

ANNUAL REPORT

31 December 2013



SACE
Board of SA

© SACE Board of South Australia
ABN 87 604 513 459
ISBN 978 1 74102 786 0 (online version)
ISBN 978 1 74102 787 7 (printed version)
ISSN 0815-2004

Prepared by the Communications Group
SACE Board of South Australia
60 Greenhill Road
Wayville
South Australia 5034
Telephone: +61 8 8372 7400
Facsimile: +61 8 8372 7590
Email: info@saceboard.sa.gov.au
Website Address: www.sace.sa.edu.au

60 Greenhill Road
Wayville SA 5034
Phone +61 8 8372 7400
Fax +61 8 8372 7590
info@saceboard.sa.gov.au
www.sace.sa.edu.au
ABN 87 604 513 459

Monday 31 March 2014

To the Honourable Jennifer Rankine, MP
Minister for Education and Child Development

Dear Minister

I am pleased to submit the 2013 Annual Report of the SACE Board of South Australia, in accordance with the *SACE Board of South Australia Act 1983* and the Department of the Premier and Cabinet Circular, PC013 — Annual Reporting Requirements (2013).

This report documents the activities and achievements of the SACE Board of South Australia for the period 1 January 2013 to 31 December 2013.

Yours sincerely



Jane Danvers
Presiding Member of the Board
SACE Board of South Australia



CONTENTS

Presiding Member's Statement	1
Chief Executive's Statement	3
The SACE Board of South Australia	5
Strategic Plan 2012–16	9
Curriculum, Assessment, and Standards	11
SACE Curriculum	11
Board-recognised Courses	13
Assessment and Standards	15
SACE as a Best Practice Qualification	18
SACE Directions and Actions	18
Providing the SACE to International Communities	19
Continuous Improvement	19
Professional Capacity and Partnerships	22
Assessment Capacity	22
Schools and School Sectors	24
Key Stakeholders	26
Communication	27
Student Outcomes	30
Success Indicators	30
Recognition of Excellence	32
Student Pathways	33
Human Resources Management Reporting	35
Operations Management Reporting	38
Financial Management Reporting	41
Appendix A: Board Profiles	43
Appendix B: Curriculum Leaders Groups	48
Appendix C: Accredited Subjects	54
Appendix D: Prizes and Awards	58
Appendix E: Governor's Awards and Merit List	59
Appendix F: SACE Board Statistics	71
Appendix G: Financial Statements for the Year Ended 31 December 2013	72

PRESIDING MEMBER'S STATEMENT

I have pleasure in submitting the 2013 Annual Report of the SACE Board of South Australia in accordance with section 20 of the *SACE Board of South Australia Act 1983*. The report records the activities of the Board for the year ended 31 December 2013.

I would like firstly to acknowledge and thank Dr Paul Kilvert, who retired from the position of Chief Executive of the SACE Board in July 2013. Dr Kilvert commenced with the SACE Board in July 2007 and led the introduction of the changes to the South Australian Certificate of Education (SACE) resulting from the 'Success for All' Ministerial Review. This was the first major review of the SACE in over 20 years and the resulting changes were significant and far-reaching. In implementing these changes, the SACE Board benefited from Dr Kilvert's leadership, his knowledge of educational pedagogy and practice, and his many years of experience as an educator and educational leader.

The changes to the SACE were based on the fundamental imperative to ensure all young people have the opportunity to achieve their potential and embark on successful future study and career pathways. In steering the policy and operational changes to the SACE, Dr Kilvert's commitment to this imperative underscored his belief in the SACE and the benefits that achieving the SACE brings to young people.

The SACE Board wishes Dr Kilvert well in his retirement.

In the latter half of 2013, the SACE Board welcomed Dr Neil McGoran to the role of Chief Executive. Dr McGoran came to the SACE Board with an impressive record of achievement and experience in the field of education. As a Principal, Dr McGoran has demonstrated his deep commitment to the principles of the SACE and his belief in the power of education to transform lives. The Board is confident that Dr McGoran will be an inspiring leader for the SACE Board and will continue the SACE Board's practice of working closely and collaboratively with its stakeholders and educational partners.

Each year brings new challenges and opportunities, and 2013 was no exception. Following the SACE First Year Evaluation, undertaken by an independent panel appointed

by the Board in consultation with the Minister for Education and Child Development, the Hon. Grace Portolesi MP, in 2012, the SACE Board continued to implement the key actions and directions identified in its response to the Evaluation Panel Report.

The Evaluation reflected a wide range of views about the SACE and, as can be expected when significant change is introduced, those views and perspectives ranged from enthusiastic endorsement of the SACE to uncertainty and criticism. The panel took into account the full range of views and ensured that these views informed their recommendations.

In its response, the SACE Board committed to continuing to place the highest priority on the SACE meeting the learning and certification needs of the full range of students. In particular, the Board committed to continuing the key innovations that are central to the achievement of equity and excellence in the SACE:

- building student capabilities for learning, work, and community life
- focusing on students' literacy and numeracy skills
- strengthening students' planning and research skills
- using rigorous assessment standards to improve student learning and to produce fair, valid, and reliable results
- recognising vocational education and training qualifications, and other courses, as part of a flexible SACE
- providing a range of student pathways through the SACE to higher and further education, vocational education and training, and work.

To this end, the Board committed to maintaining the Research Project as a completion requirement of the SACE while at the same time developing a new Stage 1 subject, Research Practices, to provide students with the preparatory skills and underpinning knowledge required for the Research Project. The Board also committed to providing additional support for teachers of the Research Project through new support materials developed using the expertise and knowledge of teachers who have successfully taught the subject.

At the same time, in affirming the Research Project as a SACE completion requirement, the SACE Board acknowledges that many students want to study five full-year Stage 2 subjects. As Presiding Member, I am immensely proud of the SACE's flexibility which assists all young people to honour their individual abilities and aspirations. Many young people do, in fact, already undertake five full-year Stage 2 subjects, and in 2013 the SACE Board publicly committed to working with the universities — who set the university entrance requirements, which in turn establish the basis for the calculation of the university aggregate and the Australian Tertiary Admission Rank (ATAR) — to explore the possibility of using a 90-credit university aggregate in the construction of the ATAR. This would enable students who wish to do so to study five full-year Stage 2 subjects in Year 12 and have each of these subjects count towards the 90-credit university aggregate, while also completing the Research Project to fulfil the SACE completion requirement.

I am very pleased that the healthy and constructive relationship between the SACE Board and the universities has resulted in successful negotiations for a 90-credit university aggregate for the construction of the ATAR. This development will be implemented for students seeking entrance to university from 2016.

Another significant undertaking that commenced in 2013 and will continue into 2014 is the incremental digitisation of SACE Board procedures and operational protocols. Increasingly, in a digital and online world, where information and communication technology is continually evolving and adapting, SACE Board processes and procedures are falling behind, leaving the organisation less able to respond to the needs of its stakeholders in a timely and appropriate manner. The SACE Board believes that its stakeholders, including schools, teachers, students and school communities, should be able to access SACE information in a way that is convenient and efficient.

As such, in 2013 the SACE Board commenced work to digitise its currently paper-based operations and make these available online. Over time the SACE Board intends developing electronic forms to replace paper forms, thereby significantly reducing teacher workload and increasing the efficiency of SACE Board operations. The SACE Board also undertook significant work to improve its web-based resources, tools, and online forums to provide teachers with the support and information they need to understand, plan, teach, and assess their subject. Once again, this is designed to respond to the needs of teachers as they undertake their critical work.

In 2013 the SACE Board continued to work closely with all of its stakeholders as it carried out its legislative work and responsibilities. As Presiding Member I am proud of the mutually respectful collaboration that the Board has with schools, the school sectors, the higher and further education sector, school communities including parents and students, educational leaders, and other organisations and bodies.

Working closely with these stakeholders ensures that the SACE Board is responsive and engaged, and that its policies and practice reflect the needs and requirements of its stakeholders. Preparing young people for living and working in the twenty-first century is fundamental to the health and prosperity of any society and I am immensely proud to be part of an organisation whose imperative is to assist young people to successfully achieve their goals and realise their ambitions and dreams.



Jane Danvers
Presiding Member

CHIEF EXECUTIVE'S STATEMENT

As the incoming Chief Executive, I wish to firstly thank Dr Paul Kilvert for his leadership of the SACE Board since July 2007. During his time as Chief Executive, Dr Kilvert oversaw the introduction of the most significant changes to the South Australian Certificate of Education (SACE) since the Gilding Enquiry in 1988 — changes which resulted in a senior secondary qualification that is, I believe, among the best in the world.

Of course, any significant change brings with it both supporters and detractors, and in acknowledging and welcoming the diversity of views on the new SACE Dr Kilvert demonstrated those qualities of leadership that are vital to the health and well-being of any organisation.

On a more prosaic level, significant change also results in a significant workload. Once again I must acknowledge Dr Kilvert's unstinting and tireless work in bringing to fruition a SACE for the twenty-first century: a SACE that acknowledges and honours the abilities and aspirations of all young people, a SACE that is built on the quality and integrity of its policies, a SACE that provides flexibility and pathways to young people to ensure they have the best opportunity for fruitful and meaningful lives.

As incoming Chief Executive, I thank Paul for his commitment, integrity, hard work, intelligence, and unswerving belief in the strength and value of education and its transformative power in the lives of young people. As a committed educator, this is a belief I share, and it is a belief that has informed my work throughout my career. In my immediate past position as Principal of a large Catholic school, my perspective was necessarily shaped by the first-hand knowledge and experience of working with passionate and highly skilled teachers and seeing the outcomes of their work in the achievements of students. Achievement, in this sense, does not just mean a high ATAR or awards and prizes, but is often about the journey that young people make towards becoming self-directed learners who are able to articulate their goals and ambitions and the steps they need to take to achieve these.

I am immensely proud of the SACE, and I would like to acknowledge the work of the SACE Board in responding to the outcomes of the 2012 First Year Evaluation as a way of further strengthening the SACE. As the Board's

Presiding Member has indicated, in 2013 significant work was commenced to address the recommendations of the First Year Evaluation panel, based on the responses submitted to the panel from a wide range of contributors including schools and school personnel, the school sectors, universities and TAFE institutes, parents, students, and members of the general community.

In 2014, we will consolidate the work that has commenced and continue to explore ways in which the SACE can be reshaped and strengthened to best meet the needs of the full range of learners.

My key priorities during 2014 include building on the work commenced in 2013 to transform the SACE Board's currently paper-based procedures into a digital format that may be delivered online, in order to increase and enhance the efficiency and effectiveness of these procedures and reduce workload in schools. I am also eager to build on the substantial work that has already been undertaken to provide increased support, resources, and tools through the SACE Board's online forums for teachers and through the clarifying forums that form part of the SACE Board's quality assurance processes. The SACE Board recognises that the knowledge, skills, commitment, and dedication of teachers and educational leaders is the underpinning foundation for students' successful learning, and, as such, the support that is provided to these teachers is vital if our young people are to achieve their best.

It is also my firm conviction that an organisation can function at its best only when it has developed and continues to maintain productive and constructive relationships with its stakeholders, built on mutual trust and respect. Since commencing with the SACE Board in late October 2013, I have been impressed with the consultative mechanisms and groups that the organisation has established to ensure it is responsive to the needs of its stakeholders and is aware of any issues and concerns those stakeholders may have. Groups such as the SACE Principals Partnership Strategy Group ensure that the voice of school principals and school leaders helps shape SACE policy, while the Parents Associations–SACE Board Consultative Group is a forum for discussion

and mutual collaboration between the SACE Board and parents groups, to ensure that the concerns of school communities are heard and responded to. Other consultative groups include the Australian Education Union (SA Branch)–SACE Board Working Group, and the Training and Skills Commission–SACE Board Working Group. Each of these groups serves as a vital conduit between the SACE Board and its stakeholders for the provision and exchange of information, perspectives, and ideas, and the discussion and resolution of issues. In 2013, for example, parent representatives on the Parents Associations–SACE Board Consultative Group contributed valuable insights and experience to the review of the SACE Board's Special Provisions in Curriculum and Assessment Policy, while the Australian Education Union (SA Branch)–SACE Board Working Group, through its consultation with the SACE Board, provided a detailed response to the proposed changes and enhancements to the Research Project from the perspective of its members.

In 2014 the SACE Board will continue to contribute to the national education agenda through my involvement on the Australasian Curriculum, Assessment and Certification Authorities (ACACA), the peak body comprising the chief executives of the authorities responsible for the senior secondary certificate in each state and territory. Of particular importance to this group will be the incremental integration of the senior secondary Australian Curriculum and the outcomes of the Review into the curriculum recently announced by the federal Minister for Education. I believe it will be important for me to represent the interests of South Australian schools across all three schooling sectors and, in particular, to reflect the

views of both the SACE Board and the South Australian schooling sectors regarding the development of the curriculum and the timelines for its implementation.

My commencement date with the SACE Board coincided with the period each year when the SACE Board's processes for preparing the end-of-year SACE results also commenced. Seeing, first hand, the sheer volume of the task, and the dedication and commitment of SACE Board staff to ensuring that the results are released before Christmas each year, has served to remind me once again of the important work undertaken by the organisation to support student success in the SACE. I am very pleased that, in 2013, 13624 students completed the SACE, an increase of 1.3% from 2012. It was particularly pleasing to note that the highest ever number of Aboriginal students completed the SACE — 238, an increase from 185 in 2012.

As I have said elsewhere, while these numbers tell some of the story, it is important not to lose sight of the fact that, for many young people, the journey towards a successful outcome is as important as the outcome itself. The SACE is a qualification that is designed to foster independent, self-directed learning, and to build the capabilities of young people so that they can take their place as a productive and valued member of society. I am proud to be part of the organisation that assists young people on this journey.



Neil McGoran
Chief Executive

THE SACE BOARD OF SOUTH AUSTRALIA

The SACE Board of South Australia is an independent statutory authority that reports to parliament through the Minister for Education and Child Development. It extends its services to all schools in South Australia that offer Stage 1 and Stage 2 studies for the South Australian Certificate of Education (SACE). The SACE Board services schools that are part of the South Australian Department for Education and Child Development as well as non-government schools, including those linked with Catholic Education South Australia and the Association of Independent Schools of SA. Through negotiated arrangements, the Board offers its subjects and assessment services to schools in the Northern Territory that deliver the Northern Territory Certificate of Education and Training and to a number of centres in Malaysia and China that deliver the South Australian Matriculation (SAM) Program.

The legislation establishing the SACE Board of South Australia is the *SACE Board of South Australia Act 1983*. Amendments to this legislation, including a change of title, were enacted on 1 July 2008, and before this date the SACE Board was known as the Senior Secondary Assessment Board of South Australia.

The SACE Board of South Australia Act sets out the following functions of the Board:

15 (1) The Board has the following functions:

- (a) to establish a qualification (to be called the *South Australian Certificate of Education* or *SACE*) to be awarded by the Board after taking into account any requirements prescribed by the regulations;
- (b) to determine the requirements for the achievement of the SACE;
- (c) to commission the development and review of courses and subjects;
- (d) to accredit subjects and courses (whether prepared at the direction of the Board or submitted to it by a school, institution or other authority or organisation) that will be recognised by the Board as being suitable for the purposes of the SACE;
- (e) to approve learning frameworks in order to provide the structures within which subjects and courses may be developed;
- (f) to assess, in such manner and to such extent as the Board thinks fit, achievements in or satisfactory completion of subjects, courses or other requirements

determined by the Board for the purposes of the SACE;

- (g) to recognise, in such manner and to such extent as the Board thinks fit —
 - (i) assessments of students made by schools, institutions or other authorities or organisations;
 - (ii) the achievements of a student in or towards completion of any activities or requirements recognised by the Board for the purposes of the SACE;
- (h) to assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE;
- (i) to prepare and maintain records of assessments or achievements made or recognised by the Board and to provide, on request, a copy or extract of those records to a student or former student or to such other person as the student or former student may direct;
- (j) to certify the successful completion by a student of any studies or other activities that contribute to qualifying for the SACE and, if or when the SACE has been achieved, to award the SACE;
- (k) to prepare and publish—
 - (i) information on the requirements determined by the Board under paragraph (b); and
 - (ii) guidelines relating to the operation of paragraph (c); and
 - (iii) criteria to apply in connection with the accreditation of subjects or courses under paragraph (d) or the approval of learning frameworks under paragraph (e); and
 - (iv) information on the assessment processes established under paragraph (f); and
 - (v) advice on the assessments and achievements that will be recognised for the purposes of paragraph (g); and
 - (vi) information on the quality assurance processes established under paragraph (h); and
 - (vii) information on the method for gaining access to records under paragraph (i) and notifying achievements under paragraph (j);
- (l) to undertake or commission research related to any matter for which the Board is responsible and to publish the results or such research as the Board thinks fit;

- (m) to the extent determined by the Minister or the Board, to collect, record and collate information that is directly related to the participation (or non-participation) of children of compulsory education age in secondary education, or training or development programs or opportunities, and, in relation to any such information—
 - (i) to provide the information to the Minister, or other authorities or organisations determined by the Minister; and
 - (ii) to publish the information in such other manner as the Board thinks fit;
- (n) to keep under review the operation of this Act and the policies and processes of the Board;
- (o) to perform other functions assigned to the Board under this or any other Act.

The Board

The Board consists of eleven members nominated by the Minister and appointed by the Governor of South Australia, and the Chief Executive (ex officio). Membership of the Board is by call for expression of interest, and as per the Act, Board membership comprises persons who:

- (a) together provide a broad range of backgrounds that are relevant to the activities and interests of the Board; and
- (b) together have the abilities, knowledge and experience necessary to enable the Board to carry out its functions effectively.

The present Board includes seven members whose 3-year term will conclude on 30 June 2015, and four members whose 3-year term will conclude on 30 June 2016.

In addition, six Deputy Board members have been appointed to act in the place of members when they are absent.

The Board members are listed in the table below and introduced in detail in Appendix A.

Members of the SACE Board of South Australia as at 31 December 2013

Presiding Member	Ms J.E. Danvers
Deputy Presiding Member	Mr R.J. Debelle
Chief Executive	Dr N.A. McGoran
Members	Mrs C. Bauer Ms M.M. Bentley Mr S.J. Dowdy Mr K.F. Hebenstreit Ms H.F. O'Brien Ms P.M. Ronan Ms V. Rusk Mr P. Vaughan Professor M.S. Westwell
Deputy Members	Mr S.V. Bousfield Mr P. Daw Mrs S.G. Duong Mrs K.E. Nussio Mr G.J. Oliver Ms J.D. Scott

In 2013, the Board met ten times, from February through to November. Deputy Board members attend Board meetings 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.

Board meetings are not open to the public; however, bonafide observers may be admitted to all or part of the Board's proceedings upon prior request to the Presiding Member of the Board. Requests should be made through the Secretary to the Board.



Standing Committees

Three standing committees assist the Board in carrying out its functions:

- The Accreditation, Recognition, and Certification Committee advises and assures the Board on the SACE Board of South Australia's policies and procedures for fulfilling its legislative, governance, and organisational responsibilities for the accreditation of SACE subjects, the recognition of other learning, and the determination of the requirements for achieving the SACE.
- The Communication and Engagement Committee advises and assures the Board on the SACE Board of South Australia's policies and procedures for maximising the effectiveness of its communication, consultation, and engagement strategies.

During 2013, this committee operated as the

Communications, Innovation, and Strategy Working Group. The working group's function is to advise the Board on the potential benefits and risks of emerging innovations in the provision of educational services as they relate to the Board's legislative functions, particularly around the development and implementation of e-business solutions for improving SACE outcomes and organisational performance.

- The Planning, Finance, and Performance Committee advises and assures the Board on the SACE Board of South Australia's policies and procedures for fulfilling its legislative, governance, and organisational responsibilities for strategic planning, resource use, organisational quality, and performance.

The Presiding Member, the Deputy Presiding Member, the Chief Executive, and the Chairs of each standing committee, usually meet once a month to set the agenda for Board meetings.

Members of the Standing Committees as at 31 December 2013

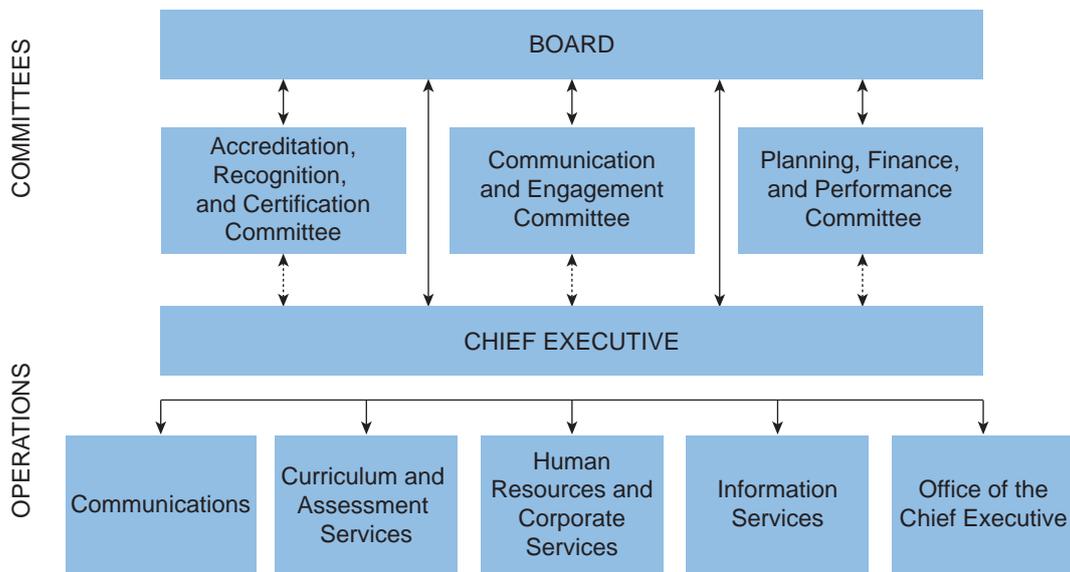
Member	Observer
ACCREDITATION, RECOGNITION, AND CERTIFICATION COMMITTEE	
Ms P.M. Ronan (Chair)	Dr N.A. McGoran (Chief Executive)
Mr G.J. Oliver	Dr A. Mercurio (Executive Manager, Curriculum Services)
Professor M. Chinnappan	Ms J.K. Raymond (Executive Manager, School Assessment Services)
Mr K. Clayton	Ms K. Cooper (Manager, Learning and Assessment Design)
Associate Professor D.L. Giles	
Dr L.M. MacLeod	
Mrs K.A. McGuigan	
Associate Professor S.M. Pyke	
Mr T. Quigley	
Ms J.D. Scott	
COMMUNICATION AND ENGAGEMENT COMMITTEE/COMMUNICATIONS, INNOVATION, AND STRATEGY WORKING GROUP	
Ms H.F. O'Brien (Chair)	Dr N.A. McGoran (Chief Executive)
Ms M.M. Bentley	Mr A.N. Green (Manager, Communications)
Mr R.J. Debelle	Dr A. Mercurio (Executive Manager, Curriculum Services)
Professor M.S. Westwell	Ms J.K. Raymond (Executive Manager, School Assessment Services)
	Mr S.C. Briggs (Executive Manager, Information Services)
	Mr D.C. Harris (Manager, ICT Services)
PLANNING, FINANCE, AND PERFORMANCE COMMITTEE	
Mr K.F. Hebenstreit (Chair)	Dr N.A. McGoran (Chief Executive)
Mr P. Daw	Ms S. Maio (Manager, HR and Corporate Services)
Ms T. Georgiadis	Mr W.P. Abbott (Quality Coordinator)
Mr R. Knight	Mr G. Best (Chief Finance Officer)
Ms M.A. Silva	

The Office of the SACE Board

The Office of the SACE Board is the organisational arm of the Board. The role of the Office is to carry out the functions of the Board as set down in the legislation and to implement the Board's decisions. The Office of the SACE Board consists of the following groups:

- Communications, which delivers strategic communications, marketing, and publishing functions
- Curriculum and Assessment Services, which provides services associated with the accreditation and certification of SACE subjects and recognition of courses and services that assure the quality of school and external assessment practices, and provides subject-based support to teachers and schools
- Human Resources and Corporate Services, which provides strategic and operational human resource management, financial management, administration, and other corporate services
- Information Services, which develops and maintains appropriate information technology resources, collects and manages data in relation to the participation and performance of students in the SACE, and manages student registration, subject enrolment, and the accurate processing of results data
- Office of the Chief Executive, which provides support in strategic engagement with key partners, supports the operation of the Board and its standing committees, and promotes organisational improvement.

Operational and Committee Structure of the SACE Board of South Australia



STRATEGIC PLAN 2012–16

The SACE Board of South Australia's 'Strategic Plan 2012–2016' outlines the Board's strategic priorities for the South Australian Certificate of Education (SACE) over 5 years, from 2012 to 2016. It is closely aligned with the South Australian Government's 2011 Strategic Plan, in particular the following targets:

T6 Aboriginal wellbeing: Improve the overall wellbeing of Aboriginal South Australians.

T54 Learning or earning: Increase the proportion of 15–24 year olds engaged fulltime in school, post-school education, training, or employment (or combination thereof) to 85% by 2020.

T88 Science and maths: By 2020 increase by 15% the number of students receiving an Australian Tertiary Admission Rank or equivalent with at least one of the following subjects: mathematics, physics or chemistry.

T89 SACE or equivalent: Increase yearly the proportion of 15–19 year olds who achieve the SACE or a comparable senior secondary qualification.

The SACE Board will ensure the SACE contributes to these targets by enabling students to:

- develop the capabilities they need to participate successfully in a changing world
- engage in challenging learning experiences, in line with their goals and abilities
- build their knowledge, skills, and understanding in a variety of situations, including schools, workplaces, and training and community organisations
- gain credit for their learning achievements against performance standards.

Our Vision

The SACE Board's vision is student success through the SACE.

Our Mission

The SACE Board's mission is to provide a locally and internationally respected certificate of education that gives students the capabilities to move successfully into further learning and work as confident and responsible citizens.

Our Values

Excellence

We will deliver quality, innovative, and future-focused curriculum and assessment.

Equity

We will provide high levels of equity and high educational standards.

Innovation

We will embrace change and seek out opportunities at the local, national, and global levels.

Collaboration

We will build strong and effective relationships with our partners and the broader community.

Integrity

We uphold the highest ethical standards.

Respect

We will honour the views, customs, and cultures of all individuals and communities.

Our Strategic Priorities

The Strategic Plan is framed around four strategic priorities against which the SACE Board's progress toward achieving its core business can be monitored and evaluated: advocating for students, strengthening SACE innovation and relevance, delivering quality outcomes, and building professional capacity.

The SACE Board will seek regular feedback on its performance against the Strategic Plan and will use the results to improve its policies and procedures.

Strategic Priority 1: Advocating for Students

SACE activity constantly focuses on benefits for students.

To ensure this, SACE activity includes monitoring students' changing needs and aspirations; understanding and responding to the full range of student and parent perspectives; valuing diversity of learners and learning; strengthening student pathways into training, higher education, and employment; using research to inform programs to strengthen student outcomes, particularly in areas of disadvantage; publishing data and information to recognise students' success and to improve student outcomes; and using research to identify and remove barriers for students.

Strategic Priority 2: Strengthening SACE Innovation and Relevance

The SACE is a highly relevant and beneficial credential.

To maintain this, the SACE Board strives to ensure the SACE is responsive to current needs of students, business, and the community; enhance the place of capabilities in curriculum; define clear and rigorous assessment standards connected to assessment practice and pedagogy; provide individualised options for students; ensure alignment between the SACE and the Australian Curriculum; emphasise interconnections between senior secondary education, training, higher education, and employment; and use best practice national

and international benchmarks and stakeholder engagement to inform and improve the design of the SACE.

Strategic Priority 3: Delivering Quality Outcomes

Students, schools, and the community respect the quality and integrity of the SACE.

The SACE Board delivers a SACE that provides students with the skills and knowledge for work and further study; delivers responsive and effective curriculum, assessment, quality assurance, and certification services; and produces valid, reliable, and timely SACE results.

In the future, the SACE Board will continue to improve delivery of services through the use of digital technology and online strategies; deliver the SACE to international communities; provide accurate and useful SACE information to stakeholders and the community; and enhance organisational governance and capacity to deliver quality services.

Strategic Priority 4: Building Professional Capacity

SACE activity builds assessment understanding and expertise.

Examples of this include strengthening assessment capacity of SACE Board school assessment moderators and external assessors; working in partnership with school sectors to promote professional capacity in assessment practices and pedagogy; improving assessment quality assurance partnerships with schools; assisting schools to improve internal assessment quality assurance processes; working in partnership with the training sector to enhance the quality of vocational education and training (VET) programs in the SACE; and working in partnership with the university sector to strengthen the assessment capacity of teachers.

In detailing the achievements of the SACE Board in 2013 in the following sections, each Strategic Priority is clearly evidenced.

CURRICULUM, ASSESSMENT, AND STANDARDS

In 2013, students were able to access a large range of Board-accredited subjects and Board-recognised courses as part of their South Australian Certificate of Education (SACE).

SACE Curriculum

SACE Policy Framework

The curriculum, assessment, and standards of the SACE are defined in the SACE Policy Framework. This framework has three key policies:

- SACE Accreditation, Recognition, and Certification Policy
- SACE Learning and Assessment Design Policy
- SACE Assuring Assessment Integrity Policy.

These central policies are supported by topic-specific policies, guidelines, and procedures, which are published online to obtain maximum reach of students, parents, teachers, and the community.

In 2013, the SACE Board of South Australia reviewed two policies:

- Special Provisions in Curriculum and Assessment Policy
- Recognition Arrangements for Vocational Education and Training (VET) in the SACE Policy.

Special Provisions in Curriculum and Assessment Policy

The SACE Board affirmed this policy and the complementary procedures for 2014, and at the same time determined that the policy principles and definitions would be under discussion during 2014.

Recognition Arrangements for Vocational Education and Training (VET) in the SACE Policy

The SACE Board affirmed the general direction of the policy. Key recommendations of the review approved by the Board include further rethinking of:

- how recognition will be granted to students who complete 'foundation-type qualifications'
- the criteria for the recognition of a literacy or numeracy course as meeting the requirements of the SACE.

In 2013, the Recognition Arrangements for Courses in the SACE Policy was also approved. This policy summarises the range of recognition arrangements that are available to students in the SACE.

The SACE Capabilities

A feature of the design of the SACE is that it incorporates capabilities — that is, an integrated and interconnected set of knowledge, skills, and understandings that students develop and use through their learning in SACE subjects.

Through its subjects, the SACE Board fosters the development of a common set of capabilities to ensure that all students, whatever their learning pathways, are able to develop and demonstrate the knowledge, skills, and understandings for success in the SACE and beyond.

During 2013, the SACE Board reviewed the first set of five capabilities — communication, learning, citizenship, personal development, and work — that were used as part of the curriculum and assessment design of the SACE.

The SACE Board approved the following seven capabilities to be integrated, as appropriate, within the SACE curriculum and assessment:

- literacy
- numeracy
- information and communication technology capability
- creative and critical thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

These capabilities, which have as their base the capabilities that underpin the Australian Curriculum, will be first evidenced in the teaching and assessment of Stage 1 Research Practices and Stage 2 Research Project A and Research Project B in 2014.

Board-accredited Subjects

Board-accredited subjects are grouped into the following learning areas:

- Arts
- Business, Enterprise, and Technology
- Cross-disciplinary
- English

- Health and Physical Education
- Humanities and Social Sciences
- Languages
- Mathematics
- Sciences.

The curriculum and assessment requirements for each subject in these learning areas are described in subject outlines. More than sixty subject outlines provide the basis for the development of teaching and learning programs in various subjects. In addition to this, the SACE Board provides subject outlines for over forty languages.

The Compulsory Subjects of the SACE — Personal Learning Plan

The Stage 1 Personal Learning Plan is a 10-credit (single-semester) subject designed to help students make informed decisions about their personal development, education, and training. The program of learning provides students with time to work with their teachers and other experts to develop knowledge and skills in planning for their SACE and their future beyond school.

The Personal Learning Plan is a compulsory subject in the SACE. Students must achieve a C grade or better in the Personal Learning Plan to be eligible to achieve the SACE. Of the 18 690 students who enrolled in the Stage 1 Personal Learning Plan in 2013, 18 255 (97.7%) achieved a C grade or better.

The Personal Learning Plan: Modified enables students with identified intellectual disabilities to meet the requirements of the SACE. Of the 223 students who enrolled in the Personal Learning Plan: Modified in 2013, 222 students achieved a result of 'Completed'.

The Compulsory Subjects of the SACE — Research Project

The Stage 2 Research Project is a 10-credit (single-semester) subject designed to build on and extend students' academic knowledge and skills by providing students with the opportunity to investigate, problem-solve, and evaluate a topic of interest. It builds skills for tertiary study, the workplace, and life more generally.

The Research Project is a compulsory subject in the SACE. Students must achieve a C– grade or better in the Research Project to be eligible to achieve the SACE. Students have the

opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

In 2013, 16 981 South Australian students studied the Stage 2 Research Project and 16 498 students (97%) completed the subject by achieving a grade of C– or better.

In 2013, 137 South Australian students achieved a result of 'Completed' for the Stage 2 Research Project: Modified, which has been designed for students with identified intellectual disabilities.

In 2013, the SACE Board reviewed the Research Project curriculum. This was a result of a recommendation of the SACE First Year Evaluation conducted in early 2012. The SACE Board response to the First Year Evaluation, *SACE Directions and Actions*, confirmed the place of the Research Project in a student's SACE studies. It recommended a refinement of the curriculum and assessment requirements of Research Project A and Research Project B, and raised the possibility of the development of an optional research-related subject at Stage 1.

The Office of the SACE Board conducted a comprehensive consultation process that involved key teachers of the Research Project, and experts from the schools, university, and training sector, in redrafting Stage 2 Research Project A and Research Project B.

A new subject, Stage 1 Research Practices, was drafted. This subject focuses on the development of research and enquiry skills — a key to learning in the SACE. This subject provides students with opportunities to:

- explore a range of research approaches
- develop their investigative and inquiry skills.

In May 2013, the SACE Board considered and approved changes to Stage 2 Research Project A and Research Project B, for introduction in 2014. The key changes were:

- Allowing students to choose one or more capabilities for study, rather than one capability.
- Directing students to frame their Research Project as a research question.
- Valuing the research outcome more highly, and thereby increasing the weighting from 30% to 40%.
- Providing more scope for an applied, practical approach to Research Project A.
- Requiring a Review for students studying Research Project A, and an Evaluation for students studying Research Project B.

Australian Curriculum Subjects

In December 2012, state, territory, and Commonwealth education ministers endorsed the senior secondary Australian Curriculum for English, Mathematics, Science, and History as the agreed and common base for development of state and territory senior secondary courses. In August 2013, the education ministers endorsed the senior secondary Australian Curriculum for Geography.

During 2013, SACE Board officers served on a number of consultative committees of the Australian Curriculum, Assessment and Reporting Authority (ACARA), providing advice and feedback on a number of matters including the senior secondary Geography course, the development of the F–10 languages courses, how integration of the Australian Curriculum might occur with SACE programs, the development of the National Trade Cadetships at the senior secondary level, and on definition and role of assessment standards in Australian Curriculum SACE subjects.

In 2013, the Office of the SACE Board met with members of the Australian Curriculum reference groups and the Curriculum Leaders groups in the relevant subjects to develop guidelines for the integration of the senior secondary Australian Curriculum into the SACE.

These guidelines affirm the structure of the current SACE subject outlines, and integrate the Australian Curriculum content descriptions within the current SACE subject outline structure of Capabilities, Learning Requirements, Content, School and External Assessment Requirements, and Performance Standards.

The SACE Board anticipates considerable scope in interpreting the Australian Curriculum content descriptions within SACE subjects. It appreciates that the integration will provide an opportunity to refresh the SACE curriculum. The redrafting processes will give licence to writers to select and present the content of the subjects to ensure that SACE subjects continue to be challenging, engaging, and examples of world's best practice.

Collaborative Curriculum and Assessment Framework for Languages

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

Assessment and Certification Authorities (ACACA). The hosting of examination setting, vetting, and marking under this arrangement is rotated between New South Wales, South Australia, and Victoria. In 2013, Victoria hosted the national project on behalf of the participating ACACA authorities. The Office of the SACE Board continues to provide strong leadership to this significant and practical example of national collaboration in curriculum and assessment.

SACE officers and their interstate counterparts participated in teleconferences throughout the year, where the focus was on data exchange, the suspension of small candidature subjects, eligibility of students, and revisions to assessment design criteria.

Of the students across Australia who studied a language supported by CCAFL, 189 were in South Australia.

In 2013, thirty-two nationally assessed languages were offered under the CCAFL arrangements. In addition, thirteen locally assessed languages (including Australian Languages) and ten interstate assessed languages were available at Stage 2.

Changes to SACE Subjects

Stage 1 and Stage 2 subject outlines are reviewed and updated for annual publication. The reviewed subject outlines for 2014 were published on the SACE website at the start of Term 4 of 2013.

Each year the Office of the SACE Board undertakes consultation through Curriculum Leaders groups to ascertain whether or not changes to the curriculum and/or assessment requirements in a subject are warranted.

In 2013, some changes were approved by the Board. Of particular note was a change to the external assessment component for Stage 2 Mathematical Applications that will be implemented in 2015. Essentially, a 2-hour examination to be held in November will replace the two separate 1.5-hour examinations that are currently held in June and November.

Board-recognised Courses

The SACE aims to provide opportunities for a range of learning and achievement to be recognised. This facilitates the successful transition of young people from school to further education and training and, ultimately, to employment.

In 2013, the SACE Board recognised students' learning towards the SACE in the following:

- Vocational Education and Training
- Community Learning
- Curriculum of Other Authorities (e.g. from other state and territory curriculum and assessment authorities, universities, or international curriculum organisations such as the International Baccalaureate Organization).

Recognition of Vocational Education and Training

One of the key mechanisms for facilitating successful student transitions is the capacity of the SACE to recognise vocational education and training.

The Recognition Arrangements for Vocational Education and Training (VET) in the SACE Policy aims to assist students to build coherent and meaningful pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications. As such, the policy enables VET to contribute to the SACE at Stage 1 or Stage 2, including the compulsory 60 credits at Stage 2.

The VET Recognition Register indicates how many SACE credits may be granted for the completion of a particular VET qualification and whether the credits will be recognised towards Stage 1 or Stage 2 of the SACE. The VET Recognition Register is available on the SACE website and provides links to other, industry-specific information.

The year 2013 was the third year of implementation of the policy, Recognition Arrangements for Vocational Education and Training (VET) in the SACE. In 2013, 41.1% of students who completed the SACE included VET in their studies, compared with 37.6% in 2012.

Three hundred and sixty-six different VET qualifications were undertaken by these students across thirty-three different industry areas.

Of the students who completed the SACE and included VET in their studies, around 566 were identified by schools as undertaking VET as part of a school-based apprenticeship or traineeship. These school-based apprenticeships or traineeships were across 106 different VET qualifications in twenty-six different industry areas.

In May 2013, the SACE Board established a VET Policy Review Panel to monitor and evaluate the effectiveness of the policy against

its policy objectives. The panel, chaired by the Chief Executive, was composed of nominees from the three school sectors, the Training and Skills Commission, the Department of Further Education, Employment, Science and Technology, TAFE SA, Business SA, the Australian Council for Private Education and Training, SA Unions, and the SACE Board of SA.

The VET Policy Review Panel met on three occasions and presented its Report to the SACE Board in October 2013. In its Report, the panel reaffirmed the original intentions and framing of the Recognition Arrangements for Vocational Education and Training (VET) in the SACE Policy. The panel proposed that VET qualifications cannot contribute to the literacy and/or numeracy requirements of the SACE without moderation of the students' literacy and/or numeracy requirements. It also endorsed the development of processes for the recognition of 'foundation-type courses', i.e. courses that deal in the main with general education.

Recognition of Community Learning

The SACE Board recognises that learning takes place in a variety of settings, including outside the classroom. The SACE Board's Recognition of Community Learning Policy enables students to gain recognition for two types of community learning:

- Community-developed Programs — a learning program that follows the formally documented curriculum of a community organisation
- Self-directed Community Learning — a self-directed learning experience(s) or a learning program that does not follow a formally documented curriculum.

Community-developed Programs

In 2013, ninety-nine community-developed programs from twenty-four community organisations were listed in the Recognised Programs Table published on the Community-developed Programs section of the Recognised Learning minisite.

A review of these community-developed programs was completed in April 2013. The review asked all the community organisations to confirm or update the recognised programs, including certificates and awards.

As a result of the review, there were four amendments to the Recognised Programs Table to update program details.

From 2013, the Bronze Award from Surf Life Saving South Australia Inc. and the SA State Emergency Service's Induction and Basic Skills Course may contribute to the SACE as part of the policy for the Recognition Arrangements for Vocational Education and Training (VET) in SACE.

One new program, the South Australian National Football League Umpiring Accreditation Program, was added to the list of recognised programs in 2013.

In 2013, 1962 students were granted recognition towards their SACE for achievements in a community-developed program.

Self-directed Community Learning

In 2013, students had the opportunity, through a formal interview, to have their self-directed community learning recognised towards the SACE.

Assessors used performance checklists for Stage 1 and Stage 2 to evaluate the evidence provided by students in each interview. These checklists were published on the Self-directed Programs section of the Recognised Learning minisite to assist students and assessors in preparing for the interviews. In 2013, sixty-two teachers undertook Community Learning assessor training.

In 2013, 357 students were granted recognition towards their SACE for self-directed community learning.

Recognition of Learning Through Other Authorities

The SACE Board recognises learning from courses that are accredited and quality assured by schools, institutions, authorities, or organisations in other Australian states or overseas. The SACE Board has recognition arrangements for students who successfully undertake individual subjects in the International Baccalaureate Diploma Programme (IBDP), language courses delivered by the School of Languages (South Australian Department for Education and Child Development), interstate and overseas secondary school qualifications, and university studies comprising a semester or full-year undergraduate course.

In 2013:

- 127 students were granted recognition towards their SACE for IBDP courses
- 18 students were granted recognition towards their SACE for courses delivered by the School of Languages

- 64 students were granted recognition towards their SACE for studies undertaken towards interstate secondary school qualifications
- 106 students were granted recognition towards their SACE for overseas secondary school qualifications
- 50 students were granted recognition towards their SACE for university studies comprising a semester or full-year undergraduate course.

Assessment and Standards

Performance Standards

Performance standards describe five levels of achievement, from A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers referred to in deciding, on the basis of the evidence provided, how well a student demonstrated his or her learning.

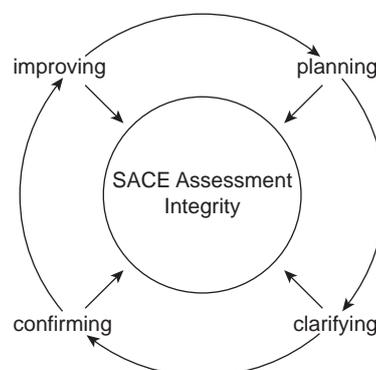
During the teaching and learning program, teachers gave students feedback on, and made decisions about, the quality of students' learning, with reference to the performance standards.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

Performance standards for subjects at Stage 1 and/or Stage 2 are described in each subject outline.

Quality Assurance Model

Quality assurance refers to the procedures used to assure the community that assessment of learning in the SACE is fair, valid, and reliable.



Quality assurance processes in the SACE were organised into a four-phase cycle that involved

the SACE Board, school leaders, teachers, and students. The four phases were:

- planning
- clarifying
- confirming
- improving.

In the planning phase, teaching and learning opportunities were devised to enable students to demonstrate their learning against all aspects and levels of the performance standards.

In the clarifying phase, teachers and assessors gained an understanding of the performance standards and agreed on how to apply the standards to student work.

In the confirming phase, the performance standards in each subject were applied consistently across schools to report student achievement.

At Stage 1, the C grade in a range of English and mathematics subjects and the Personal Learning Plan was confirmed by a moderation process.

At Stage 2, all grades for the school assessment component of all subjects were confirmed by a moderation process. The external assessment component of all Stage 2 subjects was marked by at least one external marker appointed by the SACE Board.

In the improving phase, the quality assurance processes of the SACE Board and schools were monitored and analysed. The SACE Board provided schools with data to enable them to monitor and review each phase of their own quality assurance process.

Assessment and Reporting Model

The SACE Board's Assessment and Reporting model was maintained for Stage 1 and Stage 2 subjects in 2013. The model is based on the SACE Assessment and Quality Assurance of Board-accredited Subjects Policy and the SACE Assuring Assessment Integrity Policy. The performance standards, which were provided in each subject outline, described in detail the level of achievement required to obtain each grade from A to E.

Stage 1

At Stage 1, schools are responsible for assessing student performance. In 2013, the SACE Board approved learning and assessment plans in all Stage 1 subjects.

Moderation

In 2013, students' results in the Stage 1 compulsory subjects — Stage 1 English and mathematics subjects and the Personal Learning Plan — were confirmed through the process of moderation.

Stage 1 moderation was conducted on a school-by-school basis. The work from a sample of students across the range of assessment groups in the school was used to confirm the interpretation and application of performance standards to assessment of student work.

Schools participate in moderation for each of the Stage 1 compulsory subjects offered by the school until their results are confirmed in 2 consecutive years. Schools then move to a longer moderation cycle (i.e. once every 3 years).

In 2013, moderation occurred at a central location at the end of each semester. For all the Stage 1 compulsory subjects, schools were required to prepare a sample of school-assessed student folios in the C and D grades, including folios at the border between the C and D grades.

Schools provided experienced teachers to act as moderators in a particular subject. These teachers were trained in moderation procedures and subject standards using benchmark materials prior to moderation.

Feedback from the moderation process was provided to schools, and schools adjusted students' results accordingly.

Monitoring

The SACE Board monitors the allocation of subject grades by schools in Stage 1 subjects by an annual process of sampling subjects and schools. Monitoring seeks to determine the consistency with which the performance standards in a subject are used to assess and report student achievement. In 2013, results for Drama were monitored in twenty-six schools and results for Workplace Practices were monitored in twenty-three schools.

A panel was appointed to review the samples. Panel members were trained in monitoring procedures and subject standards using benchmark materials prior to monitoring.

The information gained through monitoring is provided to schools to support improvement. It is also used by the SACE Board to identify improvement strategies. Stage 1 monitoring is a post hoc process.

Stage 2

Final Stage 2 assessment occurred at multiple points during the year. Different subjects had different assessment requirements with each subject comprising a school assessment component (worth 70%) and an external assessment component (worth 30%). Specific learning requirements are described in the Stage 2 subject outlines.

In 2013, schools were responsible for assessing the school assessment component. The document *SACE Assessment and Reporting Guidelines 2013* provided detailed guidance for teachers. The SACE Board was responsible for moderating the results for the school assessment component and for assessing the external assessment component.

The Stage 2 assessment processes involved a large number of expert teachers, as moderators and markers, and SACE Board staff.

The results for the two assessment components were aggregated to provide the final subject grade for a student.

School Assessment Component

As part of the final school assessment process, moderation was held at a central venue for all subjects. Final moderation (central) required the collection of samples of student work from schools. It occurred at the end of Semester 1 for the Research Project and at the end of Semester 2 for all subjects. The final moderation process at the end of Semester 2 2013 took place with more than 9000 bags of student work processed by more than 1200 moderators.

The majority of subjects were moderated in November and December 2013 at the Magill Campus of the University of South Australia; a small number of subjects were moderated at the SACE Board of South Australia.

Additionally, the moderation of practical school assessments in Physical Education and Visual Arts subjects was conducted by visits to schools and other venues (on-site moderation).

In 2013, quality assurance for Stage 2 moderation outcomes was achieved through a range of activities. Moderators were trained in moderation procedures using a central training process led by a senior SACE officer. Additionally, members of the Standards Leadership teams were trained in moderation principles and procedures prior to moderation.

Benchmarking materials and explicit procedures were used for training chief supervisors, supervisors, and moderators in the application of the performance standards before final moderation commenced. This contributed to consistent outcomes for students in all subjects.

There was an emphasis on quality assuring all grade levels and the associated feedback provided by moderators before schools were given feedback.

Examinations and Investigations

Examinations

The Stage 2 external examinations commenced on Wednesday 16 October 2013 with the nationally assessed language examinations. These include languages that have been offered collaboratively by state curriculum and assessment authorities since 1992.

For the majority of students, end-of-year examinations commenced on the morning of Monday 4 November 2013 with English Studies and concluded on the afternoon of Wednesday 20 November 2013 with Musicianship.

Students studying Mathematical Applications sat for their examinations on Thursday 6 June 2013 and Thursday 7 November 2013.

To accommodate the external examination at the end of each semester, schools selected two topics for Semester 1 and two different topics for Semester 2.

The SACE Board set a total of forty-three examinations, including six nationally assessed languages for which the Board has hosting responsibility. The SACE Board used nineteen languages examinations from other states either through national agreements or bilateral arrangements.

Investigations

In 2013, thirty-five Stage 2 subjects included an externally marked investigation as part of the assessment scheme. In these subjects students chose an issue, hypothesis, or area of study for investigation, conducted research and analysis, and presented the findings. Investigations were marked twice: first by the teacher, and then by an external marker appointed by the SACE Board.

SACE AS A BEST PRACTICE QUALIFICATION

Strategic Priority 2 of the SACE Board of South Australia's Strategic Plan commits to strengthening SACE Innovation and Relevance. This leads to a South Australian Certificate of Education (SACE) that is a best practice qualification and a highly relevant and beneficial credential.

SACE Directions and Actions

In November 2012, the SACE Board approved *SACE Directions and Actions*, a response to the First Year Evaluation Report submitted by the Evaluation Panel. In *SACE Directions and Actions*, the SACE Board committed to 'continue to place the highest priority on the SACE meeting the learning and certification needs of the full range of students'.

Progress on SACE Actions

In *SACE Directions and Actions*, the SACE Board committed to key actions, in partnership with schools and the school sectors, to strengthen the SACE for each student and to improve students' learning outcomes and pathways. The following were undertaken during 2013:

- Following consultation with stakeholders, the Board accredited the Stage 1 Research Practices subject outline, and re-accredited Stage 2 Research Project A and Research Project B, for teaching from January 2014 until December 2016.
- The accredited, pre-edited, draft subject outlines for Stage 1 Research Practices and Stage 2 Research Project A and Research Project B were made available on the SACE website in June 2013.
- A number of teaching resources, designed to be used with students, were adapted to align to 2014 Research Project A and Research Project B, and are being published online progressively.
- Forums in August and September 2013, workshops, and implementation meetings supported teachers in implementing the changes to the Research Project. They will continue in 2014.
- In 2012, a University Aggregate Working Party was convened to analyse the option of

a 90-credit university aggregate. The working party made recommendations to the Academic Boards of the respective universities, and in 2013 the change was approved and subsequently included in the Tertiary Entrance booklet. This 90-credit university aggregate will be implemented in 2016.

- Improvements and updates to SACE Board quality assurance processes for school assessment and external assessment have been made.
- Several forums and resources are supporting teachers in strengthening their professional expertise in standards-based assessment, including workshops offered via videoconferencing.
- Assessment quality assurance processes continue to be refined by analysing the correlation between school assessment and external assessment results.
- An Institute of Educational Assessors has been proposed and a Chartered Educational Assessor (CEA) training program held.
- SACE Leaders Forums with more than 300 leaders from schools and school sectors were conducted with a professional learning focus on educational assessment.
- A number of digital innovations were introduced, with work taking place on a range of others to be implemented during the 2014 school year.
- In early 2013, individual websites known as 'minisites' were rolled out for all SACE subjects. The sites were structured based on consultation with teachers and SACE coordinators, providing teachers with a one-stop-shop for the information they need to understand, plan, teach, and assess their subject.
- New minisites were launched in April 2013 for Modified Subjects and for SACE data. Pages on the SACE data minisite were viewed around 4900 times across nine months. Pages on the Modified Subjects minisite received around 6900 views in the same period.
- Consultation with SACE coordinators informed the development of a full minisite for SACE operational information in late 2013, to be launched at the start of 2014.
- To further support the work of SACE coordinators, an interactive online calendar of SACE operational dates was also developed

during 2013 for launch in 2014. The calendar contains all of the date-related information from the *SACE Operations Manual 2014*, with direct links to related information sheets and forms.

- Work commenced in 2013 to streamline assessment panel processes for teachers and coordinators and to reduce the approval timelines. This work will continue in 2014 with a focus on electronic forms for assessment panels.
- Further progress was made in 2013 towards the electronic submission of SACE results. A trial is planned in March 2014 with approximately sixty schools to test the online entry and submission of Stage 2 results by schools.
- Work has continued on the redevelopment of *DATEX Online* (the information technology application that supports schools to manage student enrolments and SACE assessment data) into an expanded *Schools Online* application, to create more efficient SACE data management processes within schools and to streamline SACE data exchanges between schools and the SACE Board. *DATEX Online* has been rebranded to *Schools Online*, and assessment panels and online entry of school results improvements will be accessed through *Schools Online*.
- Preliminary work began in 2013 on a SACE data warehouse designed to tailor data and information for schools to monitor trends in SACE participation and achievement and to identify further strategies for improving student outcomes.

Providing the SACE to International Communities

The South Australian Matriculation (SAM) Program is the SACE Board's globally recognised offshore educational program delivered in seven colleges in Malaysia and one college in China:

- Taylor's College, Subang Jaya
- Taylor's College, Sri Hartamas
- INTEC Education College
- INTI International University
- Institut Sinaran
- DISTED
- Renaissance College*
- Qian Huang International College (China).

*From 1 January 2014, Renaissance College ceased providing the SAM Program.

The SAM Program, which has been delivered in Malaysia since the 1980s and in China since 2004, is a highly regarded pre-university program attracting students on the basis of its academic rigour and the quality and breadth of the curriculum. Graduates from the program have successfully gained places in the world's top universities, including the University of Cambridge and the London School of Economics and Political Science in the United Kingdom, Cornell University in the United States of America, and the Australian National University.

Students undertaking the SAM do so to gain entrance to their university of choice. The SAM is an intensive 12-month program based on Stage 2 of the SACE, with SAM students receiving recognition for Stage 1 since they have usually completed the senior secondary equivalent qualification in their home country. Students who successfully complete the SAM receive the SACE and are eligible for an Australian Tertiary Admission Rank, which enables them to apply to Australian and international universities.

Fourteen subjects are offered in the SAM Program: Accounting, Biology, Chemistry, Economics, English as Second Language Studies, English Studies, Information Technology, Legal Studies, Malay, Mathematical Studies, Physics, Psychology, Research Project, and Specialist Mathematics. Students study five subjects based on what they plan to study at university.

A memorandum of agreement is in place with each of the colleges, which sets out the terms of the agreement and the respective responsibilities of each party to the agreement. For example, the SACE Board offers various types of subject support on an annual basis depending on the needs of the college and its staff. Similarly, SAM college staff members participate in the SACE Board's marking and moderation panels at the end of the year.

The SACE Board works closely and collaboratively with the staff of the SAM colleges and values its partnership with the providers of the SAM Program.

Continuous Improvement

SACE Innovations

Schools Online

Since 2010, the SACE Board has been rolling out a significant program of improvements to

its online services for teachers, schools, and students. These improvements have included an upgrade to the SACE website to provide greater accessibility and ease of use, and the provision of more online tools for teachers and schools. A range of improvements to the *DATEX Online* system have also been made.

These improvements and enhancements are the result of extensive consultation with the SACE Board's stakeholders, including schools, the school sectors, universities, parents, and students, to ensure that these changes will result in positive benefits for schools, teachers, and ultimately, student outcomes.

Rather than rely on the completion, exchange, and processing of more than 180 000 paper forms each year for approximately 40 000 Stage 1 and 23 000 Stage 2 SACE students, the SACE Board has commenced a major, transformational program to replace these paper-based forms and processes with online tools and procedures, by the end of the decade.

'*Schools Online*' is the term the SACE Board uses to refer both to the replacement of paper-based processes and forms with digital and online procedures and tools, and to the overall improvements to *DATEX Online*. It is anticipated that, by the end of 2014, 5000 SACE teachers will have direct, secure access to *Schools Online*, with further work to be undertaken in the following years to progressively incorporate the online submissions of all teacher results.

Stage 2 Online School Assessment Results Sheets ('yellows') and Schools Online

In 2014, two significant steps towards online SACE information exchange will take place:

- School assessment results for Stage 2 ('yellows') will be submitted online, rather than on paper result sheets.
- *DATEX Online* will now be known as *Schools Online*; this enhanced system will be directly accessed by teachers, and will have improved functionality.

These projects are expected to result in the following benefits:

- enhanced assurances of the integrity of school assessment results
- reduced time spent by teachers completing and checking these results
- reduced time spent by SACE coordinators and principals administering and quality assuring these results
- reduced need for manual checking and follow-up by the SACE Board when one or more results are missing.

Renewal of the Board

Four Board positions became vacant on 30 June 2013, including:

- the Presiding Member of the Board
- the Deputy Presiding Member of the Board
- the legislatively required nomination from the South Australian Commission for Catholic Schools Inc (*SACE Board of South Australia Act 1983*, Part 2, Division 1, s. 8(2); s. 8(3)(b))
- the legislatively required nomination from the Association of Independent Schools of South Australia (*SACE Board of South Australia Act 1983*, Part 2, Division 1, s. 8(2); s. 8(3)(c)).

During 2012, an independent expert panel evaluated the first full year of the new SACE and a report was provided in early July. To enable the current Board to consider the report, the Minister for Education and Child Development decided to extend the terms of Board and Deputy Board members whose terms were ending on 30 June 2012 to 30 September 2012. The Board's current Presiding Member, Mr Allan Dooley, was unable to undertake the extension, and the Deputy Presiding Member, Ms Jane Danvers, acted as the Presiding Member of the Board from 1 July 2012 to 30 September 2012.

When the Board appointments were announced at the end of September 2012, Ms Jane Danvers was appointed as the Presiding Member of the Board and Mr Robert DeBelle was appointed as the Deputy Presiding Member of the Board, for their current terms, ending 30 June 2013.

In order to maintain continuity and to oversee the implementation of the *SACE Directions and Actions* statement (the Board's response to the SACE First Year Evaluation Report), the Presiding Member and Deputy Presiding Member of the Board were reappointed by the Governor on the nomination of the Minister, for further 3-year terms. These appointments were announced in the *South Australian Government Gazette*, number 27 (dated 2 May 2013).

The Minister called for nominations for the remaining two positions through the *Advertiser* on 6 April 2013 and letters were sent to the South Australian Commission for Catholic Schools Inc, the Association of Independent Schools of South Australia, and to the Board members whose terms were ending on 30 June 2013. Nominations closed on 3 May 2013.

The Minister considered the applications received and, as per the instructions in the *SACE Board of South Australia Act*, Board appointments were made by the Governor on

the nomination of the Minister. All appointments were for a 3-year period and were announced in the *South Australian Government Gazette*, number 40 (dated 27 June 2013).

The first meeting of the renewed Board was held on 25 July 2013.

Renewal of Board Standing Committees

The Chairs of the Board's three standing committees are Board members and their term on a committee is subject to their term on the Board. To allow all Chair position terms to end on the same date, in July the Board extended Ms Helen O'Brien as the Chair of the Communication and Engagement Committee, and Ms Pam Ronan as the Chair of the Accreditation, Recognition, and Certification Committee, for a further 12 months to 31 July 2014.

Board standing committee membership is generally for a 2-year period and has been staggered so that not all membership terms fall due in the one year. The membership includes self-nominated Board and Deputy Board members and nominees of the Board's designated entities. The renewal cycle includes a year in which nomination requests are sent out to the Board's designated entities, and a year which primarily focuses on the Board's own membership on the committees.

Several committee position terms on the Accreditation, Recognition, and Certification Committee and one on the Planning, Finance, and Performance Committee came up for renewal as at 31 December 2013.

The 2013 renewal process was largely undertaken through a nomination process for Board and Deputy Board members, with nominations being considered by the Presiding Member of the Board, the Deputy Presiding Member of the Board, and the Chairs of the three standing committees.

In addition to Deputy Board member appointments, the Board renewed two designated entity appointments.

All appointments were made for a 2-year period (beginning on 1 January 2014), and aimed to maintain continuity and gain new expertise and experience on the committees.

A third standing committee, the Communication and Engagement Committee, operated in 2013 as the Communications, Innovation, and Strategy Working Group. This standing committee is currently under review, and its focus area and directions will be brought to the Board for approval in 2014. Nominations for this committee will then be sought.

2013 Board and Standing Committee Governance Review

The Board undertakes regular self-reflection and review of its performance, so that it can be assured of its own quality of process and identify areas in which practices can be improved.

The 2013 Board and Standing Committee Governance Review was conducted by an independent reviewer, and included online surveys completed by Board and Deputy Board members, members of the Board's standing committees, and the organisation's Executive Leadership Team. This was followed up with one-on-one interviews with Board and Deputy Board members with the independent reviewer.

The independent reviewer prepared a report of the findings and presented this to the Board at its November 28 meeting. During 2014, the Board will undertake further discussion and consideration of the report at its February meeting and its March strategic planning session.

Quality Accreditation

From 1 July 2013 to 2 July 2013, the SACE Board was audited against the Australian and New Zealand standard ISO 9001:2008 'Quality Management Systems'. The audit did not find any non-conformance issues. The SACE Board has maintained ISO 9001 accreditation since November 2002.

Opportunities for improvement identified by the auditors are being addressed on a priority basis.

PROFESSIONAL CAPACITY AND PARTNERSHIPS

The SACE Board of South Australia's vision of fostering student success through the South Australian Certificate of Education (SACE), and its mission to provide a certificate that has integrity and is respected both locally and internationally, are largely dependent on the strength of its partnerships with key stakeholders.

Developing partnerships and building professional capacity are collaborative processes where success is dependent on the relationships between teachers, schools, sectors, key stakeholders, and the SACE Board.

To ensure that the SACE Board facilitates regular communication with its key stakeholders to exchange information and advice, a number of formal consultative groups have been established.

Schools, other education providers, and the SACE Board are partners in managing the policies and procedures for assuring the integrity of the SACE. The SACE Board has established and maintained a variety of avenues that assist schools and education authorities to provide information and professional development opportunities to teachers, in order to assist students to successfully complete the SACE.

Assessment Capacity

One of the priorities in the SACE Board's continuing improvement program for 2013, as outlined in *SACE Directions and Actions*, was the strengthening of teacher expertise in standards-based assessment.

As part of the SACE Board's quality assurance cycle, a range of professional learning programs were designed and delivered to build and consolidate teachers' capacity to assess against the performance standards.

In 2013, the range of professional learning programs provided teachers and school leaders with opportunities to extend professional learning in the areas of curriculum, the design of assessment tasks, and the interpretation and application of performance standards. The range of programs catered for a broad spectrum of professionals including subject experts, school leaders, and teachers new to the SACE.

In 2013, an increased number and expanded range of exemplars and support materials were made available on the SACE website. These were aimed at supporting teachers' interpretation of the performance standards and facilitating in-school and cross-sector clarifying activities.

Teacher participation in the July and November moderation and marking processes also contributed significantly to building professional capacity in assessment. Moderation of school assessments and marking of external assessments were conducted for each Stage 2 subject and involved panels of trained teachers from all school sectors leading and supporting final assessment processes.

To complement these SACE Board assessment activities, the Institute of Educational Assessors commenced its first phase in the development and accreditation of the professional expertise of teachers in assessment.

Standards Leadership Teams

The SACE Board appoints, for each Stage 2 subject, a Standards Leadership Team comprising the:

- Chief Assessor
- Chief Supervisor — External Assessment
- Chief Supervisor — Materials Development
- Chief Supervisor — School Assessment.

The Chief Assessor undertakes one or more of the other roles in the Standards Leadership Team.

Members of each Standards Leadership Team are appointed by the Chief Executive following a merit-based selection process. In making these appointments, the SACE Board takes into account the number of students in a particular subject and the expertise available to supervise the subject.

In 2013, the SACE Board appointed more than 140 community and/or teaching experts to eighty Standards Leadership teams.

The Standards Leadership teams provide expert advice on subjects and their assessment. In collaboration with SACE Board officers, the Chief Assessors and Chief Supervisors provide

leadership to activities that support each of the four phases of the quality assurance cycle: planning, clarifying, confirming, and improving.

SACE Curriculum Leaders Groups

During 2013, Curriculum Leaders groups met to:

- prepare exemplar materials for Stage 2 clarifying forums and online publication
- source student materials for annotated student work samples
- share information on national and international trends in specific subject areas.

During Term 3, Curriculum Leaders groups in the English, history, mathematics, and science areas were kept up-to-date with advice on integrating the Australian Curriculum into SACE subjects. These groups contributed to the work of the relevant Australian Curriculum reference groups in developing design models to inform the overarching integration model.

Planning and Clarifying

The SACE Board provides support in the planning phase by reviewing and approving plans to ensure that intended learning and assessment programs reflect the subject outline against which students' results are to be reported. Teachers of all Stage 1 and Stage 2 subjects, with the exception of Community Studies and Research Project A and Research Project B, are required to teach from an approved learning and assessment plan.

In 2013 the SACE Board approved and provided feedback on 2579 Stage 2 learning and assessment plans and 3223 Stage 1 learning and assessment plans. Plans are approved for 3 years and although teachers are encouraged to review and update their plans annually, these do not require SACE Board approval each year.

Stage 2 clarifying support was provided to teachers of all Stage 2 subjects, to assist them to interpret and apply the performance standards consistently when assessing student evidence.

The SACE Board conducted clarifying forums, in which a panel of subject experts facilitated discussion based on samples of student work. The discussions covered areas such as making assessment decisions, assessment task design, interpretation of performance standards, and a review of 2012 Chief Assessors' reports.

A total of 110 Stage 2 clarifying forums were held in 2013; 96 forums were held across the metropolitan area and 12 forums were held in regional areas across the state from Mount Gambier to Port Lincoln. Additionally, two videoconferences were held. The forums were attended by 1586 teachers: 1497 at metropolitan forums and 84 at regional forums. A total of five teachers participated in the two videoconferences. To consolidate the professional partnerships developed nationally and internationally, additional clarifying forums were held in Malaysia and China for the South Australian Matriculation (SAM) Program and in the Northern Territory for the Northern Territory Certificate of Education and Training (NTCET) students.

According to the size of the cohort and the identified needs of the subject teachers, between six and twenty-five forums were held for each learning area. The most forums held for one subject was sixteen for the Research Project.

Just over 60% of the teachers who attended a forum provided evaluative feedback about the timing, content, and effectiveness of the forums. The feedback confirmed the effectiveness of the forums in increasing the preparedness of teachers when using the performance standards, assessing student evidence of learning, designing assessment tasks, and providing feedback to students.

The SACE Board also provided planning and clarifying support for the Personal Learning Plan and the Stage 1 English and mathematics subjects that met the literacy and numeracy requirements. In 2013, planning and clarifying support sessions were held in Semester 1 and Semester 2 for all compulsory subjects, with participants attending these sessions from across all sectors and from both rural and metropolitan schools.

Teachers New to the SACE: Assessment in the SACE Workshops

The SACE Board, in partnership with the Association of Independent Schools of South Australia, Catholic Education of South Australia, and the Department for Education and Child Development, offered a series of workshops to support teachers new to the SACE in their understanding of assessment in the SACE.

The 3-hour workshops covered key information that teachers require to plan and deliver assessments within the SACE such as:

- designing 'fit for purpose' assessments
- reviewing and improving assessments
- providing feedback after assessments
- quality assuring assessment decisions
- planning assessment programs.

The workshops were received favourably by participants, who indicated that the material delivered supported teachers new to the SACE to be more confident in the preparation and delivery of SACE assessments.

Suggestions for future workshops included more information and support on providing quality feedback to students and supporting student writing.

Exemplars and Support Materials

Because of the SACE Board's ongoing commitment to building professional expertise in standards-based assessment, during 2013 a high priority was placed on expanding the range of support materials and exemplars available to teachers and students.

SACE officers worked collaboratively with schools and the school sectors to identify areas of need across the range of subjects and grade levels. SACE officers collected and/or produced materials to provide guidance on developing engaging assessment practices and applying performance standards.

During 2013, an additional 448 individual exemplar documents were made available on the SACE website. These included 238 annotated examples of student work across all grade levels from A+ to D, 126 assessment tasks, 55 examples with subject advice and strategies, and 28 learning and assessment plans.

Existing support materials for both Stage 1 and Stage 2 subjects were revised to incorporate changes to subject outlines for 2013.

Schools and School Sectors

Leaders Forums

In 2013 the SACE Board convened two Leaders Forums to develop its strategic partnership with school principals and other SACE leaders. The forums provided leaders with opportunities to

network with colleagues, and to receive up-to-date information and clarification of key policies and procedures related to the SACE.

The two forums, titled SACE Leadership and Quality Learning Forums, provided a setting for educational leaders to consider local, national, and international perspectives and experience in developing professional expertise in educational assessment. Both forums were held in June in metropolitan locations and were attended by more than 300 principals and leaders from the three school sectors.

The forums focused on leading developments in educational assessment and the Australian Professional Standards for Teachers. The discussions were led and facilitated by:

- Mr Graham Herbert, former Director, Chartered Institute of Educational Assessors (United Kingdom)
- Ms Margery Evans, Chief Executive Officer, Australian Institute for Teaching and School Leadership
- Mr Martin James, Manager, Policy and Programs, Australian Institute for Teaching and School Leadership.

The forum generated some engaging discussion regarding the implications for schools. The collated feedback was provided to the steering committee of the Institute of Educational Assessors to guide and inform their ongoing planning.

Senior Officers Liaison Group

In 2013 the strength of the professional collaboration and partnerships between the SACE Board and key stakeholders, including teachers, school leaders, and school sectors, was consolidated through the Senior Officers Liaison Group.

The School Sectors and SACE Board Senior Officers Liaison Group is a strategic collaboration that supports systematic information exchange and collaborative development in relation to continual improvement and professional learning in the SACE.

In 2013, the group met regularly and provided critical liaison and support between the school sectors and the SACE Board. The group provided updates on organisational activities and examined key issues such as:

- a review of the Special Provisions in Curriculum and Assessment Policy

- implications for schools related to the decision to use a 90-credit university aggregate in the construction of the Australian Tertiary Admission Rank (ATAR)
- considerations for the implementation of the senior secondary Australian Curriculum
- a review of the Recognition Arrangements for Vocational Education and Training (VET) in the SACE Policy
- professional learning in the SACE and educational assessment.

SACE Principals Partnership Strategy Group

The SACE Board is committed to working with the school sectors in a collaborative and cooperative way as it carries out its core functions of accrediting, and recognising learning towards, the SACE and developing the policies that underpin assessment, certification, and the recognition of learning.

The SACE Principals Partnership Strategy Group was established to provide a forum for collaboration and discussion between the SACE Board and school leaders on issues related to the SACE, and to provide a mechanism for school leaders to help shape the development of SACE policy and procedures through the provision of advice and feedback to the SACE Board.

Members of the strategy group were nominated by the following organisations, representing the Northern Territory and the three school sectors in South Australia:

- the Department of Education, Northern Territory (two representatives)
- the Association of Independent Schools of South Australia (two representatives)
- Catholic Education South Australia (two representatives)
- the Department for Education and Child Development — South Australian Secondary Principals' Association (three representatives)
- the Department for Education and Child Development — Area Schools (two representatives).

In 2013, the group met four times, once each in February, May, August, and November. The group continued to provide high-level advice and feedback to the SACE Board on a range of issues and policy areas.

In particular, each year the group acts as a valuable conduit for information from school leaders and school personnel to the SACE Board, regarding the preceding year's results release process. The timely and accurate release of student results is a fundamental imperative for the SACE Board, and the SACE Principals Partnership Strategy Group assists the Board in identifying areas for improvement and the means by which such improvement may be made.

The group also provided the SACE Board with critical feedback regarding the implementation of *SACE Directions and Actions*, which identified the Board's response to the report of the SACE First Year Evaluation Panel. In formulating its response to the findings of the Evaluation Panel, the SACE Board was able to draw on advice provided by the group and, subsequently, the group offered an important forum for analysing and assessing strategies for implementing the Board's response.

A key area arising from the Board's response to the findings of the Evaluation Panel was the review and redevelopment of the Research Project, and the development of a new Stage 1 subject, Research Practices. The group was instrumental in providing advice and feedback to this review and redevelopment work.

Additionally, the group has contributed to other key areas by providing:

- ideas and key issues to inform the agenda for the Leaders Forums
- valuable advice which has informed further development of the model defined in 'Maximising SACE Students' Success'
- feedback to the revision of the SACE Capabilities Policy, the Special Provisions in Curriculum and Assessment Policy, and the Recognition Arrangements for Vocational Education and Training (VET) in the SACE Policy
- feedback on the senior secondary Australian Curriculum
- feedback on the proposed SACE data minisite, prior to its implementation
- feedback on the proposed scope, timelines, and outcomes of the project to transfer the SACE Board's current paper-based results sheets to an online, digital environment.

In 2013 a subgroup of the SACE Principals Partnership Strategy Group was established.

The SACE School Operations Working Group provides strategic direction to the SACE Board in respect to its operational policies and systems, and monitors their effectiveness.

The working group is also responsible for monitoring and analysing how the SACE Board's operational policies and systems interact with schools' operational policies and systems, and identifying potential opportunities, benefits, and risks of operational innovation, with specific reference to the use of digital and online technologies.

Membership of the group comprises nominees from each Principals Association as well as nominees from the SACE Board. The group is chaired by a SACE Board Executive Manager who is nominated by the Chief Executive of the SACE Board, and executive support is provided by the SACE Board's School Assessment Services group. In 2013, the working group met on four occasions.

At their final meeting in 2013, members of the SACE Principals Partnership Strategy Group unanimously endorsed the value of both groups and confirmed their continuation in 2014.

Key Stakeholders

Joint Chairs Group (Training and Skills Commission and SACE Board of SA)

The Joint Chairs Group was formed to provide a forum for mutual discussion and collaboration with regard to the recognition of vocational education and training (VET) towards the SACE.

A memorandum of agreement was developed between the Training and Skills Commission and the SACE Board of South Australia which recognises the respective roles of each organisation with regard to VET. Students can use a significant amount of VET to complete their SACE, and the collaborative relationship between the SACE Board and the Training and Skills Commission recognises the organisations' shared interest in VET.

The Joint Chairs Group comprised:

- the Chair and Deputy Chair of the Training and Skills Commission
- the Director of the Office of the Training and Skills Commission
- the Presiding Member of the Board and the Chief Executive of the SACE Board
- nominated members from both organisations.

In 2013, the group focused on a range of issues including:

- new industry advisory groups operating under the auspices of the Training and Skills Commission
- new arrangements governing training regulation in Australia, including the working relationship between the Training and Skills Commission and the Australian Skills Quality Authority
- operational and policy arrangements governing the Board of the Training and Skills Commission and the Board of TAFE SA.

The group will continue to meet in 2014.

Australian Education Union (SA Branch)–SACE Board Working Group

The Australian Education Union (SA Branch)–SACE Board Working Group provides a formal mechanism for teachers represented by the union to provide feedback on SACE Board policies and procedures, and an opportunity for communication and engagement between the SACE Board and teachers about significant issues relating to the development, delivery, and quality of the SACE.

Membership of the group is as follows:

- the Chief Executive of the SACE Board (Chair)
- the Vice President of the Australian Education Union (AEU) (SA Branch)
- other senior AEU members
- other senior SACE Board staff.

In 2013, the group met on three occasions, in March, May, and November. A meeting was planned for August; however, due to commitments of group members this meeting was cancelled.

Key areas of discussion included:

- updates provided by the SACE Board on enrolment trends in SACE subjects and the possible implications of these trends for the SACE overall
- the review and redevelopment of the Research Project and the development of a new Stage 1 subject, Research Practices
- updates provided by the SACE Board on the development and implementation of the senior secondary Australian Curriculum, and feedback from the AEU regarding the timelines for and implementation of this curriculum
- the change to the SACE Board's exempt status under Freedom of Information legislation, which took effect from 1 April 2013

- development of the SACE Board's Online Results Sheets project, designed to help reduce teacher workload through the incremental transition to digital and online processes for the submission of students' results to the SACE Board
- policy development and review, including the review of the Special Provisions in Curriculum and Assessment Policy.

At the end of 2013, members of the working group agreed that the group provided a valuable forum for cooperation and collaboration on the SACE, and communication between the SACE Board and union representatives of school personnel. As such, the group will continue in 2014.

Parents Associations–SACE Board Consultative Group

The SACE Board established the Parents Associations–SACE Board Consultative Group as a means of consulting with, and receiving feedback from, parents associations about the issues of importance to parents of senior secondary students.

Parents associations that are represented on the group include the following:

- Federation of Catholic School Parent Communities (SA)
- Isolated Children's Parents Association (SA Branch)
- South Australian Association of School Parents Clubs Inc.
- South Australian Association of State School Organisations Inc.

In 2013, the SACE Board commenced discussions on an informal basis with the Lutheran Schools Association, which represents Lutheran schools in South Australia, to explore ways in which the SACE Board can engage with school communities from the Independent schools sector.

The group once again provided the SACE Board with valuable feedback in relation to a number of key focus areas including:

- the SACE Board's response to the SACE First Year Evaluation
- the changes to the SACE Board's exemption under Freedom of Information legislation, effective from 1 April 2013
- communication and engagement with schools and school communities
- perspectives on the Research Project and the changes made as part of the review and redevelopment of the subject.

The group also participated in a consultation forum seeking feedback on the review of the Special Provisions in Curriculum and Assessment Policy. The group's feedback informed the recommendations resulting from the review.

Members confirmed the value of the group as a means of keeping parents informed of issues and developments in relation to the SACE and providing a forum within which parents' views can be expressed. Members were unanimous in their view that the group should continue in 2014.

South Australian Tertiary Admissions Centre

Extensive collaboration between the SACE Board and the South Australian Tertiary Admissions Centre (SATAC) continued throughout 2013, during which time rigorous procedures for the quality assurance of SACE Board and SATAC processes were developed and implemented. During the results-processing period, members of both the SACE Board and SATAC worked together to ensure the accuracy of the results students were to receive.

As in 2012, SACE certification was printed on SACE Board stationery and sent to students separately from the Tertiary Entrance Statement, which was printed on SATAC stationery.

Communication

Students and Parents

During 2013, two editions of the student magazine *Achieve* were produced. At the beginning of Term 1, an edition tailored to students commencing their SACE was distributed to every South Australian Year 10 student. This edition featured clear explanations of the structure and key elements of the overall SACE, and detailed information about Stage 1.

At the beginning of Term 3, an edition designed to support course counselling in preparation for Year 12 was distributed to all South Australian Year 11 students. This edition focused on Stage 2, SACE results, the Research Project, and on pathways into higher education and further training.

An article for school newsletters was provided to schools, encouraging parents to discuss the SACE with students, based on the content of *Achieve*.

Articles from the Chief Executive about the SACE were published quarterly in two magazines for parents:

- *School Post* (South Australian Association of State School Organisations Inc.)
- *Parents Say* (South Australian Association of School Parents Clubs Inc.).

The content on the SACE website, including the 'Students and Families' section, was updated for the 2013 school year.

Both online and printed information were produced to assist students and parents to interpret SACE results.

SACE Board staff worked with Australia Post to synchronise delivery of printed documentation to students in South Australia, the Northern Territory, and Asia.

A brochure entitled 'Results Information' was mailed to students with a result in a Stage 2 subject, together with their SACE results. The brochure provided answers to frequently asked questions about SACE results, as well as relevant contact details and other information.

For the day of results release, to optimise access for students checking their results online, technical upgrades of the SACE website were undertaken during the year. These ensured that the full SACE website was available on the day of results release, and that good response times were maintained throughout.

Most students accessed their results via the SACE website on 19 December 2013 when results were released. The SACE website received close to 22 000 unique visitors on that day.

A range of information to support understanding of results was available on the SACE website.

Schools

The SACE website, the SACE Board's primary tool for communicating with teachers and schools, maintained its high levels of use during 2013. According to analytics, the site received approximately 780 000 visits in 2013, although some variability during 2013 with these analytics means this number is likely to be understated by up to 5%.

The website was upgraded during 2013 to improve usability, and teachers and school leaders were consulted on further improvements for the 2014 school year.

The 'School Leaders' section catering to principals and SACE coordinators increased significantly in popularity in 2013. Pages in this section were visited approximately 38 000 times, compared with approximately 33 000 page views in 2012.

The most popular pages in the School Leaders section were those dedicated to SACE Operations. This popularity, as well as direct consultation with SACE coordinators, informed the development of a full minisite for SACE operational information. This minisite was developed in the second half of 2013, to be launched ready for the start of 2014. To further support the work of SACE coordinators, an interactive online calendar of SACE operational dates was also developed during 2013 for launch in 2014.

New minisites providing expanded and easier to navigate information for teachers and schools were launched in April 2013 for Modified Subjects and for SACE data. Pages on the SACE data minisite were viewed approximately 4900 times across nine months. Pages on the Modified Subjects minisite received around 6900 views during the same period.

'SACE News', an electronic news bulletin, was sent each term to subscribers to keep teachers and schools up-to-date with the SACE. Each edition was viewed an average of 3000 times.

'SACE News' regularly featured details about professional development and quality assurance workshops, online resources for teachers, SACE Board events, and operational information.

During 2013, two editions of the student magazine *Achieve* were produced. At the beginning of Term 1, an edition tailored to students commencing their SACE was distributed to every Year 10 student and every Stage 1 teacher and school leader. At the beginning of Term 3, an edition designed to support course counselling for Year 12 was distributed to all Year 11 students and every Stage 2 teacher and school leader.

A flyer entitled 'Using *Achieve* in Your School' was emailed to teachers and school leaders with each edition of *Achieve*.

Each term, a letter from the Chief Executive outlining key strategic information was distributed to school principals and SACE coordinators. A number of topic-based flyers entitled 'Teacher Update' and 'Leader Update' were distributed to schools throughout the year.

The *SACE Operations Manual 2013* and the accompanying loose-leaf forms were printed and distributed to schools to support the administration of the SACE.

Schools in Malaysia and China were sent the South Australian Matriculation (SAM) marketing booklet to support their delivery of the SAM Program.

Assessment reports for the 2012 assessment cycle were posted on the SACE website early in 2013.

The SACE Board's *Annual Report 2012* was published online, and a limited number of printed copies were provided to key agencies.

A suite of ten A5 booklets was published and provided to assist Chief Supervisors and moderators in their work with the SACE Board.

Industry, Employer Groups, and the Community

Approximately 1300 copies of the two editions of *Achieve* magazine were sent to more than 135 institutions in the community, including a range of vocational education and training (VET) providers, business groups, and libraries.

The following Data Information Report was updated on the SACE website in 2013 using final enrolment data: 'South Australian Certificate of Education (SACE) Stage 2 Subject Enrolment Data, 2011–12 (April 2013)'.

Every year, the SACE Board also responds to requests for data. In 2013, a range of data was provided to schools and other institutions, both state and federal.

STUDENT OUTCOMES

Strategic Priority 1 of the SACE Board of South Australia's Strategic Plan describes the SACE Board as an advocate for students. In other words, SACE Board activity constantly focuses on benefits for students. This leads to positive outcomes for students, parents, and the SACE Board.

Success Indicators

SACE Completion Rates

In 2013, there was an increase in the number of students who studied at least one Stage 2 subject, from 20 292 in 2012 to 21 685 in 2013.

The SACE completion rate increased from 92.2% in 2012 to 93.5% in 2013.

The South Australian Certificate of Education (SACE) Board also recognises many other courses towards the SACE in lieu of SACE subjects, such as vocational education and training (VET), university studies, community learning, and interstate or overseas studies. For example, in 2013, 1390 students completed both the SACE and a VET certificate.

Literacy and Numeracy

To be eligible to achieve the SACE, students must meet compulsory literacy and numeracy requirements. The SACE provides flexibility in how students can fulfil the literacy and numeracy requirements. This includes:

- a range of Board-accredited English or mathematics subjects
- VET courses focusing on literacy or numeracy
- Board-recognised community-based or institution-based courses in literacy or numeracy
- English or mathematics courses from other Australian states and overseas
- a folio of evidence verified by the principal of the student's school (for adult students only).

To meet the literacy requirement, students must complete 20 credits from the range of English subjects and/or courses at a level of satisfactory achievement (a C grade) or better.

To meet the numeracy requirement, students must complete 10 credits from the range of

mathematics subjects and/or courses at a level of satisfactory achievement (a C grade) or better.

Completion of the SACE indicates that a student has demonstrated the expected levels of literacy and numeracy. This will assist students in their transition from school to further education, training, or employment.

In South Australia in 2013, of those students who undertook at least 20 credits of English subjects at Stage 1, 94.3% achieved a C grade or better and thereby met the SACE literacy requirement. Similarly, of those students who undertook at least 10 credits of mathematics subjects at Stage 1, 92.3% achieved a C grade or better and thereby met the SACE numeracy requirement.

The Board-accredited subjects of English Pathways: Modified and Mathematics Pathways: Modified provided opportunities for students with identified intellectual disabilities to meet the literacy and numeracy requirements of the SACE.

Aboriginal Education Strategy

The SACE Board acknowledges that Aboriginal and Torres Strait Islander students are a diverse group, and believes that the best outcomes for students can be achieved through working in partnership with the school sectors and other agencies that support the success of Aboriginal young people.

In 2013, the SACE Aboriginal Education Strategy 2012–2016 built on the achievements of the previous year in the following five areas of strategic development:

- achievement
- participation
- recognition
- sustainability
- representation.

The SACE Aboriginal Education Strategy Steering Committee continued to guide the implementation of the strategy. The 2013 strategy outcomes include:

- The Aboriginal students SACE completion rate increased to 92.6% — the highest to date

— from 84.5% in 2012, with 238 Aboriginal students receiving their certificate in 2013, compared with 185 in 2012.

- The Governor of South Australia Aboriginal Student SACE Award, introduced in 2012, was awarded to the Aboriginal student with the highest overall achievement in the SACE in 2012.
- The 2013 Aboriginal SACE Completers poster featured Aboriginal students who successfully completed the SACE in 2012, and was distributed to schools in Term 2.
- The fifth SACE Aboriginal Student Pathways Conference was held at the University of South Australia on 18 June 2013, with Aboriginal students (from Years 10, 11, and 12) and teachers from twenty-seven government, Independent, and Catholic schools attending.

Special Provisions

The Special Provisions in Curriculum and Assessment Policy and associated procedures aim to ensure that students have fair opportunities to participate in and access assessments. Students may apply for special provisions on the grounds of a long-term impairment, personal circumstances, misadventure, or short-term difficulties.

The granting of special provisions to students who applied for special provisions for school assessments remained the responsibility of schools in 2013, but the SACE Board provided advice on the options best suited to different subjects and individual students.

The SACE Board was responsible for granting special provisions to students who applied for special provisions for external assessments. In 2013, 810 students from 157 schools in South Australia and the Northern Territory were granted special provisions for external assessments.

Nine students from four schools in Asia were also granted special provisions.

In 2013, the Special Provisions in Curriculum and Assessment Policy was reviewed. The SACE Board sought feedback from a range of stakeholders including students, parents, teachers, school leaders, and medical professionals regarding awareness and clarity of the policy and associated procedures. A range of recommendations were proposed and endorsed by the SACE Board, which will be implemented during 2014 and 2015 to better enable eligible students to access appropriate special provisions in the SACE.

These recommendations include:

- the production of further support materials, including workshops, data, and information for schools
- the production of more information for students and families about the availability of special provisions, school processes, and the types of variations that are available
- a dedicated special provisions minisite on the SACE website with information for schools, families, students, and medical health professionals
- the increased use of medical professionals to support SACE Board decision-making processes.

Modified Subjects

Modified subjects provide a curriculum and assessment option for students with identified intellectual disabilities. They are designed for students who are unable to reach the performance standards in mainstream subjects because of an identified intellectual disability.

Students are able to demonstrate their learning in a range of challenging and achievable experiences tailored to their individual needs.

Students who wish to access modified subjects must meet the SACE Board's eligibility criteria.

The following modified subjects were offered at both Stage 1 and Stage 2 in 2013:

- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English Pathways: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics Pathways: Modified
- Scientific Studies: Modified
- Society and Culture: Modified.

The Personal Learning Plan: Modified (Stage 1 only) and Research Project: Modified (Stage 2 only) were also offered in 2013.

Modified subjects allow students, with the support of others, opportunities to set and develop their capabilities and personal learning goals. Students learn how to identify, develop, and achieve their personal learning goals in the context of the subject undertaken.

Assessment of individual achievement is based on the features of knowledge, skills, and understanding that are observed in the

student's evidence of learning in relation to the selected capabilities and personal learning goals. Students who undertake modified subjects receive a result of 'Completed' or 'Not Completed' rather than a grade.

A number of meetings were held in 2013 to support teachers to deliver modified subjects. These meetings included:

- two planning workshops, which focused on assessment design and the development of learning and assessment plans
- two clarifying forums to support teachers to develop a shared understanding of assessment decisions with reference to personal learning goals and capabilities
- two review meetings to ensure that teachers' assessment decisions were consistent across the state; sixty-eight schools participated in a review meeting.

The SACE Board recognises students who have completed their SACE entirely through the study of modified subjects, and have demonstrated personal achievements that go well beyond expectations as well as exceptional development and demonstration of one or more SACE capabilities during their SACE studies. Each school in South Australia is invited to nominate one student to receive the award on this basis. From the nominations, a Board-appointed panel selects the student to receive the Excellence in Modified Subjects Award.

In 2013, ninety-eight students completed the SACE by studying at least one modified subject at Stage 1 or Stage 2; and sixty-two students completed the SACE by studying modified subjects only.

Recognition of Excellence

Merit Ceremony

Each year the SACE Board publicly recognises student achievement at the SACE Merit Ceremony. The event honours students who achieved overall excellence, as well as those who performed exceptionally well in one or more of the Board's accredited Stage 2 subjects in the previous school year.

On Tuesday 12 February 2013, 622 South Australian students and their parents and friends, as well as invited distinguished guests, attended the SACE Merit Ceremony in the grounds of Government House. These South Australian students achieved a total of 1014

Merit Certificates for outstanding achievement in SACE subjects in 2012.

Twenty-five students received the Governor of South Australia's Commendation for outstanding overall achievement, and were presented to His Excellency Rear Admiral Kevin Scarce AC, CSC, RANR, Governor of South Australia. The Hon. Jennifer Rankine MP, Minister for Education and Child Development, presented the Tennyson Medal for English Studies to Miss Joanna Louise Brookman. (Miss Rachael Alana McCullough from the Northern Territory was the co-recipient of the Tennyson Medal; this was presented at a ceremony in the Northern Territory.) Ms Jane Danvers, the Presiding Member of the SACE Board, presented Merit Certificates to students with outstanding achievements in four, three, or two subjects. Mr Jarrad Andrew Hopkins responded on behalf of all students.

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

- Timothy Sexton, Chief Executive Officer and Artistic Director, State Opera of SA
- Michelle Morton, Managing Director, E-Cycle Recovery Pty Ltd
- Professor Karen Reynolds, Matthew Flinders Distinguished Professor of Biomedical Engineering, and Director, Medical Device Research Institute, Flinders University
- Hieu Van Le, AO, Lieutenant Governor of South Australia
- Natalie Von Bertouch, Netballer and Captain, Adelaide Thunderbirds
- Khadija Gbla, 2011 Young South Australian of the Year
- Dr Margaret Law, Deputy General Manager, Deep Blue Tech Pty Ltd
- Kristin Alford, Futurist and Director, Bridge8 Pty Ltd
- Rosanna Mangiarelli, Journalist and Presenter, Today Tonight Adelaide — Channel 7.

Music was provided by Brighton Secondary School, Fremont-Elizabeth City High School, Marryatville High School, Westminster School, and Woodville High School. The viceregal salute was performed by the combined Special Interest Music Centres brass ensemble from the Department for Education and Child Development.

The Board expressed its appreciation to the following organisations for their support of the 2013 Merit Ceremony: Adelaide City Council,

BankSA, Knispel Fruit Juices Pty Ltd (Nippy's), Santos Ltd, and St John Ambulance Australia SA Inc.

Governor's Awards

Based on the 2013 SACE results, twenty-nine students were identified as recipients of the Governor of South Australia Commendation, recognising overall excellence in the SACE. These students received a commendation for either:

- achieving an A+ with Merit in five Stage 2 subjects, including the Research Project
- demonstrating excellence in their SACE studies and in one or more of the SACE capabilities of communication, learning, personal development, citizenship, and work
- being the Aboriginal student with the highest overall achievement in the SACE.

Each school in South Australia was invited to nominate one student to receive the award based on the second criterion. Recipients were chosen by a selection panel that comprised His Excellency Rear Admiral Kevin Scarce AC, CSC, RANR, Governor of South Australia, and leaders from the school sectors, vocational education and training, and business.

The 2013 Governor of South Australia's Commendations will be presented to South Australian students at the 2014 SACE Merit Ceremony. (See Appendix E for the names of recipients.)

Subject Merits

To receive a subject merit, a student must achieve an A+ and be in the top 1–2% of the cohort in a Board-accredited Stage 2 subject. A panel determined the level that represented exceptional achievement in each subject and students who demonstrated achievement at this level were awarded an A+ with Merit.

In 2013, a total of 892 students achieved an A+ with Merit in at least one subject, including 828 from South Australia, 20 from the Northern Territory, and 44 from Asia.

Merit Certificates for the 2013 school year will be presented to South Australian students at the 2014 SACE Merit Ceremony. (See Appendix E for the names of recipients.)

Art Show

The thirty-first annual SACE Art Show was held from 25 March 2013 to 1 May 2013 at the

Light Square Gallery, Adelaide College of the Arts.

The SACE Art Show was opened by the Hon. Jennifer Rankine MP, Minister for Education and Child Development, with guest presenter Mr Richard Coburn, Director and Editor at Kojo. The Hon. Tony Piccolo MP, Minister for Youth, presented a number of encouragement awards to students from both country and metropolitan schools.

Selected for exhibition were 184 works by 154 students from 87 schools across the three sectors. The artworks demonstrated a broad and insightful interpretation of the performance standards for the Stage 2 Visual Arts Assessment Type 2: Practical. Almost 5500 people visited the exhibition. Many members of the on-site moderation assessment panels volunteered to supervise in the gallery. This gave them the opportunity to share ideas and information about the exhibits with the expectation that students would be inspired and enthused by the work.

Following the exhibition, selected works were hung in the offices of the SACE Board, the Australian Education Union, the Teachers Registration Board of South Australia, and the Minister for Education and Child Development.

Student Pathways

Australian Tertiary Admission Rank

Students who complete the SACE and obtain a university aggregate are eligible for university entry using the Australian Tertiary Admission Rank (ATAR). The ATAR is a nationally recognised rank derived from the university aggregate and is reported as a number between 0 and 99.95.

To obtain a university aggregate, students who complete their SACE must, while complying with rules regarding subject combinations and restrictions on the number of credits permitted in selected subject areas, gain at Stage 2:

- 60 credits from tertiary admission subjects (TAS)
- a further 20 credits from TAS, other Board-approved subjects, and/or Board-recognised courses.

The structure of the university aggregate allows students to use the flexible options of the new SACE for university entry. In 2013, 11 525 students obtained a university aggregate and an ATAR.

TAFE SA Selection Score

Students who complete the SACE are eligible for entry to most TAFE SA courses. To be eligible for entry to Certificate IV and higher level TAFE SA courses, students must also obtain a TAFE SA Selection Score.

To obtain a TAFE SA Selection Score, students who complete their SACE must, while complying

with rules regarding subject combinations, gain at Stage 2:

- 40 credits from TAS
- a further 20 credits from TAS, other Board-approved subjects, and/or Board-recognised courses.

This mixture of SACE subjects and other recognised courses allows students to use the flexible options of the new SACE for TAFE entry. In 2013, 12581 students obtained a TAFE SA Selection Score.

HUMAN RESOURCES MANAGEMENT REPORTING

The Human Resources and Corporate Services group provides a comprehensive range of strategic and operational human resource management, financial management, administration, and other corporate services to support the SACE Board of South Australia.

Some data are reported as the number of persons *and* as the number of full-time equivalent positions (FTEs).

Employees, by Gender and Status

Total Number of Employees	
Persons	109
FTEs	100.5

Gender	% Persons	% FTEs
Male	35.8	37.4
Female	64.2	62.6

Number of Persons	
Separated from the agency	13
Recruited to the agency	17
On leave without pay at 31 December	1

Status of Employees in Current Position

FTEs	Ongoing	Short-term Contract	Long-term Contract	Casual (excludes agency staff)	Total
Male	14.0	9.6	14.0	0	37.6
Female	23.2	21.3	18.4	0	62.9
Total	37.2	30.9	32.4	0	100.5

Persons	Ongoing	Short-term Contract	Long-term Contract	Casual (excludes agency staff)	Total
Male	14	11	14	0	39
Female	26	25	19	0	70
Total	40	36	33	0	109

Number of Employees by Salary Bracket

Salary Bracket	Male	Female	Total
\$0–\$53 199	4	15	19
\$53 200–\$67 699	5	21	26
\$67 700–\$86 599	12	13	25
\$86 600–\$109 299	15	20	35
\$109 300 +	3	1	4
Total	39	70	109

Number of Executives by Gender, Classification, and Status

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

Employment Opportunity Programs

Equal employment opportunity is an important part of the SACE Board's recruitment and selection process. During 2013, the SACE Board did not employ any staff through the various employment opportunity programs. However, it continued to consider the programs when filling vacancies.

Leave Management

Average Days Leave Taken per Full-time Equivalent Employee

Leave Type	2010	2011	2012	2013
Sick leave	6.5	7.4	7.1	7.8
Family carer's leave	1.1	1.5	1.6	1.9
Miscellaneous special leave	0.4	0.2	0.5	0.6

Workforce Diversity

The SACE Board has a diverse workforce, with 2.7% employees with a disability, and 18.3% employees born overseas.

In 2013, no new workplace adaptations were required for employees with disabilities.

Aboriginal and/or Torres Strait Islander Employees

Salary Bracket	Aboriginal staff	Total staff*	% Aboriginal	Target †
\$0–\$53 199	0	0	0.0	2%
\$53 200–\$67 699	0	0	0.0	2%
\$67 700–\$86 599	1	109	0.9	2%
\$86 600–\$109 299	0	0	0.0	2%
\$109 300 +	0	0	0.0	2%
Total	1	109	0.9	2%

* These figures do not include casual employees.

† Source: South Australia's Strategic Plan, www.saplan.org.au.

Number of Employees by Age Bracket by Gender

Age Bracket (years)	Male	Female	Total	% of Agency	2013 Workforce Benchmark*
15–19	0	0	0	0.0	6.2%
20–24	1	1	2	1.8	9.7%
25–29	2	6	8	7.3	10.9%
30–34	8	7	15	13.8	9.8%
35–39	5	11	16	14.7	10.1%
40–44	9	10	19	17.4	11.8%
45–49	2	13	15	13.8	11.2%
50–54	6	9	15	13.8	11.3%
55–59	1	6	7	6.4	9.0%
60–64	4	6	10	9.2	6.1%
65+	1	1	2	1.8	3.7%
Total	39	70	109	100	100.0

* Source: Australian Bureau of Statistics *Australian Demographic Statistics, 6291.0.55.001 Labour Force Status (ST LMB) by Sex, Age, State, Marital Status — Employed* — Total from Feb78 Supertable, South Australia at Feb 2013.

Cultural and Linguistic Diversity

	Male	Female	Total	% of Agency*	SA Community †
Number of employees born overseas	9	11	20	18.3	22.1%
Number of employees who speak language(s) other than English at home	3	6	9	8.2	14.4%

* This does not include casual employees.

† Source: Australian Bureau of Statistics, *Basic Community Profile (SA) Cat no. 2001.0*, 2011 census.

Number of Employees with Disabilities

Type of disability*	Male	Female	Total	% of Agency
Sensory	1	1	2	1.8
Psychological/psychiatric	1	0	1	0.9
Total	2	1	3	2.7

* As defined by section 4 of the Commonwealth's *Disability Discrimination Act 1992*.

Leadership and Management Development

Leadership and Management Training Expenditure

Training and Development	Total Cost	% of Total Salary Expenditure
Total training and development expenditure	\$133 273.70	1.8%
Total leadership and management development expenditure	\$38 108.70	0.5%

Accredited Training Packages by Classification

Classification	Number of Accredited Training Packages
ASO4	1
ASO5	1
ASO6	3
ASO7	1

Performance Management

During 2013, there has been a further improvement in the number of documented individual performance management reviews for employees.

Documented Review of Individual Performance Management

Employees with . . .	% of Total Workforce	
	2012	2013
a review within the past 12 months	70	74
a review older than 12 months	17	19
no review	13	7

Voluntary Flexible Working Arrangements

Voluntary Flexible Working Arrangements available in the public sector are outlined in the Commissioner's Standard 3.1. SACE Board employees may access these arrangements, which are designed to assist employees to better manage their work and other responsibilities and interests.

Voluntary Flexible Working Arrangements by Gender

Working Arrangement	Male	Female	Total
Purchased leave	0	0	0
Flexitime	34	65	99
Compressed weeks	0	0	0
Part-time	2	19	21
Job share	2	8	10
Working from home	14	9	23

Work Health, Safety, and Injury Management

The adoption of nationally harmonised workplace safety laws by South Australia resulted in new legislation coming into effect as of January 2013. This includes the *Work Health and Safety Act 2012 (SA)* (WHS Act) and the *Work Health and Safety Regulations 2012 (SA)*.

The SACE Board Work Health and Safety Committee focused on reviewing its Work Health and Safety Policy and procedures to ensure alignment with the new requirements.

Targeted training in due diligence was undertaken by Board members and Officers. Further awareness training and communications were identified as a priority for 2014.

The Work Health and Safety Committee focused on staff well-being activities, compliance programs, and emergency warden and first aid officer training.

Work Health and Safety Notices and Corrective Action Taken

OHS Legislative Requirements	2009	2010	2011	2012	2013
Number of notifiable incidents pursuant to WHS Act Part 3	0	0	0	0	0
Number of notices served pursuant to WHS Act Section 90, Section 191, and Section 195 (provisional improvement, improvement, and prohibition notices)	0	0	0	0	0

OPERATIONS MANAGEMENT REPORTING

Asbestos Management

The building owner engaged AEC Environmental to complete a full inspection of the premises and provided the SACE Board of South Australia with an updated asbestos register in January 2013.

Greening of Government Framework

Energy Efficiency

The building owners received a 3.5 star National Australian Built Environment Rating System

(NABERS) Energy whole building rating certificate for the premises at 60 Greenhill Road Wayville.

This rating is related to energy performance and greenhouse gas emissions based on 12 months of operational energy use.

The SACE Board continued its commitment to being an energy-conscious organisation by continually monitoring and conducting scheduled maintenance on plant and equipment, and employing electronic solutions in preference to printed materials where possible.

Electricity Usage

	Usage (units)	Cost (\$)
Base year 2001	235 530	36 496.28
2002	220 260	37 284.15
2003	231 740	38 586.51
2004	289 116	47 279.93
2005	283 840	51 077.14
2006	273 161	48 664.34
2007	266 825	49 790.06
2008	273 869	57 664.58
2009	290 514	64 122.55
2010	285 588	68 025.21
2011	278 047	77 558.45
2012	272 849	82 813.21
2013	279 916	95 975.03

After Hours Air Conditioning

	Usage (units)	Cost (\$)
Base year 2002	3093.43	91 712.54
2003	2550.74	69 768.10
2004	3051.59	54 482.85
2005	2407.96	25 841.97
2006	2812.82	28 757.49
2007	2446.30	23 341.16
2008	1895.83	18 776.52
2009	1215.03	11 959.64
2010	1294.41	8 050.26
2011	919.05	8 099.00
2012	1685.90	15 000.60
2013	1401.95	12 436.10

Performance Against Annual Energy Use Targets

	Energy Use (GJ)*	Greenhouse Gas Emissions†	Business Measures (FTE)‡	Energy Intensity (GJ/FTE x 1000)	Efficiency Gains
Base Year 2001	1669.75	0.27	68.6	24 304.40	
2008	1786.17	0.29	118.2	15 111.40	38%
2009	1818.52	0.30	99.8	18 221.69	25%
2010	1860.81	0.30	98.3	18 929.91	22%
2011	1393.30	0.27	89.1	15 637.47	36%
2012	1263.01	0.23	96.8	13 047.66	46%
2013	1194.64	0.23	100.5	11 886.97	51%

* Sum of all fuel types, expressed in gigajoules (GJ).

† Carbon dioxide equivalent.

‡ Full-time equivalents.

Carbon Emissions

The SACE Board continued its contribution towards South Australia's Strategic Plan target 59: to reduce greenhouse gas emissions to 40% of 1990 levels by 2050.

The SACE Board used several initiatives to reduce carbon emissions, including electronic and online publishing to deliver documents to stakeholders, the use of certified eco-friendly copy paper, the implementation of double-sided printing as a default setting, and the replacement of low-efficiency lighting to higher-efficiency fluorescent lighting.

Travel and Fleet

In 2013, the SACE Board conducted a review of its fleet vehicle numbers in an effort to reduce its carbon footprint.

As a result of this review, the SACE Board reduced the number of leased vehicles from nine to six vehicles, and also chose to lease fuel-efficient four-cylinder cars when replacing its larger pool vehicles.

Motor Vehicle Fuel Usage

	Fuel (litres)	Cost (\$)
2001	23 704.95	18 619.37
2002	25 295.01	18 512.41
2003	26 803.51	20 549.70
2004	26 165.00	21 201.15
2005	28 602.44	27 009.34
2006	27 922.05	29 225.59
2007	27 446.71	28 552.88
2008	23 988.82	31 879.78
2009	22 334.22	24 498.79
2010	24 071.35	25 369.26
2011	11 308.74	14 052.49
2012	8 031.77	9 918.71
2013	5 318.69	6 508.59

Waste

The SACE Board continued to recycle toner cartridges and other equipment peripherals through its suppliers or other collection boxes.

General recycling of paper, cardboard, cans, cartons, glass, and plastics is standard SACE Board operating practice. A bin system is in place so that staff can separate waste.

Water Efficiency and Wastewater

The SACE Board continued to improve its water efficiency process and, in collaboration with the building owners, worked towards a high level of compliance with the required standards. The SACE Board regularly maintained and monitored water outlets to achieve greater efficiency and hence reduce water consumption.

Disability Access and Inclusion Plans

In 2013, the SACE Board continued its strong commitment to providing facilities and support to customers and staff with disabilities.

Modified subjects provided a curriculum and assessment option for students with identified intellectual disabilities.

The SACE Board also provided workshops, key materials, and support materials for teachers and schools to assist them to teach modified subjects.

The SACE Board Excellence in Modified Subjects Award recognises students who have completed their SACE entirely through the study of modified subjects.

Freedom of Information

The SACE Board became subject to the *Freedom of Information Act 1991* (the FOI Act) from 1 April 2013.

The FOI Act provides members of the public with a legally enforceable right of access to documents held by the South Australian Government, subject only to such restrictions as are reasonably necessary for the proper administration of the government. It also enables people to apply for the amendment of records concerning their personal affairs if they consider them to be incomplete, incorrect, out of date, or misleading.

The SACE Board remains an Exempt Agency in respect of certain functions and information in accordance with the Freedom of Information (Exempt Agency) Regulations 2008.

Freedom of Information Statement 2013

In 2013, an up-to-date information statement was published on the SACE website to satisfy Freedom of Information obligations.

Whistleblowers Protection Act

The SACE Board of South Australia has appointed responsible officers for the purposes of the *Whistleblowers Protection Act 1993* (WPA) pursuant to the *Public Sector Act 2009* s. 7.

There have been no disclosures of public interest information to a responsible officer of the SACE Board of South Australia under the WPA during the period 1 January 2013 to 31 December 2013.

FINANCIAL MANAGEMENT REPORTING

In 2013, the Asset Accounting Policy was reviewed and promulgated throughout the SACE Board of South Australia. In addition a Fraud and Corruption Prevention Policy was developed and implemented. Financial policies and procedures are reviewed on a regular basis to ensure they remain accurate and relevant.

Account Payment Performance

The table below shows the number and value of creditors' accounts paid in accordance with Treasurer's Instruction 11.

There has been an improvement in performance in 2013 from the previous year. The agency is continuing to implement improvements and is working to achieve the target of 100% of invoices paid by the due date.

Fraud

There have been no instances of fraud detected at the SACE Board during 2013.

A Fraud and Corruption Prevention Policy has been implemented and controls continue to be in place to mitigate the risk of fraud occurring.

Consultants

There were no consultants engaged by the SACE Board in 2013.

Contractual Arrangements

The SACE Board had no contractual arrangements during 2013 where the total value of the contract exceeded \$4 million and the contract extended beyond a single year.

Account Payment Performance

Particulars	Number of Accounts Paid	Percentage of Accounts Paid (by number)	Value in \$A of Accounts Paid	Percentage of Accounts Paid (by value)
Paid by the due date	4 996	92.4	8 663 180	87.6
Paid late but within 30 days of the due date	286	5.3	1 076 216	10.9
Paid more than 30 days after the due date	124	2.3	150 911	1.5

Overseas Travel

Number of Employees	Destination(s)	Reasons for Travel	Travel and Accommodation (\$)	Salary and On-Costs (\$)	Total Cost (\$)
1	Malaysia	Merit Ceremony	2 982	4 067	7 049
4	China/Malaysia/Singapore	South Australian Matriculation professional development	19 468	17 867	37 335
1	Israel	International Association for Educational Assessment Annual Conference	5 593	7 489	13 082
6			28 043	29 423	57 466

Appendix A: Board Profiles



Jane DANVERS

Jane was appointed Presiding Member of the SACE Board of South Australia in October 2012, after serving as the Deputy Presiding Member for 3 years. Currently Principal of Wilderness School, Jane was the inaugural Principal

of University Senior College.

Jane is a member of the Australian College of Educators and the Australian Council for Educational Leaders, the Association of Heads of Independent Schools of Australia (AHISA), the Association of Independent Schools of SA (AISSA), and the International Association for the Study of Cooperation in Education. She serves on the national AHISA Board.

In 2013 she was awarded the AISSA Noel Volk Excellence Award and the Principals Australia Institute's John Laing Award.

She has served on the Ministerial Advisory Committee on Non-government Schools, the Governing Council of St Ann's Residential College, the *future* SACE's Higher and Further Education Task Group, the South Australian Tertiary Admissions Centre Schools Reference Group, and the AHISA National Curriculum Advisory Group.



Robert DEBELLE

Robert was appointed the Deputy Presiding Member in October 2012. He is a general economist and has wide experience in challenging and creative management roles in the private sector, government, and non-profit

organisations. His experience includes Chief Executive of Studio Archetype in Sydney, one of the world's foremost brand consultancies at the time, and manager of an Asia-Pacific e-commerce consulting firm based in Tokyo.

Robert is Managing Director of the strategic consulting firm ROBERT DEBELLE, and a Senior Associate of SKC, an economic analysis consultancy with a focus on network industries.



Cheryl BAUER

Cheryl is Principal of St John's Grammar School. Her career in education spans Independent and government schools and both coeducational and all-female student cohorts. Cheryl's curriculum experience includes a role

in subject moderation and membership of a subject advisory committee at SSABSA. Cheryl has also worked as a subject adviser and project officer in the Department for Education and Child Development, and with student teachers at the University of South Australia.

Cheryl is a Deputy Member of the Education and Early Childhood Services Registration and Standards Board, and has just completed a term as Chair of the Association of Independent Schools of South Australia (AISSA) Secondary/Combined Heads Committee. She is a member of the Australian Institute of Company Directors, the Australian Council for Educational Leaders, the Association of Heads of Independent Schools of Australia (AHISA), the Australian Anglican Schools Network (AASN), and AISSA.



Michelle BENTLEY

Michelle's involvement in education-aligned careers spans 30 years. As General Manager, Donington SA, Michelle specialises in career management, transition, organisational and workforce developmental programs, and coaching services.

Michelle has an MBA, BEd, DipT, and Certificate IV in Training and Assessment and is accredited in the Myers-Briggs Type Indicator, the Genos Emotional Intelligence Development Assessment, and the Genesys Psychometric Assessment. Michelle is also a Career Coach accredited by Career Partners International.

She is an active member of the Australian Institute of Company Directors, the Governor's Leadership Foundation network, the University of South Australia Executive Partners Programme mentoring scheme, and a Human Resource Management Curriculum Review group.

Michelle has served on the SACE Board since 2009, previously as a Deputy Board Member.



Stephen DOWDY

Stephen Dowdy was appointed inaugural Head of UniSA College in February 2011 following an extensive career as a secondary school teacher, professional development adviser, and principal. Stephen's role at the University of South

Australia has seen him lead the development of an innovative, effective, and student-centred organisation. UniSA College offers university-enabling programs and school, community, and university partnership activities.

Stephen is an executive member of the National Association of Enabling Educators of Australia and a member of the University of South Australia Academic Board. He has also served as a member of the Northern Futures Board of Directors, the South Australian Tertiary Admissions Centre Schools Reference Group, and the editorial board of *Principal Matters*.

Stephen was the Principal at Adelaide High School from 1997 until 2011. He was also Principal of Windsor Gardens High School from 1994 to 1996 and the Founding Principal of Marden Senior College from 1990 to 1993. In these schools he developed a culture of supporting student achievement and programs responsive to a diversity of student needs.

Stephen is recognised for his commitment to educate every person by offering students a quality learning experience and curriculum that enables individuals to reach their full potential.



Kim HEBENSTREIT

Kim is the Principal of Thebarton Senior College, a major provider of vocational education and training, and senior secondary and new arrivals programs for adult students. He has worked in senior leadership positions in secondary schools for the

past 20 years. He has also worked in advisory positions for the [then] Department of Education and Children's Services in curriculum, equity, and vocational education roles.

Kim has worked extensively in developing programs that equip students for the transition from school to work. He has a keen interest in strategic leadership and governance. He is a Board member of the South Australian Secondary Principals' Association, and a member of the Australian College of Educators and the Australian Institute of Company Directors.



Neil MCGORAN

Neil is the Chief Executive of the SACE Board of South Australia. Neil was appointed to the position in October 2013, and aims to continue the pursuit of excellence and equity for SACE students.

Neil is a passionate educator and is committed to ensuring positive educational outcomes for all young people. He has taught a range of SACE subjects including English, Literacy for Work and Community Life, Numeracy for Work and Community Life, and Stage 2 Community Studies, and his areas of professional interest are educational leadership, curriculum and assessment policy, and change management.

Before his appointment as Chief Executive, Neil held several school-based leadership positions, including principal, deputy principal, and director of studies. He has also worked as a system leader in Catholic Education South Australia.



Helen O'BRIEN

Helen is Deputy Director of Catholic Education South Australia. She works with other senior leaders to articulate the vision for the system of Catholic schools in South Australia and to put in place strategies that will bring the vision to a reality.

She also leads a team of educators and learning consultants who provide professional learning opportunities and student services to Catholic school communities in South Australia.

Previously Helen has worked as a regional adviser, principal, mathematics consultant, and teacher in the Catholic education sector.

Helen is committed to ensuring that all young people have access to the best learning opportunities possible. This orientation is practiced at sector, state, and national levels through the various curriculum leadership responsibilities that engage her.



Pam RONAN

Pam is the Principal of St Francis de Sales College, Mount Barker. She is also Chair of the Association of Principals of Catholic Secondary Schools in South Australia and a member of various committees and groups supporting

the well-being and learning opportunities for students in regional and rural areas.

From 2005 to 2012, Pam was Chair of the TAFE SA Regional Council, and in 2006 was awarded the MacKillop Distinguished Educator Medal by the Australian College of Educators.



Viv RUSK

During 2013, Viv was a Regional Director of the Department for Education and Child Development, based in the Eastern Adelaide Region. Before her appointment to this position, Viv held a number of school-based leadership

positions, the most recent as Principal of Heathfield High School from 2002 to 2010.

Excited by the rapidly changing role of schools and education services in a global world, Viv believes it is critical that all education leaders focus on improving pedagogy in order to achieve the best possible outcomes for students. In Viv's view, the voices of young people are pivotal in developing and sustaining quality education services that really do meet their needs. So too is the quality of the teaching and learning they receive.

In 2010, Viv was awarded a South Australian Educational Leadership Medal by the Australian Council for Educational Leaders. Committed to educational reform throughout her career, Viv has played a key leadership role in curriculum transformation, and broadening and strengthening pathways for young people through middle and senior secondary schooling and into the world beyond school.



Peter VAUGHAN

Peter joined the Board in October 2012. He began his working life as a secondary school teacher in Victoria, and has since undertaken diverse roles in a variety of industries, including industrial arbitrator, marketing manager, industry

spokesperson, and various senior management roles in both the private and public sectors. In the immediate past, Peter was the Chief Executive Officer of Business SA.

Peter retired from Business SA in July 2012, but he continues to serve on a number of Boards including those of the Jam Factory (Chair) and TAFE SA (Chair). Peter has sat on various other Boards and Councils including the Training and Skills Commission, WorkCover SA, and the Cancer Council of South Australia.

As a dedicated supporter of government schooling, Peter is mindful that education is the great uplifter in our society.



Martin WESTWELL

Martin is the Director of the Flinders Centre for Science Education in the 21st Century and a Strategic Professor of Science Education Research. The centre applies an evidence-based approach to teaching and learning, with a focus on

mathematics and science education. The centre works with a number of states and territories, nationally and internationally, to support the development of quality teaching and innovation.

He is a Chief Investigator in the national Science of Learning Research Centre and a member of the steering group for UNESCO's Education Research Institutes Network.

After completing his degree and PhD at the University of Cambridge, Martin moved to the University of Oxford. He left academia to pursue other interests and then returned to Oxford in 2005 as Deputy Director of the Institute for the Future of the Mind. Here he ran a research program on the influence of modern lifestyles and technology on the minds of the young and the old. Throughout his time at the Institute, Martin worked with the UK government, parliament, teachers, parents, and others, to provide access to scientific evidence and inform decision-making about the learning and education of young people.

Martin moved to South Australia in 2007 and has two boys who attend public schools.

Deputy Board Members



Steve BOUSFIELD

Steve Bousfield was appointed Principal of Westminster School in early 2009.

Holding a Master of School Management Degree from Central Queensland University (1997), Steve has more than 30 years of

education experience. He was Head of Science and Director of Staff Development at Bankstown Grammar School (NSW), and was Deputy Principal of The Kooralbyn International School (Qld). He moved to Westminster School in 2001 to become Director of Studies and a member of the School Management Committee.

Steve's expertise is in curriculum development and in 2006 he was appointed a member of the secretariat charged with reviewing senior schooling in South Australia and preparing the new South Australian Certificate of Education. He was also recognised in that year by the Association of Independent Schools of South Australia (AISSA) with an award for his outstanding commitment to curriculum. His current interests focus on professional standards for teachers and school leaders and school improvement.

Steve has just completed a term as Chair of the AISSA School Groups Representatives Committee. He is a member of the Australian Council for Educational Leaders, the Association of Heads of Independent Schools of Australia (AHISA), and AISSA.



Peter DAW

Peter has been a teacher for more than 30 years and a principal since 1989. He is currently the Principal of Mercedes College. He has assisted in the management of the South Australian Curriculum Standards and Accountability Framework

and was a principal consultant for Catholic Education South Australia.

Peter manages an international student program and leads a curriculum that comprises both the International Baccalaureate and SACE programs in Years 11 and 12. He meets regularly with the heads of schools that teach the International Baccalaureate, and has worked in cluster groups dealing with vocational education and training in schools. Having worked with students from a wide variety of socio-economic backgrounds, he is passionate about ensuring that our education system is able to meet the needs of all young people.



Sharon DUONG

Sharon is Deputy Director of Teaching and Learning at the Catholic Education Office, Diocese of Darwin, and a member of the Northern Territory Board of Studies. She leads a team that supports Northern Territory Catholic

schools in teaching and learning in the early years through senior secondary education. This team's particular focus areas include curriculum, inclusion, literacy and numeracy development, e-learning, pastoral care and well-being, professional learning, leadership development, and pre-service teacher education.

Sharon is a strong advocate of strategic, whole-school planning for improving learning outcomes, with high expectations for all students to have opportunities to experience success.

Sharon's previous roles include Senior Education Adviser and Indigenous Education Consultant for Catholic Education SA. Her teaching areas are English as a Second Language (ESL), special/adaptive education R-12, and Community Studies.



Kerrie NUSSIO

Kerrie has been a member of the Board since July 2011 and a member of the Communication and Engagement Committee since April 2012. She is a graduate of the Australian Institute of Company Directors course and is a certified Professional

Manager. Kerrie is currently a member of the Department of Further Education, Employment, Science and Technology (DFEEST) Skills for All Executive Committee and related subcommittees, the Innovative Community Action Networks (ICAN) Evaluation Committee, the Australian Human Resources Institute, and the Australian Institute of Project Management.

Kerrie has a background in senior management in the defence and mining industries and the South Australian Government. Kerrie is currently Manager, Industry Programs, for the Industry Skills Development Directorate of DFEEST, overseeing the management of programs such as Skills in the Workplace, Productivity Places Program, Industry and Indigenous Skill Centre Program, and Retrenched Worker Program.

Kerrie is a registered secondary school teacher and has educated senior secondary students in both the government and non-government schools in metropolitan, remote, and regional locations.



Graeme OLIVER

During 2013, Graeme was the Deputy Principal at the Australian Science and Mathematics School (ASMS) where he was responsible for developing and implementing the innovative curriculum of the ASMS. During 2013, Graeme was also

a member of the Accreditation, Recognition, and Certification Committee of the SACE Board, the Convenor of the South Australian Secondary Principals' Association's Curriculum and Pedagogy Strategic Directions Group, and a Board Member of the South Australian Secondary Principals' Association.

Graeme has a passion for ensuring that education is engaging and compelling for students, and relevant to students' needs and interests as citizens of the future. To this end he strongly supports making capabilities central to student learning.



Janette SCOTT

Janette is the Principal of Para Hills High School. She is a member of the Department for Education and Child Development Senior Secondary Reference Committee; a member of the Northern Advanced Manufacturing

Industry Group (NAMIG) Management Board; immediate past chairperson of the Northern Adelaide State Secondary Schools Principals' Network (NASSSPN); and a member of the South Australian Secondary Principals' Association (SASPA), contributing to its Board and subcommittees.

She has been a member of the SACE Board's Accreditation, Recognition, and Certification Committee since its inception in 2008. Prior to that, she was a member of the SSABSA Board from 1994 to 2008.

Janette has been involved in leading school improvement programs to increase secondary students' numeracy and literacy skills and understandings over many years. In 2013, this included working with numeracy and literacy coaches, teams of mathematics and English teachers, and supporting teachers in all learning areas to teach specific numeracy and literacy skills explicitly, and to develop new pedagogies through the use of new technologies. This work has recently been published in 'Stories from the Field', a document that describes the work of fourteen school leaders to improve student learning in Northern Adelaide schools.

Appendix B: Curriculum Leaders Groups

Arts

Creative Arts

Chika Anyanwu
Marie Baker
Tiffany Beasley
Corinne Berry
Robyn Callan
Malcolm Cheffirs
Frances Dennis
Marilyn Feneley
Martin Gray
Max Mastrosavas
Ashleigh Noll
Denise Piggott
Harry Postema
Ruth Stephenson
Trent Wickers

Dance

Corinne Berry
Robyn Callan
Megan Cooper
Amanda Kimber
Carolyn Obst
Judy Swan
Penelope Thomas
Christine Underdown
Anne Young

Drama

Anita Baltutis
Corinne Berry
Michael Butler
Graham Cox
Jessica Foster
Martin Gray
David Hill
Hannah McCarthy
Roger Masters
Max Mastrosavas
Alison Rosenthal
Karen Sheldon

Music

Corinne Berry
Anne Cawrse
Fran Charlton
Janelle Colville
Elizabeth Cox
Bronwyn Elsegood
Kaye Fitton
David Garwood
Peter Gillard
Jason Hammond
Elizabeth Harlock-Lea
Leanda Herring

Antony Hubmayer
Jeffrey Kong
Virginia Lakeman
Janet Leadbeater
Anna Lester
Eviniki Levendis
Stephen Millar
Peter Miller
Luke Nash
Daniel Pereira
Darryl Pope
Trent Wickers

Visual Arts

Tiffany Beasley
Corinne Berry
Amanda Chalmer
Malcolm Cheffirs
Laetitia de Braconier Harders
Marilyn Feneley
Ruth Flaherty
Peter Hughes
Tony Jeffrey
Vit Jurevicius
Sarah Melhuish
Ashleigh Noll
David Northcote
Gail Radford
Josephine Revesz
Deborah Russell
Ian Sinclair
Ruth Stephenson
Christine Wheatley-Dawson

Business, Enterprise, and Technology

Accounting

Diane Campbell
Scott Copeland
Robyn Davidson
Trudi Duggin
Glen Malkin
John Medlin
Matthew Noble
Russell Phillipson
Julie Stewart
Helen Willmer

Business and Enterprise

Laura Brady
Scott Copeland
Michelle Cordera
Evan Franco
Sharyn Habel
Vincenza Iammarrone
Russell Phillipson
Jane Ratsch-Jenke

James Reichstein
Simon Tanti
Heather Thomas
Tricia Yandell

Design and Technology

Greg Bassani
Shane Beitz
Roger Button
Peter Coulter
Angela Facchini
Anthony Izzo
Barry James
Ian McEgan
Kerrie Mackey-Smith
Leoni Mayes
Donald Murray
Ashleigh Noll
Dean Osborn
Russell Phillipson
Stephen Read
Annie Reid
Chris Short
Michele Truscott
Wayne Turville
Rod Yon

Information Processing and Publishing

Jacqueline Amor
Ruth Blythman
Paul Condous
Sharyn Habel
Giovanna Iannicelli
Deanna Isles
Jason Johns
David Roberts
Denise Spiroulas

Information Technology

Julie Clune
Katrina Falkner
Barbara Hender
Harris Iacovou
Leon Marsden
Peter Mitchell
Kylie Murphy
Russell Phillipson
Julie Ruiz
Kevan Varley
Joanne Zucco

Workplace Practices

Adele Broster
Claire Goble
Catherine Green
Malcolm Hughes
Kerrie Mackey-Smith
Anna Mirasgentis
Luke Northcote
Mandy Rego
Jason Schutt
Melissa Sherman

Cross-disciplinary

Community Studies

Karen Box
Kathryn Champion
Joy Cresp
Katrina Hudson
Kaye Lee
Adela Lock
Hilda Neville
Amanda Parsons
Rebecca Siney

Cross-disciplinary Studies/Integrated Learning

Cherie Baker-Hutton
Adele Broster
Sharon Davey
Jim Debnam
Tracey Dorian
Carmen Gambarotto
James Green
Anne Harvey
Karen Horvath
Michelle Lange
Julienne Lenain
Sarah McCarthy
Hassan Mekawy
Susan Melhuish
Ian Milne
Bronte Nicholls
Sammy Nutt
Judi Schmidt
Jacinta Stirrat
Rhonda Williams

Personal Learning Plan

Jamie Dunnill
Cheryl Flight
Sally Hodgson
Scarlett Lucero
Gerry McPhillips
Josephine Riccio
Kerry Rochford
Rebecca Siney
Colleen Tomlian
Debra Turley
Joshua Vick
Shannon Warren

Research Project

Annabel Dalzell
Heather De Blasio
Tracey Dorian
Ceinwyn Elleway
Virginia Grantham
Meridie Howley
Stephen Inglis
Stephen Kelly
Chris McGuire

Alison McLean
Hassan Mekawy
Luke Nash
Gianni Petrucci
Lisa Pope
Mandy Rego
Angela Stamatii
Gabriele Trobbiani

English

English as a Second Language

Lyn Bellwood
Mei French
Sarah Goldfain
Andrew Hartigan
Meridie Howley
Katrina Hudson
Sarah McCarthy
Max Marshall
Joan Richards
Mark Ryan
Gavin Scrimgeour
Miriam Smith
Virginia Thompson
Dalal Zahr
Olympia Zoanetti

English Communications, English Pathways, and Literacy for Work and Community Life

Marie Baker
Liz Bawden
Ann Bishop
Majo Bogatec
Renee Broadbent
Teresa Cimmino
Nicole Elding
Alison Ellett
Dawn Ferrett
Joslyn Fox
Assunta Fusco
Rebecca Giles
Meridie Howley
Dymphna Lonergan
Marilyn Marshall
Ruth Massie
Helena Monaghan
Kristine Nielsen
Roseanne Peady (Madden)

English Studies

Guy Bayly-Jones
Michael Butler
Richard Calam
Pamela Cashen
Margaret Donovan
Joslyn Fox
Jim Freeman
Stephen Kelly
Richard Noone

John Oakman
Nick Prescott
Melanie Smith

Health and Physical Education

Child Studies/Food and Hospitality

Cheryl Both
Catherine Correll
Carmela Culshaw
Kathleen Dodgson
Leanne Jarvis
Jan Longbottom
Bronwyn Maywald
Ann Mott
Luke Nash
Italia Parletta
Sue Richards
Daphne White

Health

Daniel Bayer
George Evreniadis
Gillian Forster
Jill Grove
Graeme Hudson
Deanna Isles
Felicity-ann Lewis
Sharyn Schell
Elizabeth (Betty) Szilagyi-Lipparelli
Robert Weatherald
Daphne White

Outdoor Education

Greg Allen
Gordon Begg
Pas Cosentino
David Edwards
Mark Kelly
Adrian Maywald
Mike Meredith
Russell Phillipson
Scott Polley
Andrew Pope
Andrew Quinn

Physical Education

Craig Bailey
Sharon Cibich
Christian Davidson
Jeff Fischer
David Hicks
Chris Hodgson
Deanna Isles
Craig Johncock
Adrian Maywald
Kain Noack
Brad Snell
Jacinta Stirrat
Glen Urbani

Humanities and Social Sciences

Aboriginal Studies

Neil Blenkinsop
Leigh Hughes
Helena Monaghan
Luke Nash
Elisa Resce
Lorraine Securo
Cheryl Uren

Ancient and Classical Studies

Giles Bartram
George Cafcakis
Mizpah Constable-Gray
Claire Flenley
Jim Freeman
Barbara Harding
Bob Pryce
Philip Stewart

Australian and International Politics

Morris Allen
Jim Freeman
Ascenzo Lancione
Sarah Rance
Harry Savelsberg
Malcolm Vaughan

Economics

Christopher Burrows
Bernadetta Chaustowski
Lois Ey
Cheryl Flight
Evan Franco
Vincenza Iammarrone
Jon Inge
Wendy Jacobs
Josephine Riccio
Mark Simpson
Robyn Walter

Geography

Krystyna Farnan
Kingsley Head
Michael Holmes
Meridie Howley
Malcolm McInerney
Mark Manuel
Simon Miller
Andrew Penny
Alexandra Piggott
Lisa Pope
Rita Shepherd
Robyn Sleeman
Joanne Wegener

History

Daryl Best
Beverley Bury

Andrew Buxton
Patricia Fabian
Mary Fisher
Neil Fletcher
Meridie Howley
Filomena Isles
Rachel McCall
Malcolm McInerney
Wendy Martin
Luke Nash

Legal Studies

Robin Aukett
Laura Brady
David Caruso
Penny Cavanagh
Bill Deegan
Shane Hennessy
Gina Kadis
Scarlett Lucero
Luke Nash
Jane Penhall
Ross Templeman

Media Studies

Chika Anyanwu
Daniel Bradley
Grant Brindal
Russell Phillipson
Harry Postema
Gareth Saunders
Karen Vered
Cheryl Webber
Denise Wood

Philosophy

David Crossman
Janet Farrall
Jim Freeman
Rosemary Hennig
Sue Knight
Tim Nailer
Peter Sage

Religion Studies

Josephine Armour
Robert Crotty
Jim Freeman
Anne Harvey
Rosemary Hennig
Laura Law
John Lewis

Society and Culture

Peter Davidson
Laila El-Assaad
Ceinwyn Elleway
Jim Freeman
Virginia Grantham
Anne Harvey
Harry Savelsberg

Lorraine Securo
Maira Stevens

Tourism

Peter Allen
Chris Anargyros
Shane Barnes
Anne Channing
Chris Fanning
Susan Melhuish
Catherine Pearce
Robyn Pillans
Gabriele Trobbiani

Women's Studies

Anne Bourke
Pam Cramond
Keri Fisher
Robyn Pillans
Karen Zilm

Languages

Rob Amery
Fayrouz Ajaka
Anna Axarlis
Brent Bloffwitch
Galina Brunoli
Eric Bouvet
Irene Castrechini-Sutton
Sokho Chau
Teresa Cimmino
Donovan Cresdee
F. Javier Diaz-Martinez
Christina Emblem
Marnie Foster
Rachel Francis
Yuhiko Fujiwara
Andrea Gallo de Garcia
Lucia Gentilcore
Amy Geue
Georgia Heynemann
Shiqin Hu
Gosia Iszbic
Marlene Jarema
Li-Hau Jin
Loiza Karamanis
Maisy Latif
Ly Le
Naoko Learmonth
Bob Lemar
Fang Liu
Louise Lycett
Diliara Mahmodi
Hassan Mekawy
Keiko Neilsen
Cyriaque Nijenahagera
Susan O'Connell
Kirsten Ohlhaber
Shahla Pakrou
Lee Pereira
Danielle Popovic

Sophie Qin
Marietta Rossetto
Dagmar Schmidt-Duncan
Andrew Scrimgeour
Joseph Sun
Agnes Szabo
Judy Taylor
Christopher Thorburn
Catrina Tridente
Guy Tunstill
Joe van Dalen
Minh Van Pham
Gabriele Walldorf-Davis
Xuewei Wang
Mani White
Philip Wilson

Mathematics

Mathematical Applications

Anna Bassani
Hailey Hay
Deanna Isles
Annette Johnston
Kate Manuel
Christine Slattery
Bernadette Thorpe
Sharon Ward
Deborah Williams

Mathematical Methods, Mathematical Studies, and Specialist Mathematics

David Andrew
Leonie Brown
Valerie Frost
Gary Glonek
James Grant
Anthony Harradine
Isabel Heath
Anne Ind
Deanna Isles
Derek Jeffrey
Jo Kellaway
Lisa Lanchester
Alastair Lupton
Michael Mickan
Heather Parrington
Jon Roberts
Bill Schenk
Robert Scherer
Natasha Smith
Alison Wolff
Deb Woodard-Knight

Mathematics

David Andrew
David Kinna
Rebecca Ludewig
Kate Manuel
Jan Menzies
Heather Parrington

Merilyn Salisbury
John Shanahan
Christine Slattery

Sciences

Agriculture and Horticulture

Paul Fanning
Mark Innes
Mal Jurgs
Robyn Pillans
Sue Pratt
Samantha Shores
Ross Templeman

Biology

Jan Brooks
Alison Bullock
Penny Collins
Kathy Daniels
Peter Donnelly
Lois Ey
John Glistak
Sally Hodgson
Brian LeCornu
James Rothgrew
Anne-Marie Taylor
Peter Walwyn

Chemistry

Glen Arthur
Brent Atherton
Sharon Davey
Alison Drake
John Drew
Sandra Eustace
Chris Evans
Michael McCann
Ian McMahon
Ann Murray
Sally Nobbs
Michael Perkins
Robyn Pillans
Simon Pyke
Paula Thorpe

Geology

Peta Abbot
Len Altman
Joanne Maratos
Bronte Nicholls
Robyn Pillans
Cynthia Pyle

Nutrition

Lisa Cibich
Sarah Craig
Joy Cresp
Chris Evans
Karen Magee
Anna Palombaro
Robyn Pillans
Bernadette Young

Physics

Tatiana Anesbury
Penny Collins
Lois Ey
Christopher Gambell
Derek Jeffrey
Gerald Little
Michelle McGrath
Paula Mills
Brian Parsons
Michael Smith
Andrew Stanley
Michael Wilcock

Psychology

Irena Atherton
Sarah Craig
Kate Cutts
Rachel Earl
Katrina Elliott
Lois Ey
Kirsty Gebert
Paul Hudson
Jennifer Hunter
Paul Jessen
Julie Robinson
Samantha Savage
Deborah Skelly
Penny Spencer
Zena Tan

Scientific Studies

Jan Brooks
Wesley Chambers
Katrina Elliott
John Glistak
Bronte Nicholls
Robyn Pillans
Sharon Robertson
Kimberley Shean
Brian Stratfold
Bruce White

Appendix C: Accredited Subjects

Stage 2

Full-year (20-credit) subjects

Arts

Creative Arts
Dance
Drama
Visual Arts – Art
Visual Arts – Design

Business, Enterprise, and Technology

Accounting
Business and Enterprise
Design and Technology
 Communication Products I
 Communication Products II
 Material Products I
 Material Products II
 Systems and Control Products I
 Systems and Control Products II
Information Processing and Publishing
Information Technology
Workplace Practices

Cross-disciplinary

Community Studies
 Arts and the Community
 Business and the Community
 Communication and the Community
 Design, Construction, and the Community
 Environment and the Community
 Foods and the Community
 Health, Recreation, and the Community
 Science and the Community
 Technology and the Community
 Work and the Community
Cross-disciplinary Studies
Integrated Learning

English

English as a Second Language
English as Second Language Studies
English Communications
English Pathways
English Studies

Health and Physical Education

Child Studies
Food and Hospitality
Health
Outdoor Education
Physical Education

Humanities and Social Sciences

Aboriginal Studies
Australian and International Politics
Australian History
Classical Studies
Economics
Geography
Legal Studies
Media Studies
Modern History
Philosophy
Religion Studies
Society and Culture
Tourism
Women's Studies

Languages

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

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

Mathematics

Mathematical Applications
 Mathematical Methods
 Mathematical Studies
 Mathematics Pathways
 Specialist Mathematics

Modified Subjects

Business and Enterprise: Modified
 Creative Arts: Modified
 Cross-disciplinary Studies: Modified
 English Pathways: Modified
 Health: Modified
 Language and Culture: Modified
 Mathematics Pathways: Modified
 Scientific Studies: Modified
 Society and Culture: Modified

Science

Agricultural and Horticultural Science
 Agriculture and Horticulture
 Agricultural and Horticultural Applied Technologies
 Agricultural and Horticultural Enterprise
 Agricultural and Horticultural Management
 Agricultural and Horticultural Principles
 Agricultural and Horticultural Studies
 Biology
 Chemistry
 Geology
 Nutrition
 Physics
 Psychology
 Scientific Studies

Half-year (10-credit) subjects

Arts

Creative Arts
 Drama
 Music
 Composing and Arranging
 Ensemble Performance
 Musicianship
 Music in Context
 Music Individual Study
 Music Technology
 Performance Special Study
 Solo Performance
 Visual Arts — Art
 Visual Arts — Design

Business, Enterprise, and Technology

Business and Enterprise
 Design and Technology
 Communication Products I
 Communication Products II
 Material Products I
 Material Products II
 Systems and Control Products I
 Systems and Control Products II
 Information Processing and Publishing
 Workplace Practices A
 Workplace Practices B

Cross-disciplinary

Community Studies
 Arts and the Community
 Business and the Community
 Communication and the Community
 Design, Construction, and the Community
 Environment and the Community
 Foods and the Community
 Health, Recreation, and the Community
 Science and the Community
 Technology and the Community
 Work and the Community
 Cross-disciplinary Studies
 Integrated Learning
 Research Project*

English

English Communications
 English Pathways

Health and Physical Education

Child Studies
 Food and Hospitality
 Health
 Outdoor Education

*This subject has two variants:

- A (Research Project A)
- B (Research Project B)

Humanities and Social Sciences

Religion Studies
Society and Culture

Languages

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

Mathematics

Mathematical Applications
Mathematics Pathways

Modified Subjects

Business and Enterprise: Modified
Creative Arts: Modified
Cross-disciplinary Studies: Modified
English Pathways: Modified
Health: Modified
Language and Culture: Modified
Mathematics Pathways: Modified
Research Project: Modified
Scientific Studies: Modified
Society and Culture: Modified

Science

Agriculture and Horticulture
Agricultural and Horticultural Applied Technologies
Agricultural and Horticultural Enterprise
Agricultural and Horticultural Management
Agricultural and Horticultural Principles
Agricultural and Horticultural Studies
Nutrition
Psychology
Scientific Studies

Stage 1

All Stage 1 subjects can have 10-credit or 20-credit programs developed from them unless otherwise indicated.

Arts

Creative Arts
Dance
Drama
Music
Music Experience
Music Advanced
Visual Arts
Visual Arts — Art
Visual Arts — Design

Business, Enterprise, and Technology

Accounting
Business and Enterprise
Design and Technology
Communication Products
Material Products
Systems and Control Products
Information Processing and Publishing
Information Technology
Workplace Practices

Cross-disciplinary

Community Studies
Cross-disciplinary Studies
Integrated Learning
Personal Learning Plan*

English

English
English as a Second Language
English Pathways
Literacy for Work and Community Life

Health and Physical Education

Child Studies
Food and Hospitality
Health
Outdoor Education
Physical Education

Humanities and Social Sciences

Aboriginal Studies
Ancient Studies
Australian and International Politics
Economics
Geography
History
Legal Studies
Media Studies

*10-credit subject only.

Philosophy
Religion Studies
Society and Culture
Tourism
Women's Studies

Languages†

Arabic (beginners)
Arabic (continuers)
Armenian (continuers)
Auslan (continuers)
Australian Languages
Bosnian (continuers)
Chinese (background speakers)
Chinese (beginners)
Chinese (continuers)
Croatian (continuers)
Dutch (continuers)
Filipino (continuers)
French (beginners)
French (continuers)
German (beginners)
German (continuers)
Hebrew (continuers)
Hindi (continuers)
Hungarian (continuers)
Indonesian (beginners)
Indonesian (continuers)
Italian (beginners)
Italian (continuers)
Japanese (background speakers)
Japanese (beginners)
Japanese (continuers)
Khmer (continuers)
Korean (background speakers)
Language and Culture
Latin (continuers)
Macedonian (continuers)
Maltese (continuers)
Modern Greek (beginners)
Modern Greek (continuers)
Persian (background speakers)
Polish (continuers)
Portuguese (continuers)
Punjabi (continuers)
Romanian (continuers)
Russian (background speakers)
Russian (continuers)
Serbian (continuers)
Sinhala (continuers)
Spanish (beginners)
Spanish (continuers)
Swedish (continuers)
Tamil (continuers)
Turkish (continuers)
Ukrainian (continuers)
Vietnamese (background speakers)
Vietnamese (continuers)
Yiddish (continuers)

Mathematics

Mathematical Applications
Mathematics
Mathematics Pathways
Numeracy for Work and Community Life

Modified Subjects

Business and Enterprise: Modified
Creative Arts: Modified
Cross-disciplinary Studies: Modified
English Pathways: Modified
Health: Modified
Language and Culture: Modified
Mathematics Pathways: Modified
Personal Learning Plan: Modified*
Scientific Studies: Modified
Society and Culture: Modified

Sciences

Agriculture and Horticulture
Biology
Chemistry
Geology
Nutrition
Physics
Psychology
Scientific Studies

*10-credit subject only.

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

Appendix D: Prizes and Awards

Prizewinners

Alliance Française d'Adelaide Prize for French
Thomas William Gransbury

Annie Montgomerie Martin Prize for French
Thomas William Gransbury

Annie Montgomerie Martin Prize for Modern History
Jessica Schilling

Australian Hellenic Educational Progressive Association Prize for Modern Greek
Anna-Lisa Barone

Australian Institute of Physics Prize — Bronze Bragg Medal
Wendy Geng

Azhar Abbas Memorial Trust Prize for Indonesian
Irsan Rasidi

Classical Association of South Australia Prize for Classical Studies
Benjamin John Maltby

Co-ordinating Italian Committee Prize for Italian
Martina Pellegrini

Don Maynard Music Prize
Jacqueline Grace Raymond

Economics Teachers Society of South Australia Award for Excellence in Economics
Holly Olivia Lynch Nicholls

Goethe Prize for German
Nadia Sarah Albrecht
Antoinette Wichmann

Hardwicke College Prize for Biology
Isabella Jane Watts

John Lewis Medal and Prize for Geography
Ryan Andrew Steen

Recognising Excellence in Modified Subjects Award
Grantley Allan Byrne
Brenton Owen Evans
Angus Dean Morton

Schiller Prize for German
Lucy Eleanor Thomas

Tennyson Medal for English Studies
Dione Lorraine Jones

Way College Prize for Chemistry
Benjamin Sean Freeling

Special Awards

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

ACHPER (SA Branch) Bert Apps Special Award for Excellence in Physical Education

Attorney General's Department Justice Award for Legal Studies in conjunction with the Institute of Justice and Policing Studies, Legal Studies Teachers Association of South Australia, and the University of South Australia

Australian Chinese Medical Association of South Australia (ACMA SA) Award for Excellence in Chinese (Continuers)

Australian Education Union (South Australian Branch) — Jean Pavy Award for Excellence in Women's Studies awarded to students attending government schools

Australian Guidance and Counselling Association: South Australia (AGCA) (SA) Psychology Merit Award

Australian Hellenic Educational Progressive Association Award for Modern Greek

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

Business and Enterprise Teachers' Association of South Australia Inc. (BETA SA) Award for Excellence in Accounting

Chian Association of South Australia Inc 'Adamandios Koraes' Award for Excellence in Modern Greek

Janine Haines Memorial Award for Excellence in Women's Studies — Minister for the Status of Women

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

Leila Rankine Aboriginal Studies Award for Excellence

Royal Australian Chemical Institute Award for Chemistry

SA TESOL Ann Sexton Memorial Award for English as a Second Language subjects

Spanish Teachers Association of South Australia — Spanish Embassy Award for Excellence in Spanish

State Theatre South Australia Award for Excellence in Drama.

Appendix E: Governor's Awards and Merit List

Governor's Awards

Governor of South Australia SACE Award

Governor of South Australia's Commendation for Outstanding Achievement in the South Australian Certificate of Education

Erica Wee-Teng Ang	Dione Lorraine Jones
Lachlan William Arthur	Edwina Lane
Vanessa Rose Barry	Jordana McCallum
Thomas Cameron Bristow	Michellee Ong
Henry Duc Hung Bui	Jenny Pham
Georgina Alice Clarnette	Matthew Nathaniel Podgorski
Rose Joy Russell Crocker	Soraya Pradhan
Maximilian Alexander Donaldson	Charlotte Proudman
Zofia Penfold Foley	Darren Sheldon Rebello
Nicole Kristi Goddard	Sophie May Roberts
Thomas William Gransbury	Paul Sandery
Andrew William Henderson	Alexander Tsymbal
Eileen Tian Hu	Liam James Widdop
Maria Teresa Hull	Jonathon Williams

Governor of South Australia Commendation — Aboriginal Student SACE Award 2013

Carissa Catherine Young

Merit List

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

Subjects are arranged alphabetically under learning areas.

Arts

Creative Arts

Jessica Rebecca Gibbons
Nicola Schroeder
Jasmine Pakinee Vout

Dance

Lana Monique Barone
Celina Hage
Katie Maxted
Taylor Louise Swain

Drama

Indianna Bell
Tiana Catalano
Miriam Fietz
Rachael Anne Ingleton
Erin Faith McKellar
Lucas Richard Moss

Loren Nicola Orsillo
Charlotte Proudman
Jacqueline Grace Raymond
Anna Elise Revesz
Katherine Mary Ellen Turnbull
Sarah Louise Vanstone

Music

Composing and Arranging

Maksym Grynchuk
Thomas Stephen Voss

Ensemble Performance

Rachel Cope
Anna FitzGerald
Maksym Grynchuk
Jonathan Hage
Luke Ian Hebditch
Liam Holmes
Jessica Jurjevic

Emma Rose Kavanagh
Benjamin John Maltby
Robert James Parton
Paul Sandery
Maddison Kate Sims
Mason J Stanton
Chloe Madeleine Taylor

Music in Context

Jacob Kenneth Bechaz Whitelock

Music Individual Study

Shaun Stanley Haynes
Paul Russo
Damian Stratton

Musicianship

Maksym Grynchuk
Thea Grace Maxwell
Madeleine Claire Stewart

Performance Special Study

David James Adcock
Brendon McLeod
Jordan Daniel Noble
Belinda Ong
Ruiting Yun

Solo Performance

Nicholas Declan Bennett
Daniel Zocchi Doherty
Jacob Kane Howard
Bethany Jones
John Elias Khammash
Erin Faith McKellar
Claudia Maria Migliaccio
Belinda Ong
Saiyon Mary Phelan
Paul Sandery
Chao Sui
Natasha Weatherill
Nicholas Winter
Kate Therese Worley

Visual Arts

Visual Arts — Art

Mary Rose Anglely
Monique Bound
Gemma Rose Brook
Benjamin Clark
Rose Joy Russell Crocker
Hannah Ruth Darling
Anu Mia Francis
Brittany Jayne Gallasch
Margaret Mary Hookway
Aled Heath McEwen
Kyriaco Karey Nikias
Loren Nicola Orsillo
Matthew Nathaniel Podgorski

Kierra-Jay Power
Michael Rowlands
Isabella Shaw
Ashlee Nevada Smallwood-Simpson
Jack Matthew Stobart
Abby Marie Touchette
Isobel Ruth Waters

Visual Arts — Design

Sophia Collett
Rebecca Lauren Crilly
Harriet Rose Culbertson
Jack Fraser
Sharon Angela Grace
Claudia Gulino
Luke Janowski
Braidon James Sanders
Eleanor Mary Small
Daniel Jesse Stark

Business, Enterprise, and Technology

Accounting

Lucas Domenic Allen
Nazirul Haziqah Binti Baharom
Matthew Gaetano Cehic
Madison Forman
Samuel Jonas
Isabela Rose Lesan
Lachlan McGuinness
Nina Yvette Miers
Elyse Alexandra Pavan
Rocky Portolesi
Mohammad Hasif-Irfan Bin Shamsir Adlan
Tan Tian Rong
Eugene Toh Yi-Feng
Jason Mark Tosolini
Alexander Tsymbal
Kenneth Wee Tzu Roong

Business and Enterprise

Descenna Suzanne Belperio
Susan Elisa Jane Blight
Daniel Carpinelli
Emily Annelore Crawford
Arlen Charles Dabinett
Tahlia de Leonardis
April Jane Tanti Edwards
Megan Annie Ford
Madeleine Euphemia Gatsios
Suzannah Elizabeth Hewson
Gemma Victoria Hunter
Laura Kempster
Ryan Thomas Kennealy
Tom William Morrison
Sophie Georgina Munn
Lottie Anne Penno
Alana Pitcher
Alexandra Lillian Grace Schreier
Pauline Alyzza Tan

Design and Technology

Communication Products I

Bradley James Davey
Talis William Heggart
Annika Lioulios
Laura Jayne Marcus
Chloe Jade Miller
Lottie Anne Penno

Communication Products II

Thomas James Agars
Ryan Mark Finlay
Alison Rose Gill
Spencer Thomas Olds
Ethan James Rump
Lisa Anne Wilford

Material Products I

Jarrad Bawden
Denise Gilfillan
Erin Horsnell
Madeleine Ella Hughes
Jonathan Lloyd
Joseph Michael Murdock
Jade Elizabeth Noyes
Nathaniel Joel Wigzell

Material Products II

Lewis Scott Jenkins

Systems and Control Products I

Thomas Edward Dalby
Bradley Alan Jensen Quinn

Information Processing and Publishing

Daniela Baggio
Emma Kate Basedow
Nicky Anthony Capurso
Mary-Frances Darmody
Demitria Formato
Raquel Lynette Holmes
Lauren Jacquier
Annabelle Mary Lockwood
Amanda Mangelsen
Victoria Matkovic
Wade Ashley Meaney
Emily Mary McGregor Moore
Marie Nguyen
Joanna Pastro
Jacinta Schokman
James Troia
Ellie Tunstall
Dayna Lee Walker-Matthews
Tayah Watson

Information Technology

Hannah Maree Andrews
Harrison Edward Hughes
Ishraq Murshed

Workplace Practices

Emily Abbot
Amelia Basedow
Nicholas Campbell
Lucy Codling
Madeline Forde
Alice Kate Francis
Alexandra Elizabeth Fry
Grace Victoria Gilbert
Stacey Hein
Ben Hutchinson
Tyler Paige Kelsey
Alistair Mel Arthurs Mackenzie
Conor George Arthurs Mackenzie
Amy Jane Mahomet
Chiara Donata Mallamo
Alexandra Price
Liam Peter James Stapleton
Hamish Tynan
Kurtis Willson

Cross-disciplinary

Community Studies

Business and the Community

Tracy-Anne Cope

Communication and the Community

Rhiannon Louise James

Design, Construction, and the Community

Rhiannon Atkinson

Environment and the Community

Taylor Jay Hawkins

Health, Recreation, and the Community

Christina Marie Dannenberg
Meryl Wolf

Cross-disciplinary Studies

Leah Grace Welstead

Integrated Learning

Jessica Lauren Cobb
Edwina Lane
Alexia Holly Lynch

Research Project

Caitlin Ashleigh Abbott
Riya Dais Abraham
Lucinda Adams
Tim Addison
Kristiina Ahola
Semra Louise Aksakalli
Anna Elizabeth Antipov
Aasma Anwari
Philip Argenio
Bridget Arman
Charles Alexander Baker
Lucy Pandora Banham
Ashleigh Nicole Beck
Indianna Bell
Elizabeth Ann Bellchambers
Oliver Bevan
Xinrao (Alina) Bi
Diba Bimal Gujar
Aria Christina Bolkus
Sarah-Jo Alycia Bramfit
Georgia Brazenall
Zoe Victoria Brown
Liam Burtenshaw
Jessica Luise Byrne
Riley Stephen Calaby
Courtne Marie Caldinez
Jesse Campbell
Brodhi Carracher
Emily Jean Cathro
Matthew Gaetano Cehic
Adit Chakranarayan
Emily Jane Chambers
Lauren Elizabeth Chambers
Sai Lekshmi Chandramohan
Qian (Graci) Chen
Ancy Sarah Cherian
Janelle Marie Cheung
Mahendra Chitrarasu
Courtney Chow
Lachlan Jin Chuong
Georgina Alice Clarnette
Sarah Cooper
Emilia Corbo
Abbie Rose Cousins
Jack Peter Crawford
Dajana Crnkovic
Rose Joy Russell Crocker
Eloise Courtney Curtis
Claudia Anastasia d'Angelis
Samantha Kate Dawes
Jerome de Vera
Catherine Dimasi
Ilijana Djokic
Joanna My Linh Do
Isabella Johanna Domhoff
Van My Du
Lucy Mae Duldig
Jordan Kevin Earl
April Jane Tanti Edwards
Danielle Jade Edwards
Monique Elizabeth Edwards
Laura Beatriz Estevez Bordon

Elyse Evans
Chelsea Falco
Paul Christopher Fedorov
Natalie Fisk
Georgina Kate Flaherty
Paige Victoria Fletcher
Ruchira Fonseka
Atlanta Fragos
Emma Rachael Frankcom
Ashleigh Freeston
Nikki Joanne Galley
Imogen Lucie Geh
Georgia Athena Germanos Kourakis
Thomas Liam Ghea
Andrew James Gibbons
Nicole Kirsti Goddard
Laura Kate Goldwyn
Thomas William Gransbury
Jaime Pauline Grech
Eleni Gretsas
Emma Grieger
Charlie Robert Hamilton
Amy Hampel
Claire Patricia Hannon
Zoe Haralampopoulos
Courtney Rebecca Rose Harrison
Mahmoud Hasaneen
Charis Hawkins
Krystal Hayden
Lara Hayek
Andrew William Henderson
Madeline Eliza Mary Hicks
Daniel James Weston Hill
Shelini Jacqueline Hillier
Tam Minh Ho
Mitchell Hodson
Erin Claire Hollingworth
Dylan Avery Holmes
Peter Hondzeas
Wendy Wendi Hong
Margaret Mary Hookway
Madeleine Isabeau Hopgood
Eileen Tian Hu
Julie Huynh
Harriet Jane Wilson Iles
Eliza Inglis
Tayla Brooke Inglis
Kate Louise Ireland
Adil Poonnoose Isaac
Jae Marie Jaensch
Madeline Jane
Luke Janowski
Paris Natalia Johnson
Thomas Raymond Jolley
Bridget Vinoma Joseph Xavier
Chloe Kalleske
Barbara Karageorgos
Peter Karakasilis
Emma Rose Kavanagh
Kate Margaret Kelsh
Krystal Kennedy
Georgina Key
Siok Ping Kheng
Jordan Kitschke

James Michael Knight
 Joseph Knowles
 Albert Xing-Yi Kong
 Benjamin William Kropf
 Stephanie Kyriacou
 Edwina Lane
 Olivia Marie Lannan
 Joseph Martin Lawrie
 Georgia Leske
 Grace Nicole Liddell
 Georgia Elinor Litt
 Claudia Maciuszko
 Joanna Katherine Mack
 Marcella Makarowsky
 Michael John Malone
 Sean Eden Mangion
 Madison Marcelis
 Gabriella Marcuccio
 Corey Thomas Martin
 Samantha Elizabeth Maschio
 Taylor Jane Mason
 Emma Fay Matthews
 John Benjamin McCarthy
 Georgia Paige McHugh
 Hayley Anita McKeough
 Holli Miller
 Jessica Christine Mitchell
 Jessica Grace Mary Mitchell
 Brittany Modra
 Ethan Craig Moore
 Tom William Morrison
 Emma Jean Louise Mudra
 Courtney Jane Munn
 Sophie Georgina Munn
 Timothy Muusse
 Annabel Jane Nettle
 Monica Nhung
 Taylah Niewdach
 Kyriaco Karey Nikias
 Charlotte Nitschke
 Clayton Robert Austin Oats
 Teagan Tate O'Brien
 Kate Obst
 Sam Ong
 Loren Nicola Orsillo
 Hanna Jade Osborne
 Ivana Osenk
 Olga Pandos
 Jasper Peake
 Genevieve Marie Pearce
 Sara Pekmez
 Daniel Philip Petersen
 Cathy Ngoc Thao Pham
 Jenny Pham
 Christabel Renate Grace Phillipson
 Madeline Jane Pilkington
 Chloe Pitcher
 Madeleine Pivovaroff
 Matthew Nathaniel Podgorski
 Adam Portelli
 Madeline Mary Porter
 Soraya Pradhan
 Rhianna Tate Pritchard
 Charlotte Proudman
 Lisa Ellen Puglisi
 Jessica Patricia Purcell
 Vaishnavi Rajaramanan
 Darren Sheldon Rebello
 Madeline Elizabeth Reilly
 Sophie May Roberts
 Tess Robinson
 Philip Rocconi
 Ephraim Gabriel Rogers
 Michael Rowlands
 Tara Jane Salter
 Jake Frank Thomas Sandrini
 Gabriella Marie Sbrissa
 Hugh Thomas Schievenin
 Jessica Schilling
 Eleanor Jane Schofield
 Catherine Scicluna
 Liam Jack Scott
 Kavita Bikram Shah
 Kathryn Diana Sharley
 Isabella Mathilda Sharrad
 Henri Sheridan
 Maddison Kate Sims
 Hong Yee Zoe Siow
 Salma Skaka
 Molly Kathleen Smith
 Cate Ellen Snell
 Daniel Spalding
 Madelaine Stewart
 Anthony Eduard Stoks
 Meghana Sunkanpally
 Cassie-Rae Sutcliffe
 Victoria Jane Tait
 Pauline Alyzza Tan
 Elsie Taylor
 Sarah Tesolin
 Zoe Clare Thiel
 Laura Thomas
 Rafael Jack Thomson
 Micaela Helene Tina
 Miranda Jane Traeger
 Hai Thanh Tran
 Angela Jane Trieu
 Eleni Tsoraklidis
 Alexander Tsymbal
 Hamish Tynan
 Serena Yaxin Vi
 Hannah Marie Wald
 Elizabeth Rose Ward
 Isabella Jane Watts
 Natalie Evelyn Webb
 Danyon John White
 Jacob Kenneth Bechaz Whitelock
 Harriet Cecily Horridge Whittle
 Olivia Wienert
 Georgia Williams
 Ellen Wong
 Stephanie Jane Wood
 Alexander William Woodlands
 Fletcher Wren
 Janie Young
 Laura Caitlin Annie Young
 Laura Katherine Zdanowicz

English

English as a Second Language

Biliang (Annie) Wang
Xin Wang

English as Second Language Studies

Daniel Chew Jiawang
Tan Chia Ee
Kevin Ching Lye Jin
Ashwin Ani Dinasan
Tan Ee Jun Johnston
Sarah Goh Xiu Ming
Daryl Ho Chien Wey
Kirsty Anne Illingworth
Ng Jen Wen
Foo Joo Wee
Lim Kai Yang
Mandeep Singh A/L Karam Singh
Lew Kong Hui
Dongju Lee
Ren Ee Lee
Amanda Lee Yi Shien
Yuen Ling Lim
Lee Min Hui
Paveethren A/L Selvam
Vishal-Rai Singh Sidhu
Sue Faye Tan
Cassandra Tan Pei-Xin
Tan Tian Rong
Eugene Toh Yi-Feng
Thi Viet Anh Tran
Thean Tsu Ning
Ting Xiao Yan
Wong Yee-Hsin Grace
Tan Yi Leon
Chia Zhi Ning
Loh Zou Chiat

English Communications

Erica Wee-Teng Ang
Bridget Arman
Imogen Norah Barker
Rebecca Barnett
Aurelio Berlinger
Krystal Chantelle Buckle
Chelsea Burford
James Burford-Rice
Liam Burtenshaw
Sophie Alexandra Campbell
Qian (Graci) Chen
Courtney Chow
Kahlia Beth Clarke
Oliver Clarke
Georgina Alice Clarnette
Benjamin Michael Clewer
Megan Laura Clewer
Alisha Jane Dhillon
Ridmi Gethmani Dias
Katherine Dunning

Zofia Penfold Foley
Daniel Fox
Stacey Gardiakos
Imogen Lucie Geh
Andrew James Gibbons
Khalia Renee Guidera
Charles John Limbert Hall
Lucinda Katherine Hayman
Alaric Josef Horvat
Samuel David Hosking
Sonia Huang
Maria Teresa Hull
Emily Louise Humphries
Harriet Jane Wilson Iles
Mujahidul Islam
Brendan James Jones
Sarah Melissa Jones
Katherine Jreissati
Chloe Alice Karamoshos
Huyen Ngoc Tong Lai
Kathryn Anne Law
Georgia Leske
Lusa Li
Ciara Macaulay
Gerald Phillip Manning
Hayden Anthony May
Nadia Navacchi
Isabella Jing-Ai Neoh
John Nguyen
Katherine Nguyen
Sarah Renata Nicholls
Billie Ninham-Smith
Michelle Ong
Nicholas Steven Dean Parletta
Jasper Peake
Max John Peters
Isabel Meg Jones Praschifka
Emma Sue Quigley
Jacqueline Grace Raymond
Renee Robb
Alexandra Ross
Connor James Rossi
Michael Rowlands
Jake Frank Thomas Sandrini
Maria Santucci
Simran Sarin
Carlie Savage
Isabella Shaw
Mia Alexandra Shepherdson
Jack Oscar Simpson
Claire Smith
Victoria Smith
Alessia Stegani
Natalie Rose Milroy Thomas
Andre Khuong Tran
Nikita Trewartha
Emily Underwood
Isabella Jane Watts
Brandon Mark Winter
Molly Kate Kallincos Wright
Hanbo Yang

English Studies

Charles Alexander Baker
Jorja Frances Barnard
Georgina Elizabeth Belder
Indiana Bell
Rory Joseph Bray
Zoe Victoria Brown
Riley Stephen Calaby
Georgia Ann Contala
Rose Joy Russell Crocker
Michael De Pinto
Elizabeth Kate Dooley
Dimitra Dionysia Dounas
Thomas William Gransbury
Eileen Tian Hu
Laura Kate Isaac
Olivia Jay
Dione Lorraine Jones
Madeleine Grace Lamb
Olivia Marie Lannan
Darren Lee
Elisha Tess McGrath
Nina Yvette Miers
Jessica Grace Mary Mitchell
Madeleine Rose Mitchell
Madeleine Pivovarov
Matthew Nathaniel Podgorski
Soraya Pradhan
Charlotte Proudman
Asim Razi
Philip Rocconi
Paul Sandery
Aishwariya Seshakumaran
Rebecca Amy Slimming
Matthew Vincent Steen
Georgia Elizabeth Steinert
Claire Anne Trollope
Xiao Zhen Mary Wang
Sophie Zadow

Health and Physical Education

Child Studies

Dima Aburas
Abbey Shelley-Anne Adcock
Salomi Beytell
Amber Lee Cabban
Taylor Louise Conry-Hall
Connie Lee de Crea
Alana Giannini
Rosemarie Gabrielle Giglio
Lauren Graziano
Sarah Helmore
Sophia Kontogonis
Zoe Danicia Krivitch
Annabelle Mary Lockwood

Samantha Elizabeth Maschio
Katie Jayne McNamara
Michelle Janis Taylor
Lydia Eve Windley

Food and Hospitality

Tessamarie Agius
Angela Jane Agostinetta
Kristen Lisette Fielke
Lauren Lee Goffredo
Imogen Fae Haylock
Jasmine Hornby
Stefania Kalinowski
Kayla Jade Kosiol
Alicia Labrosciano
Andrea Jane Masson
Laura Brittany McCarthy
Christie Lea McInerney
Sophie Claire Melton
Jessica Katelyn Nangle
Magda Nosal
Lucy Jane O'Driscoll
Laura Rebekah Pain
Jasper Peake
Kristina Tsambika Pidd
Rebecca Kate Slegers
Maria Tsalamangos
Jonathon Christopher Webb
Natalie Evelyn Webb

Health

Ashleigh Louise Ascoli
Daisy Catherine Dunsford Baker
Vanessa Rose Barry
Mitchell David Booker
Chelsea Jane Drews
Katherine Dunning
Nia O'Loughlin
Abby Paige Stening

Outdoor Education

Katherine Adrienne Lally
Sarah Isabel McArthur
Crystal Lee Pope
Bethany Kate Powell
Rachel Tamsin Powell
Mitchell James Tucker

Physical Education

Emma Cirelli
Emilia Corbo
Samuel Jonas
Cooper Peacock
Patrick Smith
Daniel John Trezise
Callum Wilkie

Humanities and Social Sciences

Australian and International Politics

Zoe Laura Brown

Classical Studies

Gemma Elaine Barrow
Elizabeth Ann Bellchambers
Emily Jane Chambers
Benjamin John Maltby
Caitlin Laetitia Sweet
Sophie Zadow

Economics

Zoe Laura Brown
Riley Stephen Calaby
Benjamin James
Sarah Makestas
Holly Olivia Lynch Nicholls
Paul Sandery
Ashton Thompson
Michaela May Zadow

Geography

Jorja Frances Barnard
Daniel Matthew Elix
Harriet Grace McKay
Ryan Andrew Steen
John Hamilton Swan
Muhammad Faris Bin Zulkifle

Legal Studies

Adriana Jennifer Ainsworth
Emily Fay Biggs
Ingmar Paul Dahl Duldig
Ashleigh Freeston
Courtney Rebecca Rose Harrison
Harriet Jane Wilson Iles
Olivia Jay
Benjamin William Kropf
Henry Samuel Mathews
Kiara McCabe
Max John Peters
Soraya Pradhan
Philip Rocconi
Simran Sarin
Jack Oscar Simpson
Olivia Marie Sprod

Media Studies

Caoimhe Mette Kate Halpin-Bassham

Modern History

Charles Alexander Baker
Vanessa Rose Barry
Zoe Laura Brown
Harry Kevin Deadman

Ingmar Paul Dahl Duldig
Zofia Penfold Foley
Emily Louise Humphries
Carlie Susan James
Madeleine Grace Lamb
Nina Yvette Miers
Christopher James Winston Dreosti Moriarty
Loren Nicola Orsillo
Sarah Roberts
Jessica Schilling
Declan Sharp
Ruby Stevens
Claire Anne Trollope
Betelihem Waldron
Xiao Zhen Mary Wang
Samuel James White

Philosophy

Anna Elizabeth Antipov

Religion Studies

Lauren Therese Clarke
Catherine Clohesy
Emilia Corbo
Natalie Galligani
Jessica Lee Greco
Marcella Makarowsky
Henry James Shaw
Michaela Tamlin
Pauline Alyzza Tan
Micaela Helene Tina
Janie Young

Society and Culture

Frank Rindert Algra-Maschio
Diandra Rose Ciacciarelli
Courtney Rebecca Rose Harrison
Hannah Mawby
Sophie Georgina Munn
Charlotte Nitschke
Kate Obst
Kristian John Penna
Charlotte Robinson
Gemma Mary Stewart
Madelaine Stewart
Thomas Tattoli
Sarah Louise Vanstone
Betelihem Waldron
Madeline Phoebe White

Tourism

Georgina Brinkworth
Alice Pamela Hanney
Lisa Irene Jones
Jason William Raz

Women's Studies

Jovanka Ivanic
Leeza-Jayde Krystal Von Alpen

Languages

Arabic (continuers)

Ayatallah El-Rifai
Sara Iskeirjeh

Chinese (background speakers)

Yue Ren

Chinese (continuers)

Trudy Qiu di Hong
Cindy Ngo
Hoi Ki Wong

French (continuers)

Haris James Goodes
Thomas William Gransbury

German (continuers)

Nadia Sarah Albrecht
Antoinette Wichmann

Indonesian (continuers)

Irsan Rasidi
Angela Priscilla Rumaseb

Italian (continuers)

Martina Pellegrini
Rosaria Luigia Perri

Japanese (continuers)

Andrew Yuma Harding
Alexander Win-Ho Lai

Malay (background speakers)

Hazman Naim Bin Adnan
Farhana Aqilah Binti Aqiludeen
Nur Amirah Binti Johari
Muhammad Irfan Bin Zulkifle

Modern Greek (continuers)

Anna-Lisa Barone

Persian (background speakers)

Mohammad Sarvar Jafari

Spanish (beginners)

Zofia Penfold Foley

Spanish (continuers)

Rodmery Magally Apolloni Lamas
Solange Stefania Villanueva-Alvarez

Vietnamese (background speakers)

Vu Phuong Anh Hoang
Linh Thai Dieu Truong

Vietnamese (continuers)

Linh Chi Le
Thu Hien Nguyen
Hai Thanh Tran

Mathematics

Mathematical Applications

Shene Anne Bartholomew
Rebecca Anne Bawden
Emilly Lauren Beacham
Georgina Rose Bentley
Anna Elizabeth Busiko
Tyler Callaghan
Sasha Marie Champion
Jenna Chandler
Sarah Louise Day
Amelia Mary Ebel
Megan Kate Fowler
Inara Joy Goodridge
Courtney Rebecca Rose Harrison
Mitchell Hodson
Raquel Lynette Holmes
Madeleine Ella Hughes
Rhiannon Ireland
Lucinda Rose Irvine-Baldock
Jane Lindsay Kennett
Heidi Kloeden
Renee McPharlin
Lucinda Ellen Miller
Sophie Georgina Munn
Caitlin Victoria Murray
Angelo Paul
Kristian John Penna
Madeline Bayliss Pocock
Oliver Douglas Radan
Tenayah Renshaw
Megan Alyssa Saffell
Elias Orion Moutzouris Scanlon
Bodhi Kai Shribman-Dellmann
Bethany Kate Thompson
Daniel John Trezise
Alexander Truong
Kaysee Ruth Lee Watson
Mikayla Louise Whalan
Amber Jade Woll
Tammy Renae Woodall

Mathematical Methods

Matheesh Anuaradha Abeyratne
Lucas Domenic Allen
Erica Wee-Teng Ang
Madeline Cathryn Cooke
Harriet Jane Wilson Iles

Olivia Jay
Dione Lorraine Jones
Nikeisha Klein
Lusa Li
Ishraq Murshed
David Minh Nguyen
Max John Peters
Charlotte Proudman
Hayden Rothe
Gurfarmaan Singh
Daniel Jesse Stark
Caitlin Jane Thomas
Kimon Toumazos
Isabella Jane Watts

Mathematical Studies

Peter Jonathon Atkinson
Quoc Huy Banh
Lachlan Joshua Bateman
Alexander Robert Bennett
Samuel Thomas Bost
David Leonard Brook
Cameron William Brown
William Jack Bull
Allan William Butler
Rhys Dylan Carpenter
Emily Jane Chambers
Debajyoti Dam Chaudhuri
Christopher Chen
Lisa Jane Childs
Luke Christiansen
Georgina Alice Clarnette
Catisha Leigh Coburn
Hao Duong
Hendrew Adriaan Duvenage
David Amos Ewers
Benjamin Sean Freeling
Axl Lorenzo Galvez
Ailin (Irene) Guan
Lachlan Angus Hall
Liam Boyd Hardcastle
Lucy Francesca Haysman
Benjamin Heaslip
Andrew William Henderson
Liam Christopher Hockley
Kate Hofmeyer
Trudy Qiu di Hong
Eileen Tian Hu
Jiaying (Rayna) Huang
Sonia Huang
James Martin Hughes
Jessica Huynh
Julie Huynh
Min Jee Hwang
Wai Ting Laren Ip
Declan Kelton Jamieson
Amir Parsa Kavkani Asl
Vladyslav Khodakivskyy
Han Sam Kim
Alexander Win-Ho Lai
Dongju Lee
Krysten Lee
Yu Li
Alexander Makarowsky

Sean Eden Mangion
George Mao
Laura Jayne Mosel
Timothy Alex Nasteka
Gue-youl Oh
Spencer Thomas Olds
Sam Thomas Hoad Pears
Huy-Dat Vuong Pham
Jenny Pham
Matthew Nathaniel Podgorski
Michael Pointon
Yiran Qu
Jineel Raythatha
Asim Razi
Darren Sheldon Rebello
Hugh Thomas Schievenin
Emi Kaye Schutz
Karissa Mae Searle
Maitrey Shankar
Rashmi Sirisena
Danielle Jade Stewart
Ahnaf Tajwar Tahabub
Hai Thanh Tran
Thi Viet Anh Tran
Lily Warrick
Sophie Wellington
Loh Wen Kai
Isabelle Amellia Whittaker
Hannah Rose Wiedeman
Jonathon Williams
Courtney Jane Wilson
Xin Louis Xiao
Laura Caitlin Annie Young
Aileen Xi Yi Zhen

Specialist Mathematics

Yanbing An
Peter Jonathon Atkinson
Lachlan Joshua Bateman
David Leonard Brook
Hao Duong
Aaron Foo
Ailin (Irene) Guan
Lucy Francesca Haysman
Trudy Qiu di Hong
Eileen Tian Hu
Jiaying (Rayna) Huang
James Martin Hughes
Min Jee Hwang
Wai Ting Laren Ip
Amir Parsa Kavkani Asl
Alexander Win-Ho Lai
Sean Jing Leng Liew
Qingyang Liu
Ethan Craig Moore
Gue-youl Oh
Jineel Raythatha
Asim Razi
Xian Zhi Teh
Charlie Weidner
Jonathon Williams
Haoyang Wu
Xiyuan Zhao

Science

Agricultural and Horticultural Science

William Charles Fairlie

Agriculture and Horticulture

Agricultural and Horticultural Principles

Kahlia Marie Jenke

Biology

Lucas Domenic Allen
Yanbing An
Raymond Ao
Bridget Arman
Lachlan William Arthur
Mahanoor Baig
Thomas Cameron Bristow
Debajyoti Dam Chaudhuri
Tan Chia Ee
Brittany Dorothy Amelia Child
Kanita Chongvathanakij
Emilia Corbo
Luke Lachlan Day
Tin Do
Elizabeth Kate Dooley
Madison Forman
Benjamin Sean Freeling
Imogen Lucie Geh
Matt Gibson
Nicole Kirsti Goddard
Rayner Goh Zong Xin
Tiffany Kate Gray
Lachlan Angus Hall
Joe In Ho
Wendy Wendi Hong
Jessica Huynh
Bronwen Roslyn Jolliffe
Dione Lorraine Jones
Kateryna Karpenko
Yu Kato
Nilasha Krishnan
Caroline Jennifer Lam
Victoria Marais Langton
Joshua Min-Hyong Lee
Krysten Lee
Lusa Li
Sean Jing Leng Liew
Kim Luong
Thea Grace Maxwell
Jessica Grace Mary Mitchell
Daniel Moderiano
Cara Erin Moffa
Isabella Jing-Ai Neoh
John Nguyen
Katherine Nguyen
Stephanie Nguyen
Belinda Ong
Michellee Ong
Huy-Dat Vuong Pham
Soraya Pradhan
Brigette Emma Rodda
Alessandro Ross

Daniel Jay Sansome
Simran Sarin
Karissa Mae Searle
Annie Frances Shanahan
Ryan Shibu
Danika Alyce Spilsbury
Alessia Stegani
Sam Tafari
Caitlin Jane Thomas
Thuy-Tien Tran
Alexander Tsymbal
Harrison Walters
Xiao Zhen Mary Wang
Rachel Wardle
Isabella Jane Watts
Xin Louis Xiao

Chemistry

Yanbing An
Erica Wee-Teng Ang
Jasreena Ashvin Kaur
Xinrao (Alina) Bi
Charlotte Blacketer
Samuel Thomas Bost
William Jack Bull
Adit Chakranarayan
Debajyoti Dam Chaudhuri
Christopher Chen
Rose Joy Russell Crocker
Adrian David Cubelic
Dimitra Dionysia Dounas
Hao Duong
Benjamin Sean Freeling
Wendy Geng
Thomas William Gransbury
Lucy Francesca Haysman
Andrew William Henderson
Naomi Joy Henderson
Nhi Xao Hin
Daryl Ho Chien Wey
Eileen Tian Hu
Jamie Hua
Frank Guang Yu Huang
Julie Huynh
Adil Poonnoose Isaac
Chee Jiang Sin
Dione Lorraine Jones
Alexander Win-Ho Lai
Victoria Marais Langton
Joshua Min-Hyong Lee
Ynna Lee
Sean Jing Leng Liew
Kim Luong
Bronte Elise Malin
John Benjamin McCarthy
Christos Mellios
Ishraq Murshed
Stephanie Nguyen
Max John Peters
Jenny Pham
Matthew Nathaniel Podgorski
Charlotte Proudman
Asim Razi
Brock Thomas Rogers

Alessandro Ross
Stephen John Rudd
Jake Frank Thomas Sandrini
Emi Kaye Schutz
Alexander Tsymbal
Chloe Elise Wallent
Kaiying Wang
Charlie Weidner
Laura Caitlin Annie Young
Alex Zhiltsov
Joshua David Zoanetti

Nutrition

Ebony Rae Ackland
Lauren Lee Goffredo
Melissa Jane Kuiper
Jessica Mashado
Ellen Louise Messenger
Katy Phan
Victoria Carina Polvere
Annie Frances Shanahan
Elizabeth Mary Shanahan

Physics

Raymond Ao
Karn Bal
Charlotte Blacketer
Zachary Bunjo
Debajyoti Dam Chaudhuri
Artem Vitallyy Chebotenko
Georgina Alice Clarnette
Harrison Coldwell
Thomas Edward Dalby
Christopher Luke Diassinis
Maximilian Alexander Donaldson
Henry George Edwards
Michelle Claire Edwards
David Amos Ewers
Aaron Foo
Benjamin Sean Freeling
Wendy Geng
Thomas William Gransbury
Liam Boyd Hardcastle
Lucy Francesca Haysman
Olivia Jean Haysman
Andrew William Henderson
Naomi Joy Henderson
Kate Hofmeyer
Jamie Hua
Sonia Huang
Xinyu (Garry) Huang
James Martin Hughes
Kate Helen Huntingford
Adil Poonnoose Isaac
Ann Jackson
Harry Thomas Joseland
Alexander Win-Ho Lai
Georgia Leske
William James Francis Madigan
Sean Eden Mangion
Joshua Bela Marich
Ethan Craig Moore
Jiaru Ni
Darcy Noll

Spencer Thomas Olds
Max John Peters
Jenny Pham
Brock Thomas Rogers
Hugh Thomas Schievenin
Emi Kaye Schutz
Maitrey Shankar
Vasilios Sotiropoulos
Matthew Vincent Steen
Alexander Tsymbal
Dan Hanh Vu Nguyen
Samuel Walladge
Harrison Walters
Jonathon Williams
Laura Caitlin Annie Young

Psychology

Elizabeth Ann Bellchambers
Lucy Karena Bowen
Georgina Brinkworth
Shannon Marie Brookes
Kate Jean Carroll
Yves Laura Charlesworth
Ancy Sarah Cherian
Brittany Dorothy Amelia Child
Dajana Crnkovic
Tin Do
Angela Eagles
Toni Rachel Farrow
Stacey Gardiakos
Raquel Louise Green
Courtney Ann Hamden
Alexandra Hancock
Anja Hauer
Shelini Jacqueline Hillier
Taliah Hillier
Brittany Joy Honner
Caitlin Howlett
Julie Huynh
Olivia Jay
Benjamin William Kropf
Grace Nicole Liddell
Samantha Matthews
Cara Erin Moffa
Joshua Monda
Haylee Anneliese Morgan
Charlotte Nitschke
Kate Obst
Nia O'Loughlin
Clara Palumbo
Sara Pekmez
Victoria Carina Polvere
Tegan Rayner
Amelia Redman
Tess Robinson
Keira Simmons
Jack Matthew Stobart
Meghan Watson
Nikki Wilson

Scientific Studies

Christopher Deegan
Nam Giang
Matthew Mauriello
Taylor Anne Simunsen

Appendix F: SACE Board Statistics

Statistics previously published in the Annual Report are now available at www.sace.sa.edu.au/web/sace-data/home

In addition, longitudinal statistics (statistics published in the SACE Board Annual Report from 1996–2010) are provided at www.sace.sa.edu.au/web/sace-data/sace-data/longitudinal-statistics

Appendix G: Financial Statements for the Year Ended 31 December 2013

Statement of Comprehensive Income For the Year Ended 31 December 2013

	Note No.	2013 \$'000	2012 \$'000
Expenses			
Employee benefits expenses	4	13 374	13 313
Supplies and services	5	7 149	6 518
Replacement teachers' expense	6	1 846	1 385
Depreciation and amortisation expense	7	638	607
Total expenses		23 007	21 823
Income			
Revenue from fees and charges	9	2 649	2 745
Interest revenues	10	253	305
Net gain from the disposal of assets	11	–	4
Replacement teachers' write-back	12	352	867
Other income	13	463	792
Total income		3 717	4 713
Net cost of providing services		19 290	17 110
Revenues from/Payments to SA Government			
Revenues from SA Government	14	19 517	17 958
Net result		227	848
Other comprehensive income		–	–
Total comprehensive result		227	848
The net result and comprehensive result are attributable to the SA Government as owner.			

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

Statement of Financial Position
As at 31 December 2013

	Note No.	2013 \$'000	2012 \$'000
Current Assets			
Cash and cash equivalents	15	1 474	846
Receivables	16	391	1 920
Other financial assets	17	5 688	4 649
Total current assets		7 553	7 415
Non-current Assets			
Receivables	16	12	30
Plant and equipment	18	1 122	1 310
Intangible assets	19	714	434
Total non-current assets		1 848	1 774
Total assets		9 401	9 189
Current Liabilities			
Payables	20	1 288	1 305
Replacement teachers' liability	21	1 099	809
Employee benefits	22	1 393	898
Total current liabilities		3 780	3 012
Non-current Liabilities			
Payables	20	200	214
Employee benefits	22	1 721	2 490
Total non-current liabilities		1 921	2 704
Total liabilities		5 701	5 716
Net assets		3 700	3 473
Equity			
Staff entitlements reserve	24	2 625	2 625
Retained earnings	24	1 075	848
Total equity		3 700	3 473
The total equity is attributable to the SA Government as owner.			
Auditor's remuneration	8		
Unrecognised contractual commitments	23		
Remuneration of Board and committee members	26		
Financial instruments/financial risk management	27		

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

Statement of Changes in Equity
For the Year Ended 31 December 2013

	Note No.	Staff Entitlements Reserve \$'000	Retained Earnings \$'000	Total \$'000
Balance at 31 December 2011		2 625	–	2 625
Net result for 2012		–	848	848
Total comprehensive result for 2012		–	848	848
Balance at 31 December 2012	24	2 625	848	3 473
Net result for 2013		–	227	227
Total comprehensive result for 2013		–	227	227
Balance at 31 December 2013	24	2 625	1 075	3 700
All changes in equity are attributable to the SA Government as owner.				

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

Statement of Cash Flows
For the Year Ended 31 December 2013

	Note No.	2013 \$'000	2012 \$'000
Cash Flows from Operating Activities			
Cash Outflows			
Employee benefit payments		(13662)	(13159)
Payments for supplies and services		(7124)	(6511)
Replacement teachers		(1204)	(796)
GST paid to the ATO		–	(28)
Payments for paid parental leave scheme		–	(10)
Cash used in operations		(21990)	(20504)
Cash Inflows			
Fees and charges		4023	973
Interest received		263	310
GST recovered from the ATO		551	554
Other receipts		33	454
Receipts for paid parental leave scheme		–	11
Cash generated from operations		4870	2302
Cash flows from SA Government			
Receipts from SA Government		19517	17958
Cash generated from SA Government		19517	17958
Net cash provided by/(used in) operating activities	25	2397	(244)
Cash Flows from Investing Activities			
Cash Outflows			
Purchases of plant and equipment		(323)	(203)
Purchases of intangible assets		(407)	(151)
Cash used in investing activities		(730)	(354)
Cash Inflows			
Proceeds from sale of plant and equipment		–	4
Cash generated from investing activities		–	4
Net cash provided by/(used in) investing activities		(730)	(350)
Net increase/(decrease) in cash and cash equivalents		1667	(594)
Cash and cash equivalents at the beginning of the financial year		5495	6089
Cash and cash equivalents at the end of the financial year	25	7162	5495

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

Notes to the Financial Statements for the Year Ended 31 December 2013

Note 1 Objectives of the SACE Board of South Australia

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

- establish a qualification to be called the South Australian Certificate of Education (SACE)
- determine the requirements for the achievement of the SACE
- accredit subjects and courses that will be recognised by the SACE Board as being suitable for the purposes of the SACE
- assess achievements in or satisfactory completion of subjects or courses
- assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE, and
- prepare and publish information and guidelines in relation to the requirements of the SACE.

The SACE Board is predominantly funded from grants provided by the State Government of \$19.52 million (2012: \$17.96 million).

Note 2 Summary of Significant Accounting Policies

a) Basis of Accounting

Statement of Compliance

The financial statements are general purpose financial statements. The accounts have been prepared in accordance with relevant Australian Accounting Standards and Treasurer's Instructions and accounting policy statements promulgated under the provision of the *Public Finance and Audit Act 1987* (PFA Act).

The SACE Board has applied Australian Accounting Standards that are applicable to not-for-profit entities, as the SACE Board is a not-for-profit entity. Australian Accounting Standards and interpretations that have recently been issued or amended but are not yet effective have not been adopted by the SACE Board for the reporting period ending 31 December 2013. These are outlined in Note 3.

Basis of Preparation

The preparation of the financial statements requires:

- the use of certain accounting estimates and requires management to exercise its judgment

in the process of applying the SACE Board's accounting policies. The areas involving a higher degree of judgment or where assumptions and estimates are significant to the financial statements are outlined in the applicable notes. Management has made an assessment of the potential impact that estimates and assumptions may have on the financial statements and considers it to be low

- accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events are reported, and
- compliance with the Accounting Policy Statements issued pursuant to section 41 of the PFA Act. In the interest of public accountability and transparency the accounting policy statements require the following note disclosures, which have been included in this financial report:
 - a) Revenues, expenses, financial assets and liabilities where the counterparty/ transaction is with an entity within the SA Government as at reporting date, classified according to their nature. No threshold for separate identification of these items applies.
 - b) Expenses incurred as a result of engaging consultants (as reported in the Statement of Comprehensive Income).
 - c) Employee targeted voluntary separation package information.
 - d) Employees whose normal remuneration is equal to or greater than the base executive remuneration level (within \$10 000 bandwidths) and the aggregate of the remuneration paid or payable or otherwise made available, directly or indirectly, by the entity to those employees.
 - e) Board/committee member and remuneration information, where a Board/ committee member is entitled to receive income from membership other than a direct out-of-pocket reimbursement.

The SACE Board's Statement of Comprehensive Income, Statement of Financial Position, and Statement of Changes in Equity have been prepared on an accrual basis and are in accordance with historical cost convention, except for certain assets that were valued in accordance with the valuation policy applicable.

The Statement of Cash Flows has been prepared on a cash basis. The financial statements have been prepared based on a

12-month operating cycle and are presented in Australian currency. The accounting policies set out below have been applied in preparing the financial statements for the year ended 31 December 2013 and the comparative information presented.

b) Reporting Entity

The SACE Board of South Australia is a body corporate established under the *SACE Board of South Australia Act 1983* (the Act). It operates within legislative requirements of the Act and adheres to occupational health, safety and welfare requirements, equal opportunity, and public sector principles. The SACE Board is responsible for the development and management of curriculum and its assessment, as well as the certification and reporting of student information and data about student participation in the South Australian Certificate of Education.

c) Comparative Information

The presentation and classification of items in the financial statements are consistent with prior periods except where a specific accounting policy statement or Australian accounting standard has required a change. Where presentation or classification of items in the financial statements has been amended, comparative figures have been adjusted to conform to changes in presentation or classification in these financial statements unless impracticable. The restated comparative figures do not replace the original financial statements for the preceding period.

d) Rounding

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

e) Taxation

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

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

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

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

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

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

f) Events after the Reporting Period

Adjustments are made to amounts recognised in the financial statements, where an event occurs after 31 December and before the date the financial statements are authorised for issue, where those events provide information about conditions that existed at 31 December.

Note, disclosure is made about events between 31 December and the date the financial statements are authorised for issue where the events relate to a condition which arose after 31 December and that may have a material impact on the results of subsequent years.

g) Income and Expenses

Income and expenses are recognised to the extent that it is probable that the flow of economic benefits to/from the authority will occur and can be reliably measured.

Income and expenses have been aggregated according to their nature and have not been offset unless required or permitted by a specific accounting standard, or where offsetting reflects the substance of the transaction or other event.

Income

The following are specific recognition criteria.

Revenues from SA Government

SACE Board grant payments are made on behalf of the Minister for Education and Child Development and are the state government's contribution to the operation of the SACE Board of South Australia.

Fees and Charges

Revenues from fees and charges are derived from the provision of goods and services.

Primary income streams include:

- international high school students undertaking the SACE program from within South Australia
- providing the South Australian Matriculation Program — a pre-matriculation program administered by the SACE Board in Malaysia and China
- setting and marking examinations for the Singapore Examinations and Assessment Board
- providing educational support to the Northern Territory Government, such as access to the SACE curriculum, stage curriculum development, standard support, results processing, research, data exchange, and curriculum implementation.

This revenue is recognised on delivery of the service to the clients or by reference to the stage of completion.

Interest Revenues

Interest revenues comprise interest earned on deposits at bank and investments with the South Australian Government Financing Authority. Interest revenue is recognised on an accrual basis.

Disposal of Non-current Assets

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

Replacement Teachers' Write-back

Income from the Replacement Teachers' Write-back comprises the reduction in the replacement teachers' liability due to unclaimed salary reimbursements. Note 12 includes further details. The SACE Board's internal policy in the treatment of claims for temporary replacement teachers (TRTs) is not to accept any liability for charges if the claim is made more than one semester after the semester of issue. TRT write-backs occur after a minimum of twelve months from the date of TRT issue.

Other Income

Other income mainly comprises reimbursements of salaries and contractor expenses for staff associated with the implementation of the new South Australian Certificate of Education. Other income types are recognised on an accrual basis.

Expenses

Employee Benefits Expenses

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

Superannuation

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

Replacement Teachers' Expense

The expense for replacement teachers represents the cost to schools of staff to replace teachers who are involved in SACE Board activities. These costs are reimbursed by the SACE Board on submission of claims by schools. An initial expense is recognised when the TRT is issued.

h) Current and Non-current Classification

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

Where asset and liability line items combine amounts expected to be realised within 12 months with amounts expected to be realised after 12 months, the SACE Board has separately disclosed the amounts expected to be recovered or settled after more than 12 months.

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

i) Cash and Cash Equivalents

Cash and cash equivalents recorded in the Statement of Financial Position comprise cash on hand, deposits held at call, and other short-term, highly liquid investments with maturities of 3 months or less that are readily converted to

cash and which are subject to insignificant risk of changes in value.

Cash and cash equivalents include an interest-bearing bank account and a short-term, highly liquid investment account. Interest is calculated based on average daily balances of the interest-bearing funds.

j) Receivables

Receivables include amounts receivable from trade debtors and other accruals.

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

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

k) Other Financial Assets

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

l) Non-current Asset Acquisition and Recognition

Non-current assets are initially recorded at historical cost or at the value of any liabilities assumed, plus any incidental cost involved with the acquisition. Cost is deemed to be fair value. Non-current assets are subsequently measured at fair value less accumulated depreciation. Where assets are acquired at no value, or minimal value, they are recorded at their fair value in the Statement of Financial Position.

m) Depreciation and Amortisation of Non-current Assets

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

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

Changes in the expected useful life or the expected pattern of consumption of future economic benefits embodied in the asset are accounted for prospectively by changing the time period or method, as appropriate, which is a change in accounting estimate.

The value of leasehold improvements is amortised over the estimated useful life of each improvement, or the unexpired period of the relevant lease, whichever is shorter. The SACE Board expenses items of plant and equipment with an initial purchase price of less than \$1000 except where that item is part of a group of like assets that have a combined value in excess of \$1000.

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

Class of Assets	Useful Life (years)
Furniture and fittings	3–10
Equipment	5–10
Computer equipment	3–5
DATEX software	5
Leasehold improvements	Life of lease

n) Intangible Assets

The acquisition or internal development of software is capitalised only when the expenditure meets the definition criteria (identifiability, control, and the existence of future economic benefits) and recognition criteria (probability of future economic benefits and cost can be reliably measured) and when the amount of expenditure is greater than or equal to \$1000.

Under these requirements the SACE Board has recognised at cost an asset relating to internally generated software integral to its results assessment operation, the DATEX software application. All research and development costs that do not meet the capitalisation criteria outlined in AASB 138* are expensed.

*AASB is the Australian Accounting Standards Board.

o) Payables

Payables include creditors, accrued expenses, employment on-costs, and paid parental leave scheme payable.

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

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

The paid parental leave scheme payable represents amounts that the SACE Board has received from the Commonwealth Government to forward on to eligible employees via the SACE Board's standard payroll processes. That is, the SACE Board is acting as a conduit for payments to eligible employees made on behalf of the Department of Human Services.

All payables are measured at their nominal amount and are normally settled within 30 days of the date of the invoice or the date the invoice is first received.

Employee benefit on-costs include payroll tax and superannuation contributions in respect to outstanding liabilities for salaries and wages, long service leave, annual leave, and skills and experience retention leave. The SACE Board makes contributions to several State Government and externally managed superannuation schemes. These contributions are treated as an expense when they occur. There is no liability for payments to beneficiaries as they have been assumed by the respective superannuation schemes.

The only liability outstanding at reporting date relates to any contributions due but not yet paid to the South Australian Superannuation Board.

Employment on-costs include superannuation contributions and payroll tax in respect to outstanding liabilities for salaries and wages, long service leave, and annual leave. In addition, employment on-costs include \$137 000 in unpaid superannuation relating to December 2013.

p) 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.

Wages, Salaries, Annual Leave, and Sick Leave

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

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

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

Long Service Leave

The liability for long service leave is measured as the present value of expected future payments to be made in respect of services provided by employees up to the end of the reporting period, using the projected unit credit method.

The estimated liability for long service leave is based on actuarial assumptions over expected future salary and wage levels, experience of employee departures, and periods of service. These assumptions are based on employee data over [SA government entities/the education sector across government/the police and emergency services sector across government]. Expected future payments are discounted using market yields at the end of the reporting period on government bonds with durations that match, as closely as possible, the estimated future cash outflows.

The unconditional portion of the long service leave provision is classified as current, as the SACE Board does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting date. The unconditional portion of long service leave relates to an unconditional legal entitlement to payment arising after 10 years of service.

q) Leases

The SACE Board has entered into operating lease agreements for buildings and vehicles where the lessors effectively retain all 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 Statement of Comprehensive Income over the lease terms, as this is representative of the pattern of benefits to be derived from the leased property.

r) Insurance

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

s) Unrecognised Contractual Commitments

Unrecognised contractual commitments comprise remuneration, operating, and other commitments. These commitments arise from contractual sources and are disclosed at their nominal value.

Note 3 New and Revised Accounting Standards and Policies

The SACE Board did not voluntarily change any of its accounting policies during 2013.

Australian Accounting Standards and Interpretations that have been recently issued or amended but are not yet effective have not been adopted by the SACE Board for the period ending 31 December 2013. The SACE Board has assessed the impact of the new and amended standards and interpretations and considers there will be no impact on the accounting policies or the financial statements of the SACE Board, except as outlined in the table below.

New and Revised Accounting Standards

Reference	Title	Summary	Application Date of Standard	Impact on Financial Statements	Application Date for Agency
AASB 13	Fair Value Measurement	This new standard establishes a single source of guidance for determining the fair value of assets and liabilities. AASB 13 does not change when an entity is required to use fair value, but rather, provides guidance on how to determine fair value under standards when fair value is required or permitted. Application of this definition may result in different fair values being determined for the relevant assets.	1 Jan 2013	The new requirements will apply to the department's assets and liabilities that are measured or disclosed at fair value (excluding leases). The SACE Board's assets are below the \$1 million revaluation threshold stated in APFIII APS 3.3, and are deemed to have been revalued to their fair values immediately following recognition at cost.	1 Jan 2013
AASB 2011 - 8	Amendments to Australian Accounting Standards arising from AASB 13 [AASB 1, 2, 3, 4, 5, 7, 9, 2009-11, 2010-7, 101, 102, 108, 110, 116, 117, 118, 119, 120, 121, 128, 131, 132, 133, 134, 136, 138, 139, 140, 141, 1004, 1023 & 1038 and Interpretations 2, 4, 12, 13, 14, 17, 19, 131 & 132]				
AASB 1055	Budgetary Reporting	This new standard sets out budgetary reporting requirements for not-for-profit entities within the general government sector of the Australian Government and state and territory governments and, together with AASB 2013-1, relocates the corresponding budgetary reporting requirements for the whole of government and general government sector of the Australian Government and state and territory governments from AASB 1049.	1 July 2014	The SACE Board is an agency within the general government sector and accordingly this new standard will apply. This new standard requires the SACE Board to disclose the original budgeted financial statements or information that was presented to Parliament.	1 Jan 2015
AASB 2013 - 1	Amendment to AASB 1049 – relocation of budgetary reporting requirements				

Note 4 Employee Benefit Expenses

	2013 \$'000	2012 \$'000
Salaries and wages	7 583	7 399
TVSPs (refer below)	77	–
Casual salaries external assessment	2 067	1 896
Casual salaries moderation	425	529
Casual salaries other	86	89
Long service leave	172	673
Annual leave	716	644
Skills and experience retention leave	70	–
Employment on-costs — superannuation	1 411	1 315
Employment on-costs — other	608	637
Fringe benefits tax	28	15
Board and committee fees	131	116
Total employee benefit expenses	13 374	13 313

	2013 \$'000	2012 \$'000
Targeted Voluntary Separation Packages (TVSPs)		
Amount paid during the reporting period to separated employees:		
TVSPs	77	–
Annual leave and long service leave paid to those employees	5	–
Total employee benefit expenses	82	–

	2013 \$'000	2012 \$'000
Recovery from the Department of Treasury and Finance	78	–
Net cost to the Board	4	–

The number of employees who received a TVSP during the reporting period was 1.

	Number	
	2013	2012
Remuneration of Employees		
The number of staff whose remuneration received or receivable falls within the following bands:		
\$138 000 to \$147 999	–	3
\$148 000 to \$157 999	2	–
\$158 000 to \$167 999	–	1
\$188 000 to \$197 999	1	–
\$218 000 to \$227 999	1	1
\$238 000 to \$247 999	1	1
\$248 000 to \$257 999	1	–
\$448 000 to \$457 999	–	1
Total number of employees	6	7

The table includes all staff who received remuneration of \$141 484 or more during the year. Remuneration of staff reflects all costs of employment including salaries and wages, superannuation contributions, fringe benefits tax, and any other salary sacrifice benefits, but excludes leave entitlements paid on termination. The total remuneration received by these staff for the year was \$1 220 423 (2012: \$1 526 532).

Note 5 Supplies and Services

	2013 \$'000	2012 \$'000
Supplies and services provided by entities within the SA Government		
Office accommodation charged by DPTI	1 142	854
Computing charges	512	68
Fleet management costs	62	109
Shared Services SA charges	250	385
Other	134	157
Total supplies and services — SA Government entities	2 100	1 573
Supplies and services provided by entities external to the SA Government		
Consultants	—	111
Contractors	1 828	1 957
Printing	252	186
Travel and accommodation	257	249
Postage, courier, and freight	368	444
Motor vehicles transport	232	230
Computing and communication	947	624
Software (expensed)	242	159
Rent (other)	97	156
Hospitality	147	126
Stationery and office supplies	90	115
Equipment hire	42	40
Repairs and maintenance	119	63
Security	46	21
Staff development	93	67
Other	289	397
Total supplies and services — Non-SA Government entities	5 049	4 945
Total supplies and services	7 149	6 518

	2013		2012	
	Number	\$'000	Number	\$'000
The number and dollar amount of consultancies paid/payable (included in supplies and services expense) that fell within the following bands:				
Below \$10 000	—	—	1	4
\$10 000 to \$50 000	—	—	4	107
Total paid/payable to the consultants engaged	—	—	5	111

Note 6 Replacement Teachers' Expense

	2013 \$'000	2012 \$'000
Temporary replacement teachers	1 846	1 385
Total replacement teachers' expense	1 846	1 385

This expense relates to expenses incurred by the Department for Education and Child Development and the other school sectors for the release of teachers to undertake duties for the SACE Board. See also Note 21 for details of the unclaimed funds up to 31 December 2013.

Note 7 Depreciation and Amortisation Expense

	2013 \$'000	2012 \$'000
Depreciation		
Leasehold improvements	64	56
Equipment	103	137
Furniture and fittings	19	19
Computer equipment	325	309
Total depreciation and amortisation	638	607
Amortisation		
DATEX software	127	86
Total depreciation and amortisation	638	607

Note 8 Auditor's Remuneration

	2013 \$'000	2012 \$'000
Audit fees paid/payable to the Auditor-General's Department relating to the audit of financial statements	55	44
Total audit fees	55	44

Other Services

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

Note 9 Revenues from Fees and Charges

	2013 \$'000	2012 \$'000
Fees and charges received/receivable from entities external to the SA Government		
Overseas students studying in South Australia	272	315
South Australian Matriculation Program	636	730
Singapore Examinations and Assessment Board	174	174
Northern Territory Government	1 567	1 526
Total fees and charges — Non-SA Government entities	2 649	2 745
Total fees and charges	2 649	2 745

Candidates' fees collected during 2013 include students in Malaysia and China who entered the SACE Board's assessment program, students from the Northern Territory, fees collected for setting and marking of examinations in Singapore, and amounts collected from overseas students studying in South Australia.

Note 10 Interest Revenues

	2013 \$'000	2012 \$'000
Other	62	41
Interest from entities within the SA Government	191	264
Total interest revenues	253	305

Total interest income from financial assets through profit and loss was \$252 873.

Note 11 Net Gain from the Disposal of Assets

	2013 \$'000	2012 \$'000
Plant and equipment		
Proceeds from disposal	–	4
Total net gain from disposal of plant and equipment	–	4

Note 12 Replacement Teachers' Write-back

During 2013, \$351 865 was written back (2012: \$867 225) against the liability for replacement teachers. The write-back relates to outstanding amounts raised prior to 31 December 2012, for which the Department for Education and Child Development and private schools have not sought reimbursement.

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

Note 13 Other Income

	2013 \$'000	2012 \$'000
Contributions from SA Government entities		
Department for Education and Child Development	131	556
Other government agencies	104	21
Total contributions from SA Government entities	235	577
Contributions from entities external to the SA Government		
Assessment fees	7	3
Miscellaneous income	92	92
Replacement certificates	25	16
Sale of publications	1	4
Scaling grant	103	100
Total contributions from entities external to the SA Government	228	215
Total other income	463	792

Note 14 Revenues from SA Government

	2013 \$'000	2012 \$'000
Revenues from SA Government		
Operating grant	19 517	17 958
Total revenues from SA Government	19 517	17 958

The State Government Operating Grant for 2013 was received in twelve instalments.

Note 15 Cash and Cash Equivalents

	2013 \$'000	2012 \$'000
Current		
Cash on hand	1	1
NAB and Commbank operating accounts	1 473	845
Total cash and cash equivalents	1 474	846

Cash on hand is non-interest-bearing. Deposits with the National Australia Bank earn a floating interest rate, based on daily bank deposit rates with interest paid semi-annually. Deposits with the Commonwealth Bank of Australia earn a floating interest rate, based on daily deposit rates with interest paid monthly.

Note 16 Receivables

	2013 \$'000	2012 \$'000
Current		
Receivables	197	1 725
Allowance for doubtful debts	(9)	(8)
Prepayments	127	152
Accrued revenue	17	27
GST receivable	59	24
Total current receivables	391	1 920
Non-current		
Prepayments	12	30
Total non-current receivables	12	30
Government/non-government receivables		
Receivables from SA Government entities		
Receivables	–	23
Prepayments	–	10
Accrued revenues	14	17
Total receivables from SA Government entities	14	50
Receivables from non-SA Government entities		
Receivables	188	1 694
Prepayments	139	172
Accrued revenue	3	10
Other	59	24
Total receivables from non-SA Government entities	389	1 900
Total receivables	403	1 950

Interest Rate and Credit Risk

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

- a) Maturity analysis of receivables — please refer to Table 27.2 in Note 27.
- b) Categorisation of financial instruments and risk exposure information — please refer to Note 27.

Bad and Doubtful Debts

The SACE Board has recognised a bad debt expense of \$15 000 in the Statement of Comprehensive Income. An allowance of \$9 000 for doubtful debts has been recognised in 'Other expenses' in the Statement of Comprehensive Income for specific debtors and debtors assessed on a collective basis for which such evidence exists. The allowance for doubtful debts (allowance for impairment loss) is recognised when there is objective evidence that a receivable is impaired.

Note 17 Other Financial Assets

	2013 \$'000	2012 \$'000
Current		
Investments with SAFA	5 688	4 649
Total other financial assets	5 688	4 649

Investments are held with the South Australian Government Financing Authority (SAFA) in the Cash Management Facility (CMF). The CMF is an at-call, pooled investment portfolio comprising cash and short-term money market securities. The daily earnings from the portfolio's investments are applied to the SACE Board's investment balances. The CMF interest rate is the Reserve Bank of Australia's cash rate plus a margin set by the SAFA General Manager.

Note 18 Plant and Equipment

	2013 \$'000	2012 \$'000
Plant and equipment		
Furniture and fittings at cost	189	186
Accumulated depreciation at the end of the financial year	173	154
Total furniture and fittings	16	32
Leasehold improvements at cost	1 076	874
Accumulated depreciation at the end of the financial year	788	725
Total leasehold improvements	288	149
Equipment at cost	1 149	1 149
Accumulated depreciation at the end of the financial year	1 024	921
Total equipment	125	228
Computer equipment at cost	2 301	2 240
Accumulated depreciation at the end of the financial year	1 608	1 339
Total computer equipment	693	901
Total plant and equipment	1 122	1 310

a) Reconciliation of Carrying Amount — 2013	Carrying Amount 01.01.13 \$'000	Acquisitions \$'000	Disposals \$'000	Depreciation \$'000	Carrying Amount 31.12.13 \$'000
Furniture and fittings	32	3	–	19	16
Leasehold improvements	149	203	–	64	288
Equipment	228	–	–	103	125
Computer equipment	901	117	–	325	693
Total plant and equipment	1 310	323	–	511	1 122

b) Reconciliation of Carrying Amount — 2012	Carrying Amount 01.01.12 \$'000	Acquisitions \$'000	Disposals \$'000	Depreciation \$'000	Carrying Amount 31.12.12 \$'000
Furniture and fittings	51	–	–	19	32
Leasehold improvements	196	9	–	56	149
Equipment	298	67	–	137	228
Computer equipment	1 083	127	55	254	901
Total plant and equipment	1 628	203	55	466	1 310

Note 19 Intangible Assets

	2013 \$'000	2012 \$'000
DATEX software		
DATEX software at cost	2246	1839
Accumulated amortisation at the end of the financial year	1532	1405
Total intangible assets	714	434

a) Reconciliation of Carrying Amount — 2013	Carrying Amount 01.01.13 \$'000	Acquisitions \$'000	Disposals \$'000	Amortisation \$'000	Carrying Amount 31.12.13 \$'000
DATEX software	434	407	–	127	714
Total intangible assets	434	407	–	127	714

b) Reconciliation of Carrying Amount — 2012	Carrying Amount 01.01.12 \$'000	Acquisitions \$'000	Disposals \$'000	Amortisation \$'000	Carrying Amount 31.12.12 \$'000
DATEX software	369	151	–	86	434
Total intangible assets	369	151	–	86	434

Note 20 Payables

	2013 \$'000	2012 \$'000
Current		
Creditors	208	243
Accrued expenses	619	776
Employment on-costs	461	285
Paid parental leave scheme payable	–	1
Total current payables	1 288	1 305
Non-current		
Employment on-costs	200	214
Total non-current payables	200	214
Total payables	1 488	1 519
Government/non-government payables		
Payables to SA Government entities		
Creditors	–	–
Accrued expenses	424	311
Employment on-costs	661	499

	2013 \$'000	2012 \$'000
Total payables to SA Government entities	1 085	810
Payables to non-SA Government entities		
Creditors	14	243
Accrued expenses	389	465
Paid parental leave scheme payable	–	1
Total payables to non-SA Government entities	403	709
Total payables	1 488	1 519

Interest Rate and Credit Risk

Creditors and accruals are raised for all amounts billed but unpaid. Sundry creditors are normally settled within 30 days. Employment on-costs are settled when the respective staff benefit that they relate to is discharged. All payables are non-interest-bearing. The carrying amount of payables approximates net fair value due to the amounts being payable on demand.

Employee On-costs

As a result of an actuarial assessment performed by the Department of Treasury and Finance, the percentage of the proportion of long

service leave taken as leave has remained at the 2012 rate of 40% and the average factor for the calculation of employer superannuation cost on-cost has changed from the 2012 rate (10.3%) to 10.2%. These rates are used in the employment on-cost calculation. The net financial effect of the changes in the current financial year is a decrease in the employment on-cost of \$17 400 and employee benefits expense of \$17 400.

Note 21 Replacement Teachers' Liability

	2013 \$'000	2012 \$'000
Current		
Temporary replacement teachers	1 099	809
Total replacement teachers' liability	1 099	809

The liability for replacement teachers represents the unclaimed portion of funds as at 31 December 2013.

Note 22 Employee Benefits

	2013 \$'000	2012 \$'000
Current		
Annual leave	747	542
Skills and experience retention leave	49	–
Long service leave	449	217
Accrued salaries and wages	148	139
Total current employee benefits	1 393	898
Non-current		
Annual leave	–	233
Long service leave	1 721	2 257
Total non-current employee benefits	1 721	2 490
Total employee benefits	3 114	3 388

AASB 119 contains the calculation methodology for long service leave liability. This year, an actuarial assessment performed by the Department of Treasury and Finance was used to calculate the liability rather than using a shorthand measurement technique for the calculation of the liability.

AASB 119 requires the use of the yield on long-term Commonwealth Government bonds as the discount rate in the measurement of the long service leave liability. The yield on long-term Commonwealth Government bonds has increased from 3.0% (2012) to 4.25% (2013). This significant increase in the bond yield, which is used as the rate to discount future long

service leave cash flows, results in a significant reduction in the reported long service leave liability.

The net financial effect of the changes in methodology and actuarial assumptions in the current year is a reduction in the LSL liability of \$170 000. The impact on future periods is impracticable to estimate as the benchmark is calculated using a number of assumptions — a key assumption is the long-term discount rate.

The actuarial assessment performed by the Department of Treasury and Finance left the salary inflation rate at 4.0%. As a result, there is no net financial effect resulting from changes in the salary inflation rate.

Note 23 Unrecognised Contractual Commitments

	2013 \$'000	2012 \$'000
Operating lease commitments		
Commitments in relation to operating leases contracted for at the reporting date but not recognised as liabilities are payable as follows:		
Within 1 year	1 109	1 024
Later than 1 year but not longer than 5 years	1 539	2 564
Total operating lease commitments	2 648	3 588
Other commitments		
Within 1 year	790	726
Later than 1 year but not longer than 5 years	355	336
Total other commitments	1 145	1 062

The SACE Board's operating lease and other commitments are for office accommodation, leased vehicles, equipment, contractors, and other contracted supplies and services. Office accommodation is leased through Building Management Accommodation and Property Services (DPTI). The operating leases are non-cancellable with terms ranging up to 5 years with some leases having the right of renewal. Rent is payable in advance. The other commitments include IT contractors and a number of contracts for services and maintenance over the next 5 years. The operating lease expenses incurred by the SACE Board in 2013 were \$1 205 000 (2012: \$951 000).

Remuneration commitments

	2013 \$'000	2012 \$'000
Commitments for the payment of salaries and other remuneration under fixed-term employment contracts in existence at the reporting date but not recognised as liabilities are payable as follows:		
Within 1 year	6 035	4 583
Later than 1 year but not longer than 5 years	8 549	10 636
Total remuneration commitments	14 584	15 219

Amounts disclosed include commitments arising from executive and other service contracts. There is a greater emphasis on short-term contracts to meet business needs. The SACE Board does not offer remuneration contracts greater than 5 years.

Note 24 Equity

	2013 \$'000	2012 \$'000
Accumulated surplus	1 075	848
Staff entitlements reserve	2 625	2 625
Total equity	3 700	3 473

The staff entitlements reserve represents funds retained by the SACE Board to meet liabilities for long service leave, annual leave, and skills and experience retention leave accrued by staff members.

Note 25 Cash Flow Reconciliation

	2013 \$'000	2012 \$'000
Reconciliation of cash — cash at year end as per:		
Statement of Cash Flows	7 162	5 495
Statement of Financial Position		
Cash on hand and at bank	1 474	846
Deposits with SAFA	5 688	4 649
Statement of Financial Position	7 162	5 495

For the purposes of the Statement of Cash Flows, 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 Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows:

Reconciliation of net cash provided by operating activities to net cost of providing services:

Net cash provided by/(used in) operating activities	2 397	(244)
Less revenues from SA Government	(19 517)	(17 958)
Add/less non-cash items		
Depreciation and amortisation expense	(638)	(607)
Gain on sale of non-current assets	–	4
Changes in assets/liabilities		
(Decrease)/increase in receivables	(1 547)	1 554
Increase/(decrease) in payables	31	(20)
Increase/(decrease) in employee benefits	274	(117)
(Decrease)/increase in replacement teachers' liability	(290)	278
Net cost of providing services	(19 290)	(17 110)

Note 26 Remuneration of Board and Committee Members

The members and deputy members who were entitled to receive remuneration for services during the 2013 calendar year were:

SACE Board of South Australia

Presiding Member

Ms J.E. Danvers

Deputy Presiding Member

Mr R.J. Debelle

Members

Mrs. C. Bauer (appointed 1 July 2013)

Ms. M.M. Bentley

Mr. S.J. Dowdy

Ms. H.F. O'Brien

Ms. P.M. Ronan

Mr. P. Vaughan

Professor M.S. Westwell

Deputy Members

Mr S.V. Bousfield

Mr P. Daw

Mrs. S.G. Duong (appointed 1 July 2013)

The committee members who were entitled to receive remuneration for services during the 2013 calendar year were:

Accreditation, Recognition, and Certification Committee

Professor M. Chinnappan

Associate Professor D.L. Giles

Dr. L.M. MacLeod

Mrs. K.A. McGuigan

Associate Professor S.M. Pyke

Ms. P.M. Ronan

Communications and Engagement Committee

Ms M.M. Bentley

Mr. R.J. Debelle

Ms. H.F. O'Brien

Professor M.S. Westwell

Planning, Finance, and Performance Committee

Mr P. Daw

Ms T. Georgiadis

Ms. M. Silva

	2013 \$'000	2012 \$'000
Remuneration of Board and committee members		
The number of Board and committee members whose remuneration received or receivable falls within the following bands:		
\$0 to \$9999	10	18
\$10 000 to \$19 999	8	4
Total number of Board and committee members	18	22

Remuneration of members reflects all costs of performing Board/committee member duties including sitting fees, superannuation contributions, salary sacrifice benefits and fringe benefits, and any fringe benefits tax paid or payable in respect of those benefits. The total remuneration received or receivable by members was \$149 000 (\$130 000) including \$19 000 (\$14 000) paid or payable to a superannuation plan for Board/committee members.

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

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

Note 27 Financial Instruments/Financial Risk Management

27.1 Categorisation of Financial Instruments

Details of the significant accounting policies and methods adopted including the criteria for recognition, the basis for measurement, and the basis on which income and expenses are

recognised with respect to each class of financial asset, financial liability, and equity instruments are disclosed in Note 2 'Summary of Significant Accounting Policies'.

Cash and Cash Equivalents

The interest rates applying at 31 December 2013 were 2.50% for the National Australia Bank operating account (2012: 2.90%), 2.70% for the Commonwealth Bank of Australia operating account, and 2.70% for the South Australian Government Financing Authority (SAFA) cash management facility (2012: 3.47%).

Credit Risk

Credit risk arises where there is the possibility of the SACE Board's debtors defaulting on their contractual obligations resulting in a financial loss to the SACE Board. The SACE Board monitors risk regularly. The carrying amount of Receivables detailed in Table 27.3 represents the SACE Board's maximum exposure to credit risk.

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

Categorisation of Financial Instruments

Statement of Financial Position Line Item	Category of Financial Asset and Financial Liability	2013 Carrying Amount \$'000	2012 Carrying Amount \$'000	Note
Financial assets				
Cash and cash equivalents	Cash and cash equivalent	1 474	846	15
Receivables ^{(1) (2)}	Loans and receivables (at cost)	205	1 744	16
Other financial assets	Held to maturity investments (at cost)	5 688	4 649	17
Financial liabilities				
Payables ⁽¹⁾	Financial liabilities (at cost)	783	975	20
Replacement teachers	Financial liabilities (at cost)	1 099	809	21

⁽¹⁾ Receivable and payable amounts disclosed here exclude amounts relating to statutory receivables and payables. In government, certain rights to receive or pay cash may not be contractual and therefore in these situations, the requirements will not apply. Where rights or obligations have their source in legislation such as levy receivables/payables, tax equivalents, commonwealth tax etc. they would be excluded from the disclosure. The standard defines contract as enforceable by law. All amounts recorded are carried at cost.

⁽²⁾ Receivables amount disclosed here excludes prepayments. Prepayments are presented in Note 16 as 'Trade and other receivables' in accordance with paragraph 78(b) of AASB 101. However, prepayments are not financial assets as defined in AASB 132, as the future economic benefit of these assets is the receipt of goods and services rather than the right to receive cash or another financial asset.

27.2 Ageing Analysis of Financial Assets

The following table discloses the ageing of financial assets, past due, including impaired assets past due.

	Past due by			Total \$'000
	Overdue for < 30 days \$'000	Overdue for 30–60 days \$'000	Overdue for > 60 days \$'000	
2013				
Not impaired receivables	–	6	10	16
Impaired receivables	–	–	9	9
2012				
Not impaired receivables	–	–	19	19
Impaired receivables	–	–	8	8

Receivable amounts disclosed here exclude amounts relating to statutory receivables, prepayments, and accrued revenue.

27.3 Financial Assets Analysis

Provision for impairment of financial assets is calculated on past experience and current and expected changes in client credit rating. Currently the SACE Board does not hold any collateral as security to any of its financial assets. Other than receivables, there is no

evidence to indicate that financial assets are impaired. Refer to Note 16 for information on the allowance for impairment in relation to receivables.

The following table discloses the maturity analysis of financial assets and financial liabilities.

	Note	Carrying Amount \$'000	< 1 year \$'000	1–5 years \$'000	> 5 years \$'000
2013					
Financial assets item					
Cash and cash equivalents	15	1 474	1 474	–	–
Receivables	16	205	205	–	–
Other financial assets	17	5 688	5 688	–	–
Financial liability item					
Payables	20	783	783	–	–
Replacement teachers' liability	21	1 099	1 099	–	–
2012					
Financial assets item					
Cash and cash equivalents	15	846	846	–	–
Receivables	16	1 744	1 744	–	–
Other financial assets	17	4 649	4 649	–	–
Financial liability item					
Payables	20	975	975	–	–
Replacement teachers' liability	21	809	809	–	–

Liquidity Risk

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

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

Market Risk

The SACE Board has no interest-bearing liabilities at the end of the reporting period. There is no exposure to foreign currency or other price risks.

Sensitivity Disclosure Analysis

A sensitivity analysis has not been undertaken for the interest rate risk of the SACE Board. It has been determined that the possible impact on profit and loss or total equity from fluctuations in interest rates is immaterial.

Certification of Financial Statements

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

- comply with relevant Treasurer's Instructions issued under section 41 of the *Public Finance and Audit Act 1987* and relevant Australian Accounting Standards
- are in accordance with the accounts and records of the Board; and
- present a true and fair view of the financial position of the SACE Board of South Australia as at 31 December 2013 and the results of its operations and cash flows for the financial year.

We certify that the internal controls employed by the SACE Board of South Australia for the financial year over its financial reporting and its preparation of the general purpose financial statements have been effective throughout the reporting period.



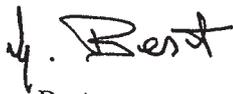
Jane Danvers
Presiding Member

Date: 26/3/14.



Neil McGoran
Chief Executive

Date: 26/3/14



Glenn Best
Chief Finance Officer

Date: 26/3/14



9th Floor
State Administration Centre
200 Victoria Square
Adelaide SA 5000
DX 56208
Victoria Square
Tel +618 8226 9640
Fax +618 8226 9688
ABN 53 327 061 410
audgensa@audit.sa.gov.au
www.audit.sa.gov.au

**To the Members
SACE Board of South Australia**

As required by section 31 of the *Public Finance and Audit Act 1987* and section 19A(3) of the *SACE Board of South Australia Act 1983* I have audited the accompanying financial report of the SACE Board of South Australia for the calendar year ended 31 December 2013. The financial report comprises:

- a Statement of Comprehensive Income for the year ended 31 December 2013
- a Statement of Financial Position as at 31 December 2013
- a Statement of Changes in Equity for the year ended 31 December 2013
- a Statement of Cash Flows for the year ended 31 December 2013
- Notes, comprising a summary of significant accounting policies and other explanatory information
- a Certificate from the Presiding Member, the Chief Executive and the Chief Finance Officer.

The Members of the SACE Board's Responsibility for the Financial Report

The members of the SACE Board are responsible for the preparation of the financial report that gives a true and fair view in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987* and Australian Accounting Standards, and for such internal control as the members of the Board determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on the audit. The audit was conducted in accordance with the requirements of the *Public Finance and Audit Act 1987* and Australian Auditing Standards. The auditing standards require that the auditor comply with relevant ethical requirements and that the auditor plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances.

An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the members of the Board, as well as the overall presentation of the financial report.

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

Opinion

In my opinion, the financial report gives a true and fair view of the financial position of the SACE Board of South Australia as at 31 December 2013, its financial performance and its cash flows for the year then ended in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987* and Australian Accounting Standards.

A handwritten signature in black ink, appearing to read 'A Richardson', followed by a horizontal line.

A Richardson
DEPUTY AUDITOR-GENERAL
28 March 2014