world perspective.

A cross-sectoral SACE Aboriginal Education Strategy Steering Committee was established in 2010 to support and monitor the strategy. In 2017 the Board re-appointed the chair, Mr Mark Williams, and the Aboriginal Education Strategy Steering Committee met quarterly to ensure the activities and initiatives of the strategy contributed to the success of Aboriginal students’ participation and achievement in the South Australian Certificate of Education (SACE).

The SACE Aboriginal Education Strategy Working Party met regularly throughout the year and was able to provide Aboriginal perspectives while contributing to some of the decision-making processes within the SACE Board.

The SACE Aboriginal Education Strategy aims to continue to empower Aboriginal SACE students and their families, extend the professional learning provided to schools for supporting educational outcomes for Aboriginal students, enhance the SACE Board’s commitment to high-expectations relationships and make use of extensive analysis and evaluation of Aboriginal students’ data by implementing and/or continuing key initiatives and activities related to six strategic priorities which drive action planning and the major aims of the strategy.

MAIN FINDINGS

Significant findings on Aboriginal students in 2017 include the following:

- 386 Aboriginal students completed the SACE in 2017, the highest to date and an increase of 64 students from 2016. This indicates a 17% increase in the number of Aboriginal SACE completers.
- The gap between Aboriginal and non-Aboriginal completion rates continues to close with the 2017 Aboriginal SACE completion rate at 96.7%; 0.8% lower than the whole student cohort (97.5%).
- 13 potential completers did not successfully meet the requirements of the SACE in 2017.
- 172 Aboriginal SACE completers received an ATAR in 2017; an increase on the 161 in the previous year. The Aboriginal students receiving an ATAR in 2017 represented 53.4% of all Aboriginal SACE completers.
- 231 Aboriginal SACE completers received a TAFE selection score, an increase on the 221 in 2016. The Aboriginal students receiving a TAFE selection score represented 71.7% of all Aboriginal SACE completers.
- The most popular Stage 2 subject was English (108 students), replacing English Communications which had been the most popular subject for many years prior. The next most popular subjects were Integrated Learning (62 students), General Mathematics (49 students), Essential English (47 students) and Food and Hospitality (44 students).
- Aboriginal SACE completers are taking a diverse range of Stage 2 20-credit three subject combinations. In 2017 the main combinations for S.A. Metro tended to consist of English and General Mathematics, with most popular third choices being Biology, and Business and Enterprise. For S.A. Country, combinations of modified subjects were the most popular choices. Three subject combinations combining three of the four of Business and Enterprise – modified, Cross Disciplinary Studies – modified, English – modified and Mathematics – modified featured as the most popular combinations.
- In 2017, 157 Aboriginal SACE completers also completed a VET certificate, representing 49% of the cohort. This was an increase from 115 students in 2016. 137 students, the vast majority of these SACE completers who completed a VET certificate, did so at Certificate III or above.
- There were three merits achieved by Aboriginal students in 2017, and the seventh Governor of South Australia Aboriginal SACE award was presented to the highest overall Aboriginal achiever in the SACE.
- The ninth Aboriginal Student Pathways Conference was held at Flinders University, with 170 students attending from 24 schools across country and metropolitan regions.
- Implementation of the SACE Board Aboriginal Education Strategy 2017-2021 was initiated. The strategy, entitled ‘SACE Tracks: Standing in the Stories, Singing the Now, Imagining the Future’ supports young Aboriginal students to develop the essential capabilities for succeeding in an ever-changing world, while maintaining their cultural identity.
- New data sets show the trend in Aboriginal Student SACE enrollment, retention and completion between 2011 and 2017. If we track the 2017 cohort back to beginning SACE by undertaking the PLP in Year 10 (2015); our data shows that 63% of Aboriginal student who begin their SACE in Year 10 by successfully completing the PLP went on to successfully complete their SACE in 2017. This is in comparison to 74% retention and completion rate for the total cohort.

STRATEGY OUTCOME 1

EMPOWERMENT: IDENTITY AND BELONGING

In 2017 the focus for this strategy outcome, Empowerment: Identity and Belonging was dedicated to empowering Aboriginal students and the key stakeholders.

The representation of Aboriginal people in SACE Board publications was targeted through the following actions:

- An Aboriginal cultures and perspectives statement has been included in all SACE subject outlines since 2016. This statement encourages teachers to engage with their local Aboriginal and Torres Strait Islander peoples and communities to devise curriculum that is inclusive of Aboriginal knowledge, cultures and perspectives. This statement was endorsed by the Aboriginal Education Steering Committee to appear in the redevelopment of SACE Subjects with the integration of the Australian Curriculum.
- Continued creation and publication of a range of exemplars of learning and assessment plans and assessment tasks to encourage and support the inclusion of Aboriginal knowledge, cultures and perspectives. These exemplars are published and promoted via the SACE website with a dedicated section entitled Aboriginal perspectives in subjects.
- The development of additional resources, such as a dedicated page for support materials with an Aboriginal perspective or focus, and a document entitled Ideas: Focus on Aboriginal knowledge, cultures and perspectives, which offer suggestions to students who would like their Research Project to have an Aboriginal focus.

The success of the Aboriginal Education Strategy is reliant on the SACE Board working in partnership with the school sectors and school leaders to promote Aboriginal student achievements in the SACE and to recognise and celebrate outstanding Aboriginal student achievements.

In 2017, recognition of Aboriginal student achievement in the SACE included:

- The production of the annual Aboriginal SACE completers' poster; featuring Aboriginal students who have successfully completed the SACE. The 2017 poster celebrated the achievements of the 322 Aboriginal students' success in the SACE by acknowledging the names and photographs of those students who responded to the requests to publish their image.
- Subject merits were awarded to three 2017 Aboriginal student graduates in 2017. These achievements were recognised and celebrated at the Merit Ceremony at Government House.
- The seventh Governor of South Australia Aboriginal SACE award was presented to the highest overall Aboriginal achiever in the SACE. This award was also recognised and celebrated at the Merit Ceremony at Government House and acknowledged in the Adelaide media. This award was reconceptualised for the 2017 cohort to acknowledge the highest overall achievement in the SACE to the Aboriginal student who achieved academic excellence as well as displaying strong evidence in one or more of the SACE capabilities.



STRATEGY OUTCOME 2

RESPECT: STRONG COMMITMENT AND HIGH-EXPECTATIONS RELATIONSHIPS

In 2017 the focus for this strategy outcome, Respect: Strong Commitment and High Expectations Relationships, was dedicated to preparatory planning and research toward the realisation of conceptualising a framework for embedding cultural respect and safety training for SACE Board staff and establishing connections with Aboriginal parent consultative committees. To support the achievement of this strategy outcome, the SACE Board encouraged the engagement of Aboriginal people wherever possible. Representation was sought from the three schooling sectors, universities, training and employment agencies.

Our approach toward these actions and initiatives has been guided by the strong commitment and relationships we have developed with our collaborating partners. 50% of the members of the Aboriginal Education Strategy Steering Committee were Aboriginal, including the Committee Chair and the Deans of Indigenous Education from the three South Australian Universities. To support this strategy outcome, the Steering Committee met four times in 2016 to provide strategic guidance and high-level advice regarding the implementation of the Strategy. The committee was instrumental in the scoping and development of the new SACE Board Aboriginal Education Strategy 2017-2021: 'SACE Tracks: Standing in the Stories, Singing the Now, Imagining the Future'.

The SACE Aboriginal Education Strategy Working Party comprised 50% Aboriginal representation and met eight times throughout the year. The Party contributed to the collection, analysis and synthesis of data to provide Aboriginal perspectives when contributing to some of the consideration and evaluation of research related to the development of the new SACE Board Aboriginal Education Strategy 2017-2021.

It is noted that there are very few Aboriginal secondary teachers currently teaching in schools in South Australia. The SACE Board is looking into measures to identify Aboriginal and Torres Strait Islander teachers who support the SACE quality assurance processes.

STRATEGY OUTCOME 3

LEADERSHIP: PEOPLE AND CULTURE

In 2017 the focus for this strategy outcome was dedicated to preparatory planning and research toward the realisation of an organisational approach to the respect and acknowledgment of Aboriginal people and culture. This has led to foundation work being done on developing and Acknowledgment of Country protocol and the conceptualisation of a Reconciliation Action Plan.

Through the Subject Renewal process, 2017 saw the development and approval of the Aboriginal Studies curriculum and the early scoping for an Australia Languages subject framework. The reference groups, writers and consultative process had high representation of Aboriginal expert practitioners.

In 2017 there were a range of areas of development which supported this strategy outcome including:

- A further series of professional learning workshops was delivered to Aboriginal Education Teachers and other key personnel working with young Aboriginal students.
- A series of emerging practice 'advice and strategies' for the tracking and monitoring of Aboriginal students to ensure the successful completion of all SACE requirements.
- The development of an Aboriginal cultures and perspectives statement that is now included in all SACE subject outlines. The statement encourages teachers to engage with their local Aboriginal and Torres Strait Islander peoples and communities to devise curriculum that is inclusive of Aboriginal knowledge, cultures and perspectives. This statement was endorsed by the Aboriginal Education Steering Committee to appear in the redevelopment of SACE Subjects with the integration of the Australian Curriculum.
- The creation of a range of exemplars of learning and assessment plans and assessment tasks to encourage and support the inclusion of Aboriginal knowledge, cultures and perspectives. These exemplars are published and promoted via the SACE website with a dedicated section entitled Aboriginal perspectives in subjects.
- The development of additional resources, such as a dedicated page for support materials with an Aboriginal perspective or focus, and a document entitled Ideas: Focus on Aboriginal knowledge, cultures and perspectives, which offer suggestions to students who would like their Research Project to have an Aboriginal focus.

STRATEGY OUTCOME 4

CAPACITY BUILDING: CULTURALLY AND CONTEXTUALLY RESPONSIVE CURRICULUM AND ASSESSMENT

The following information provides an overview of the participation of Aboriginal SACE completers in Stage 2 subjects and accredited courses which, in turn, reflects the increased promotion of the flexibilities in the SACE, including through VET.

2017 Aboriginal student participation in SACE subjects and accredited courses:

- As highlighted in Table 1, English was the most popular subject for SACE completers in 2017, followed by Integrated Learning and General Mathematics.
- Aboriginal SACE completers are taking a diverse range of Stage 2 20-credit three subject combinations. In 2017 the main combinations for S.A. Metro tended to consist of English and General Mathematics, with most popular third choices being Biology, and Business and Enterprise. For S.A. Country, combinations of modified subjects were the most popular choices. Three subject combinations combining three of the four of Business and Enterprise – modified, Cross Disciplinary Studies – modified, English – modified and Mathematics – modified featured as the most popular combinations.
- As highlighted in Table 2, Certificate III in Sport and Recreation was the most popular VET Qualification undertaken by Aboriginal SACE completers in 2017, followed by Certificate III in Fitness and Certificate III in Business.
- In 2017, 157 Aboriginal SACE completers also successfully completed a VET Qualification; this was an increase from 115 students in 2016. 87% of these SACE completers who completed a VET certificate did so at Certificate III level.
- 192 Aboriginal students would not have their SACE without VET.

The SACE Board recognises that learning doesn't just happen in the classroom, but in a variety of settings. SACE students can earn credits for learning that occurs in the community and other learning contexts.

Of the 82 Aboriginal students that received recognition granted toward their SACE completion; 49 were granted recognition for Community Developed Programs, 25 for Self-directed Community Learning, 5 for the IB Diploma and 3 for interstate study.

The SACE Board extended the professional learning provided to schools for supporting the educational outcomes of Aboriginal students in the SACE, through renewing the Australian Languages subject.

TABLE 1: 2017 - Most Popular Stage 2 20-credit subjects for Aboriginal SACE Completers

INDEX	SUBJECT	NUMBER OF STUDENTS	MOST POPULAR FOR ALL SACE COMPLETERS
1	English	108	English
2	Integrated Learning II	62	General Mathematics
3	General Mathematics	49	Biology
4	Essential English	47	Mathematical Methods
5	Food and Hospitality	44	Psychology
6	Workplace Practices	43	Chemistry
7	Physical Education	42	Physical Education
8	Child Studies	35	English Literary Studies
9	Integrated Learning	30	Physics
10	Psychology	29	Essential English

TABLE 2: 2017 - Most popular VET Qualifications* for Aboriginal SACE Completers

INDEX	SUBJECT	NUMBER OF STUDENTS	MOST POPULAR FOR ALL SACE COMPLETERS
1	Certificate III in Sport and Recreation	35	Certificate III in Fitness
2	Certificate III in Fitness	25	Certificate III in Business
3	Certificate III in Business	23	Certificate III in Early Childhood Education and Care
4	Certificate III in Hospitality	9	Certificate III in Hospitality
5	Certificate II in Automotive Servicing Technology	7	Certificate III in Retail Operations
6	Certificate III in Carpentry	7	Certificate III in Carpentry

STRATEGY OUTCOME 5

ACHIEVEMENT: EXCELLENCE, ASPIRATION, AND MERIT

In 2017 the focus for this strategy outcome was dedicated to working with school leaders and the schooling sectors to promote the significance of SACE achievement and student excellence, aspiration and merit. The implementation of this work began with the formal launch of the Aboriginal Education Strategy 2017-2021 by the Education Minister to over 200 educational leaders.

The SACE Board conducted the ninth Aboriginal Student Pathways Conference at The University of South Australia, designed to help students explore the study and career options available to them and encourages them to consider a university pathway. Students had the opportunity to listen to a range of speakers who inspired students towards goals, dreams and university pathways. They also participated in activities showcasing various university faculties while experiencing the campus lifestyle. The Welcome to Country was provided by Uncle Lewis O'Brien, Aboriginal elder of the Kaurna people. Keynote speaker Jacinta Koolmatrie, a young Aboriginal woman in her final year of a Masters degree in Archaeology and Heritage management at Flinders University, inspired 170 students with her presentation encouraging students to believe in themselves and their ambitions to complete Year 12 and aspire to continue on to meaningful pathways. The Conference was also addressed by Dr Neil McGoran, the Chief Executive of the SACE Board of South Australia, and the Honorable Kyam Maher, MLC, Minister for Aboriginal Affairs and Reconciliation. Planning work commenced on expanding the breadth of the conference to include a roadshow to rural and remote areas of South Australia.

A further strategy to support the enhanced success of Aboriginal students in the SACE was the expansion of the Aboriginal Student SACE Completers poster to be distributed to all South Australian Primary schools as well as Secondary Schools. Through the process of contacting students and schools regarding the development of the poster, students were asked if they were interested in participating in a student voice/ambassador program and being contacted to track their post-SACE pathways.

The Aboriginal Education Steering Committee recommended to the Board the review of the parameters for awarding the Governor of SA Commendation – Aboriginal Student SACE Excellence Award to move away from selection based on Australian Tertiary Entrance Rank (ATAR) to be more closely aligned with other Governor of SA Commendations. The revised policy sought applications from schools advocating on student's behalf to highlight their academic achievements and the development of their Capabilities.

To be eligible for the Governor of SA Commendation – Aboriginal Student SACE Excellence Award students must self-identify as an Aboriginal person in their SACE enrollment, be nominated by their school, and have:

- achieved overall excellence in the SACE taking into account the level of achievement reached in Stage 1 and Stage 2 subjects, and other recognised courses.
- demonstrated excellence in one or more of the SACE capabilities during their SACE studies.

The following data illustrates the continued improvement in the achievements of Aboriginal students in the SACE.

2017 SACE Aboriginal Completion Data

- In 2017, South Australia had a completion rate of 97.5% for all students, including Aboriginal students. This has increased year on year from 91.6% in 2011.
- In 2017, the completion rate for Aboriginal students was 96.7%, an increase of 16.1% from the 80.6% rate in 2011.
- In 2017, there were 386 Aboriginal SACE completers, 203 (52.6%) were female and 183 (47.4%) were male. This represents an increase of 166% in the number of Aboriginal SACE completers since the introduction of the new SACE in 2011.
- GRAPH 1: A comparison between the completion rate for Aboriginal students and the total cohort of SACE completers shows a 'closing of the gap' from 11.6% in 2010 to 0.8% in 2017.

GRAPH 1: SACE COMPLETION RATES FOR ABORIGINAL STUDENTS AND COMPARISON WITH THE TOTAL COHORT

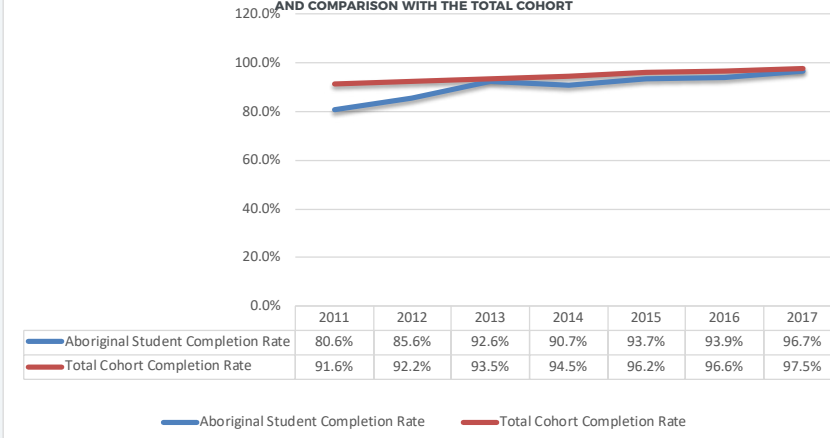


TABLE 3: SA Aboriginal students receiving an ATAR *

YEAR	FEMALE	MALE	TOTAL	ATAR AS A % OF
2017	105	67	172	53.4%
2016	102	59	161	50.0%
2015	86	57	143	48.5%
2014	90	47	137	54.2%
2013	75	56	131	55.0%
2012	66	37	103	55.7%
2011	51	33	84	57.9%

* note that students may have completed the SACE in a previous year

A total of 172 Aboriginal students received an ATAR in 2017; this figure has been trending upwards since 2011 when 83 Aboriginal students received an ATAR. The number of Aboriginal students receiving an ATAR has continued to grow between 2011 and 2017, with an increase of 104% for males and 106% for females.

TABLE 4: SA Aboriginal students receiving a TAFE SA Selection Score *

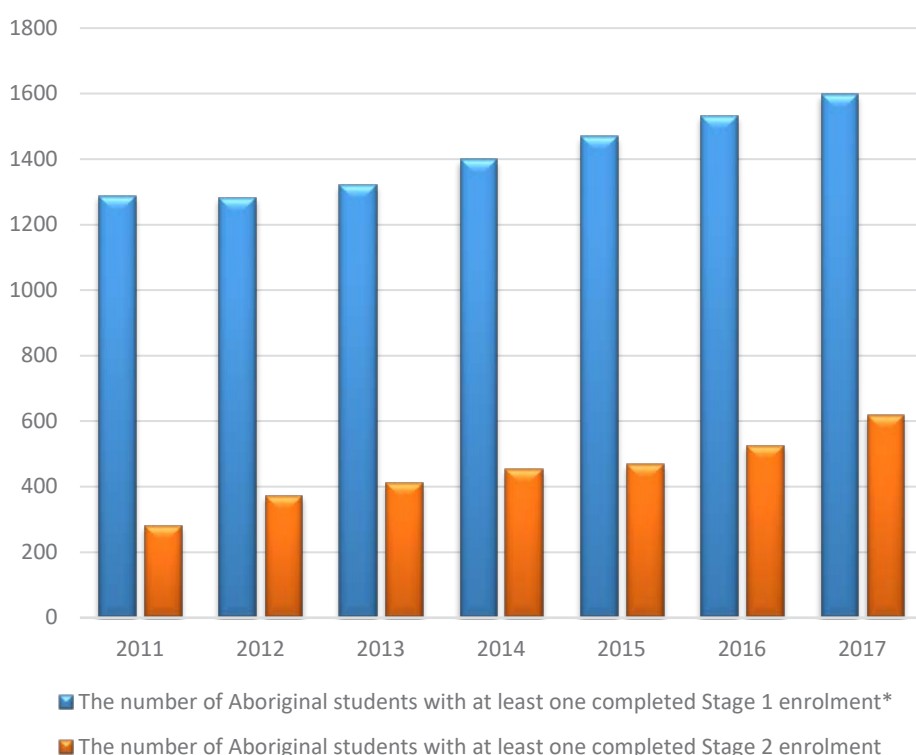
YEAR	FEMALE	MALE	TOTAL	
2017	132	99	231	71.7%
2016	134	87	221	68.6%
2015	116	80	196	66.4%
2014	114	62	176	69.6%
2013	88	71	159	66.8%
2012	83	61	144	77.8%
2011	59	39	98	67.6%

* note that students may have completed the SACE in a previous year

The table to the left illustrates a similar trend regarding the increase in Aboriginal students receiving a TAFE SA selection score, with a total of 231 students in 2017.

In 2017, 1597 Aboriginal students had a completed enrollment at Stage 1 (680 from SA country schools and 917 from SA metropolitan schools). This is an increase from 2016 when there were 1532 students with at least one completed Stage 1 enrollment. These students may be undertaking the Personal Learning Plan as a Stage 1 subject in Year 10 and may also have studies at Stage 2.

A total of 617 Aboriginal students completed at least one Stage 2 enrollment in 2017 (240 from SA country schools and 377 from SA metropolitan schools). This is an increase from the 528 students in 2016. The data in this table includes students who have completed at least one Stage 2 enrollment; this may include students undertaking Stage 2 subjects in Year 11.

**GRAPH 2: COMPARISON**

Aboriginal students with at least one completed stage 1 enrolment against aboriginal students with at least one completed stage 2 enrolment

STRATEGY OUTCOME 6

TRANSPARENCY: DATA ANALYSIS AND EVALUATION

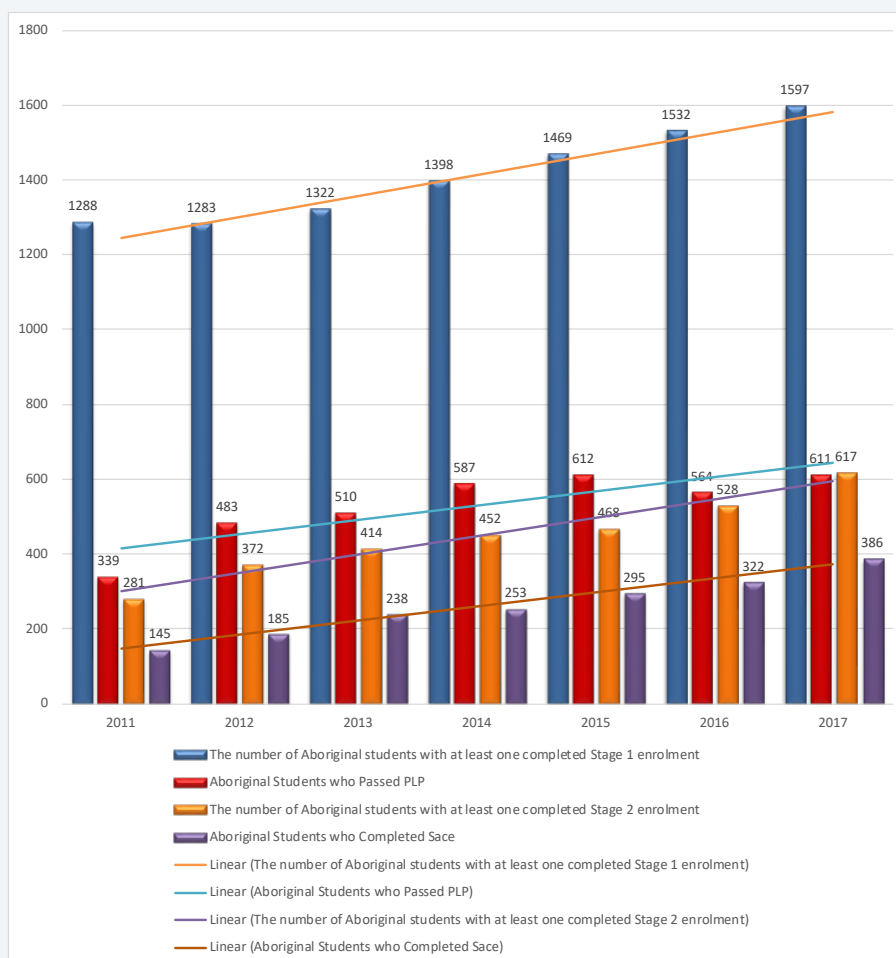
In 2017 the focus for this strategy outcome was dedicated to undertaking extensive analysis and evaluation of Aboriginal students' data.

Significant findings on Aboriginal students in 2017 include the following:

- 386 Aboriginal students completed the SACE in 2017, the highest to date and an increase of 64 students from 2016. This indicates a 17% increase in the number of Aboriginal SACE completers.
- The gap between Aboriginal and non-Aboriginal completion rates continues to close with the 2017 Aboriginal SACE completion rate at 96.7%; 0.8% lower than the whole student cohort (97.5%).
- 13 potential completers did not successfully meet the requirements of the SACE in 2017.
- 10 of the 13 potential completers who did not successfully meet the requirements of the SACE in 2017 were missing the requirement of 60 Credits at Stage 2 with a C- or better.

GRAPH 3 displays the baseline trend in Aboriginal Student SACE enrollment and completion between 2011 and 2017. It is positive that all metrics are trending upwards; more students are completing the PLP, more students are enrolled in Stage 1 and Stage 2 subjects and more students are completing the SACE. The more significant data is shown in Graph 4 which looks at the retention data from Year 10 PLP completion to SACE completion.

**GRAPH 3:
ABORIGINAL
STUDENT SACE
TRENDS 2011 - 2017**

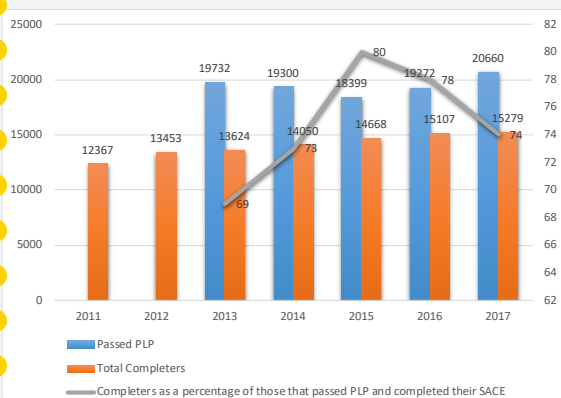


GRAPH 4 displays the trend in Aboriginal Student SACE enrollment, retention and completion between 2011 and 2017. The data in each year column represents the retention and completion of each cohort; for example the 2017 cohort column shows that there were 612 students who passed the PLP on 2015 (here we have made the safe assumption that the majority of students completed the PLP in Year 10) and 386 of these students went on to complete the SACE in 2017. We are using this data as indicative trend data only, understanding that this is not an accurate tracking of each individual student and there may be some error factor related to students who move in and out of the education system and may take longer to complete the SACE. With this understanding it appears that 63% of Aboriginal student who begin their SACE in Year 10 by successfully completing the PLP go on to successfully completing their SACE. The trend line indicates that this figures has fluctuated from 70% 'retention and completion' for the 2012 cohort, down to 52% in 2014 and back up to the 2017 figure of 63%.

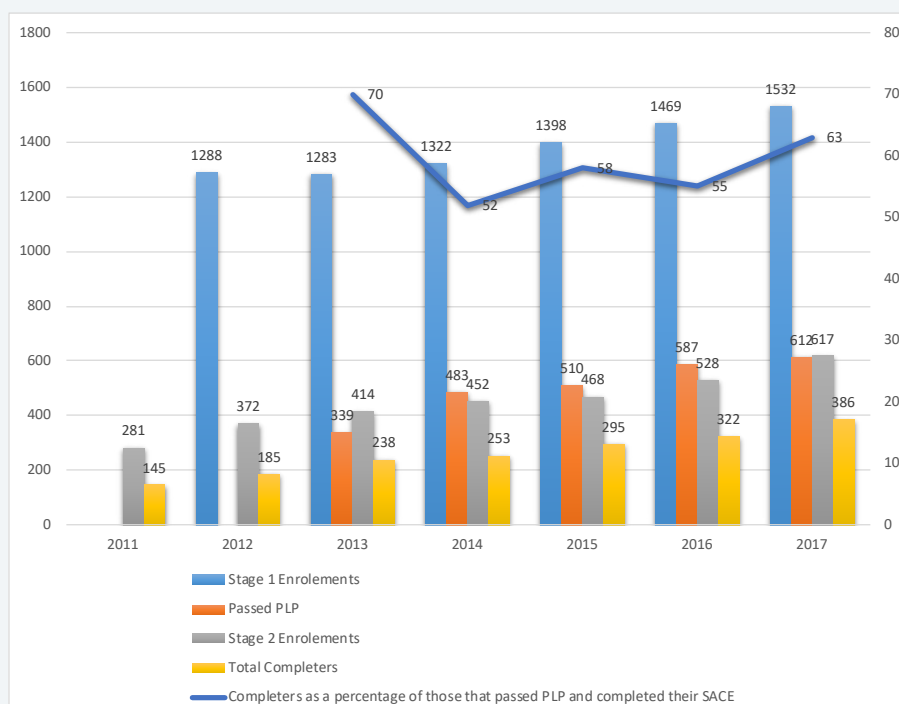
If we compare this to Graph 5, which looks at the same rate of 'retention and completion' for the total cohort, we can see that this figure begins at 69% in 2013, then rises to 80% in 2015 and then drops back down to 74% in 2017. We do not look at this figure back beyond 2013 as arrangements allowed for students to receive recognition for Australian Studies for their PLP requirement.

Interrogation of the accuracy of this data and further analysis will be a focus for the SACE Board Aboriginal Education Strategy Steering Committee in 2018, with a particular focus on the trends and patterns over the past six years.

**GRAPH 4:
ABORIGINAL
STUDENT SACE
TRENDS 2011 - 2017
BY COHORT**



**GRAPH 5:
TOTAL COHORT STUDENT SACE
TRENDS 2011 - 2017**



SUMMARY

This is the first report addressing the outcomes and initiatives related to the SACE Aboriginal Education Strategy 2017–2021. The SACE Board would like to acknowledge its partnership the Aboriginal Education Strategy Steering Committee and the Aboriginal Education Strategy Working Party, which contributed to the successful achievements for Aboriginal young people in the SACE. The longitudinal data in this report has been used in conjunction with broader research and analysis undertaken by the Steering Committee and Working Party.