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## **Latest SACE data reveals sustained success in key areas of student achievement**

New Year 12 data provides – for the first time – a full five-year picture of student achievement since the introduction of an updated SACE qualification in 2011.

The final data for the 2015 school year shows that since 2011, key measures of both excellence and equity have significantly improved.

SACE Board Chief Executive, Dr Neil McGoran, said: “With Year 12 completion the single most important educational factor in future employment and social inclusion, the SACE continues to deliver benefits for students and for South Australia.”

“More students are receiving merit grades, many more are entering tertiary studies, and there have been historic rises in achievement among disadvantaged groups,” Dr McGoran said.

Some of the key SACE trends over the past five years are that, in 2015:

- 14,668 students completed the SACE, 2,301 more than the 12,367 in 2011.
- More than double the number of Aboriginal students completed their SACE – 295, up from 144 in 2011.
- 1,588 students completed their SACE as well as a high-level Certificate III vocational qualification, up from 323 in 2011.
- 219 students with an intellectual disability completed a modified SACE, up from 71 in 2011.
- 86.6 per cent of grades teachers gave to Year 12 students were confirmed at state-wide moderation, up from 76.2 per cent in 2011.

Dr McGoran said the updated SACE was more rigorous than the previous certificate, and that students – supported by their teachers and families – had risen to its challenges.

“All students must now meet defined literacy and numeracy standards, they must complete a Personal Learning Plan and a Research Project, and all subjects now have an externally marked component.

Literacy and numeracy standards continued to improve from 2014 to 2015. In 2014, 94.8 per cent of students met SACE literacy requirements, compared to 95.2 per cent in 2015, while 93.1 per cent achieved the necessary numeracy levels in 2014 versus 93.7 per cent last year.

Further, the pass rate for the Research Project rose from 97.5 to 98.9 per cent from 2014 to 2015.

Dr McGoran said that since 2011, teacher quality had also been strengthened, with performance standards being introduced for teaching and assessment.

“Teachers have been made accountable for 70 per cent of student grades in every subject, with professional development and quality assurance provided by the SACE Board to support their assessment decisions.”

Dr McGoran said the SACE Board would continue to work closely with school communities to build upon the gains in student success.

**Media Contact:** Daniel Dew, SACE Board of South Australia  
(08) 8372 7571 / 0448 671 050 or email: [daniel.dew@sa.gov.au](mailto:daniel.dew@sa.gov.au)  
Learn more about us online: [www.sace.sa.edu.au](http://www.sace.sa.edu.au); or follow us on Twitter: @saceboard

“Results from the past five years have vindicated the changes to the SACE. It’s essential that we build upon the progress that’s been made, and continue to deliver better outcomes for students through the SACE.

“The next five years are a critical opportunity to innovate – through renewed curriculum, digital assessment, and a greater international focus – to enable our young people to continue to meet the challenges of tomorrow,” Dr McGoran added.