ANNUAL REPORT

31 December 2010

Government
of South Australia

SACE
Board of SA

Thursday 31 March 2011

To the Honourable Jay Weatherill, MP
Minister for Education

Dear Minister

I am pleased to submit the 2010 Annual Report of the SACE Board of South Australia, in accordance with the *SACE Board of South Australia Act 1983* and the Department of Premier and Cabinet Circular, PC013 — Annual Reporting Requirements (2010).

This report documents the activities and achievements of the SACE Board of South Australia for the period 1 January 2010 to 31 December 2010.

Yours sincerely

Allan Dooley
Presiding Member of the Board
SACE Board of South Australia

Government
of South Australia

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PRESIDING MEMBER'S STATEMENT

I have pleasure in submitting the 2010 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 2010.

The SACE Board had a busy year in 2010 in the normal course of its work and as it continued work and development for the new SACE. The new SACE will continue to deliver excellent opportunities for young people to succeed beyond school in an era of education that promises to promote learning in a rapidly changing communication, research, and knowledge environment in Australia and throughout the world.

As work progressed throughout 2010, staff in the Office of the SACE Board conducted many professional development sessions with staff and leaders in schools and undertook extensive consultation with stakeholders about the evolving nature and structure of the SACE. I would like to particularly acknowledge the commitment of staff in schools across South Australia for their hard work in preparing for new directions while ensuring the success of Year 12 in 2010, which was the final year of the current SACE.

Thank you to all who have engaged in the process of consultation. Our young people will benefit from this hard work as we move into the years ahead.

During 2010 the Board welcomed the Hon. Jay Weatherill, MP, and congratulated him on his appointment as the Minister for Education and Minister for Early Childhood Development. Minister Weatherill addressed a meeting of the Board and in confirming the government's commitment to the new SACE, spoke of his own commitment to a high-quality education for all young people in South Australia. He also attended principal forum meetings and addressed attendees in his capacity as Minister for Education.

The Board also acknowledged the considerable contribution made by the Hon. Jane Lomax-Smith over many years as Minister for Education. Minister Lomax-Smith oversaw the SACE Review and was instrumental in gaining the support of the government for change that will give all young people the opportunity to succeed in their school studies no matter what their circumstances. It is a credit to her leadership that many of the changes recommended in the SACE Review now form the basis for new directions in senior secondary education.

Among the many highlights of our work in 2010 were the Merit Ceremony in the grounds of Government House, the SACE Art Show, and, most notably, the 2010 results release, which saw a record number of South Australian Certificates of Education awarded. The marking and preparation of results for each student is a mammoth task and without the dedication of SACE Board staff and hundreds of teachers in all three school sectors, who serve as examiners, markers, and moderators, the notification of results, on time, would not have been possible. I extend a very grateful thanks to all involved in this achievement.

Research demonstrates that completing Year 12 provides the best foundation for further training, higher education, and employment. As I look back on the work of the SACE Board during 2010, I would particularly like to highlight further developments in the provision of vocational education and training, and the close relationship that has been fostered between the South Australian Training and Skills Commission and the SACE Board in this important area of work.

In addition, the SACE Board has increased the accessibility of the SACE for Aboriginal and Torres Strait Islander students to improve their opportunities for SACE completion, and has provided new opportunities for students with intellectual disabilities to undertake the SACE.

The developments in these areas are pivotal to offering success to all, and as a community we should take pride in the steps we are taking together.

I would like to express my appreciation of the dedication and expertise of members of the Board and of those members of the community who contributed to the Board's three standing committees: the Accreditation, Recognition, and Certification Committee, the Communication and Engagement Committee, and the Planning, Finance, and Performance Committee; 2010 was a very busy and demanding year. Thank you.

Allan Dooley
Presiding Member

CHIEF EXECUTIVE'S STATEMENT

2010 was the penultimate year of transition to a new South Australian Certificate of Education (SACE), and, as such, it was a year of consolidation, challenge, and significant achievement. Building on the work undertaken in 2009, when the first of the new SACE subjects — the Personal Learning Plan — was introduced, the SACE Board focused on the implementation of Stage 1 of the new SACE in 2010, while preparing for the introduction of Stage 2 in 2011.

The SACE Board is committed to the reform principles enunciated in the SACE Review Report, which represents the first major overhaul of the senior secondary certificate in nearly 20 years. During that period, there have been significant social, political, and economic changes that have vastly changed the educational, learning, and social needs of young people. The need for all young people to gain an educational qualification that prepares them for effective and rewarding participation in society is greater than ever, with an increasingly technological and connected world demanding new skills and new attitudes to work and learning.

The vision of the new SACE is to provide young people with these skills so that they are equipped for their future lives. Part of this vision is recognising that not all young people have the same abilities and aspirations, or come from the same social, ethnic, or economic backgrounds. The new SACE offers a diverse range of pathways, taking into account the different needs of young people, while ensuring that the qualification has integrity and quality and is credible to students and the community.

In 2010, the SACE Board continued to emphasise its strong partnerships with the Catholic, government, and independent school sectors and the Minister as the foundation of quality outcomes for students. Similarly, the SACE Board directed greater effort to ensuring that communication and engagement with students, parents, and other key stakeholders was a fundamental pillar of its policy development and the associated work needed to bring the new certificate to fruition.

With this in mind, the Board continued to build on and strengthen alliances with its key strategic partners, including those in the education and vocational education and training (VET) sectors, and with peak regulatory, employer, and union bodies at both state and national levels.

Significant work was undertaken in collaboration with schools, school sectors, and subject and educational experts to provide a South Australian response to the proposed content of the first four subjects of the new Australian curriculum to the Australian Curriculum, Assessment and Reporting Authority (ACARA). This work will continue into 2011 as the draft achievement standards for the new national curriculum are released for consultation by ACARA.

The SACE Board, through the Chief Executive, continued to contribute to national policy development through the Australasian Curriculum, Assessment and Certification Authorities (ACACA), the peak body comprised of the chief executives of the authorities responsible for the senior secondary certificate in each jurisdiction. ACACA chief executives provided a comprehensive response to the Australian Qualifications Framework Council on the proposed 'strengthened' Australian Qualifications Framework, in which ACACA chief executives sought to ensure that the senior secondary certificate of education is not placed at only one level within the framework. In 2011, the SACE Board will continue to contribute to this important national work, including national projects on languages and VET, and the consistent use of learning and assessment standards.

In presenting the 2010 Annual Report, I wish to highlight the significant work of the staff of the SACE Board, the SACE Project Office (formerly the *future* SACE Office), and our school sector partners, especially the educational practitioners and leaders who are instrumental in delivering the SACE curriculum in our schools.

This Annual Report provides accurate and comprehensive information on the SACE Board of South Australia's activities, initiatives, outcomes, and achievements during 2010. Some highlights are outlined below.

SACE Outcomes

Once again, the SACE Board is pleased to report that the objectives of South Australia's Strategic Plan, most notably Target 6.16, which seeks to '…Increase yearly the proportion of 15-19 year olds who achieve the SACE…' continue to be met. In 2010, 12 692 South Australian students achieved the SACE, with 171 more students successful in gaining their SACE compared with last year.

Vocational Education and Training

In 2010, the SACE Board continued to make significant progress in developing the policy and procedures for recognising students' VET achievements towards the SACE.

Flexibility and diversity of learning and learning contexts is one of the key principles of the new SACE. This means that VET is an important way in which many students are able to gain the SACE. The SACE Board, in collaboration with schools, TAFE SA, industry skills boards, the Department of Education, and the Department of Further Education, Employment, Science and Technology, developed a VET Recognition Register, which allocates to VET qualifications a number of SACE credits, and the SACE stage towards which these credits are counted.

A VET in SACE Partnership Group continued to provide high-level advice on the development of the new arrangements for recognising VET, which will take full effect from January 2011.

The SACE Board also continued to work with the Training and Skills Commission as the body with legislative responsibility for the regulation of the VET sector. The SACE Board and the Commission developed a 'Statement of Commitment to Vocational Education and Training in the South Australian Certificate of Education' and a Memorandum of Understanding that sets out the responsibilities of each organisation in relation to VET.

SACE Assessment Responsibilities

In the context of the introduction of 70% school assessment of all Stage 2 subjects and the introduction of performance standards, the SACE Board developed a document that sets out the shared responsibilities of schools and the SACE Board for assessment.

The document – 'SACE Assessment Responsibilities: SACE Board and Schools — Code of Practice' – establishes that the integrity of assessment in the SACE rests on the partnership between schools and the SACE Board, with the locus of authority for assessment residing with the SACE Board by virtue of its enacting legislation.

Complementing the document are protocols and procedures for dealing with grievances and appeals in relation to assessment decisions.

SACE Moderation Procedures

The SACE moderation procedures, which were developed in 2009 and subject to extensive consultation in that year, were implemented in 2010. These procedures are designed to ensure that assessment is consistent and fair across the state so that schools and students can be assured that a grade achieved by a student in one school is the same standard as that achieved by a student in any other school in the state with the same grade. In 2010, the new procedures were undertaken for Stage 1 English and mathematics subjects.

Leaders Forums

In 2010, a SACE Leaders Conference was held at the beginning of the year; more than 600 principals and other school leaders attended. The conference was designed to provide leaders with up-to-date information on the new SACE and an opportunity to explore, in depth, aspects of SACE policies and procedures regarding learning and assessment in the SACE.

In May and September, a series of forums was held for leaders at various metropolitan locations, and a videoconference held for those in rural and remote locations. More than 300 leaders attended the forums, where they were given the opportunity to share ideas, issues, and strategies with other leaders and receive up-to-date information from the SACE Board.

Looking Ahead

The year 2011 will be a significant and important year for the SACE Board, as the first cohort of students completes the new SACE. The previous two years have provided the necessary groundwork and preparation for the introduction of the new certificate. Nevertheless the SACE Board is mindful of the need to continue to provide schools with the support and assistance they require to ensure a successful transition to a new senior secondary certificate of education.

Against this background, the SACE Board is preparing for challenges that lie ahead, significant among them the implications for the SACE of the new Australian curriculum, and the imperative to work even more closely with all of our stakeholders to consolidate the policies and procedures associated with the new South Australian certificate.

We look forward to 2011 and the challenges and rewards it will bring.

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Paul Kilvert
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. 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 of Education and Children's Services 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 to a number of centres in Malaysia and China that deliver the South Australian Matriculation 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. Before 1 July 2008, 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 and Its Standing Committees

The Board consists of eleven members nominated by the Minister and appointed by the Governor of South Australia, and the Chief Executive of the SACE Board. Membership of the Board is by call for expression of interest and the Minister establishes the Board to enable it to carry out its functions in accordance with the *SACE Board of South Australia Act 1983*. Details of the legislation relating to the criteria for selecting Board members can be found in Appendix A.

In 2010, the Board met ten times; once a month from February 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.

The Board is served by three standing committees:

• The Accreditation, Recognition, and Certification Committee (formerly known as the Accreditation and Recognition 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 determination of the requirements for the achievement of 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.

• The Planning, Finance, and Performance Committee (formerly known as the Finance, Risk, and Audit 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, meet once a month to set the agenda for the Board meetings.

Members of the Board and its standing committees are listed in Appendix A.

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 Services, which provides services associated with the accreditation and certification of SACE subjects and recognition of courses, 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
- Moderation Services, which provides strategic and operational moderation services essential to assuring the quality of school assessments and strengthening the assessment practices of schools
- 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.
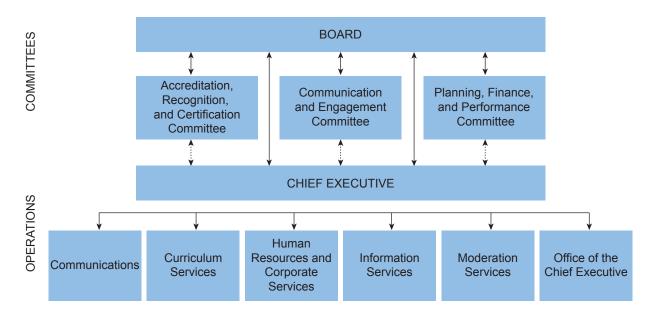

Figure 1 Operational and committee structure of the SACE Board of South Australia.

PLANS AND OBJECTIVES

The SACE Board of South Australia's 'Strategic Plan: 2009–2011' outlines the Board's direction for implementing the new South Australian Certificate of Education (SACE) over 3 years, from 2009 to 2011. It was established in the context of the state government's education, social, and economic development priorities and is closely aligned with the following targets outlined in the South Australian Government's own Strategic Plan:

T6.1 Aboriginal wellbeing: improve the overall wellbeing of Aboriginal South Australians.

T6.15 Learning or earning: by 2010 increase the number of 15-19 year olds engaged fulltime in school, work or further education/training (or combination thereof) to 90%.

T6.16 SACE or equivalent: Increase yearly the proportion of 15-19 year olds who achieve the SACE or a comparable senior secondary qualification.

T6.17 Science and maths: by 2010 increase by 15 per cent the proportion of students receiving a Tertiary Entrance Rank (TER) or equivalent with at least one of the following subjects: mathematics, physics or chemistry.

The SACE Board of South Australia 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 Board's vision is to build an internationally respected certificate of education which gives students the capabilities to move successfully into further study or work as confident and responsible citizens.

Our Purpose

The purpose of the SACE Board of South Australia is to:

- provide a rigorous certificate of education that is valued in South Australia and by the broader Australian and international communities
- accredit subjects, recognise learning, and assure the quality and integrity of assessments for the SACE
- provide a senior secondary curriculum that is designed with respect for the diversity of students and gives all students the best opportunity to follow their chosen pathways
- collaborate with our partners to help students develop the necessary capabilities for learning, work, and life.

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

During 2010, four strategic priorities have guided the work of the SACE Board. The strategic priorities formed the framework for our annual operational planning, allowing the Office of the SACE Board to translate the high-level objectives of the Board's purpose and vision into the specific programs and operations undertaken during 2010.

Strategic Priority 1: Quality Curriculum, Assessment, and Standards

The Board recognises that each student must develop knowledge, skills, and attributes in five key areas: communication, citizenship, personal development, work, and learning. These capabilities enable students to become responsible and active members of the community.

The SACE will be underpinned by a curriculum and assessment framework that has the flexibility to meet students' needs, aspirations, and pathways and maintain high educational standards. Public confidence in the SACE is essential to the certificate's goals and portability and will be maintained through clear and explicit performance standards and transparent quality assurance processes.

Strategic Priority 2: Implementation of the new SACE

The SACE Board will build and sustain strong partnerships with schools and school sectors to ensure the new SACE is rigorous and fair while preparing more young people for the future. The Board recognises that successful implementation of the new SACE is dependent on these partnerships. A crucial part of the Board's role in these relationships is to provide high-quality support to schools and the school sectors. The SACE Board will establish policies for the new SACE which promote the diversity of learners, recognise the different places in which they learn, and ensure consistent and transparent standards are applied to assessments.

Strategic Priority 3: Collaboration and Partnerships

The success of the Board's work depends on the quality of its partnerships with schools, school sectors, and other providers. Also crucial is the Board's consultation with employers, the higher and further education sectors, parents, and students.

The SACE Board will consolidate and expand its partnerships to ensure students have the best opportunities to develop their skills for future education, training, and work. This will include influencing national developments in senior secondary education.

The SACE Board will communicate clearly and accurately with its partners and the community, so they understand better the services the SACE Board provides.

Strategic Priority 4: Governance and Organisational Capability

The Board is accountable to the South Australian community for the quality of its services.

The Board will ensure that governance practices are sound and effective, and that risk is managed and resources are used responsibly and with accountability.

The organisational capability of the Office of the SACE Board will be enhanced by effective workforce planning, professional development, and a supportive working environment.

CURRICULUM, ASSESSMENT, AND STANDARDS

SACE Curriculum

Subject Outlines

Subjects in the SACE 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. Nine subject outlines provide substantial flexibility for the development of local programs to support students' needs, interests, and aspirations.

Stage 1 and Stage 2 subject outlines were reviewed and amended in 2010, following advice from subject experts and feedback from teachers who attended the Stage 2 implementation workshops held in 2010.

The revised Stage 2 subject outlines were made available on the SACE website in early October 2010. Printed versions will be distributed to schools in January 2011.

Performance Standards

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

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning. During the teaching and learning program, teachers give students feedback on, and make decisions about, the quality of students' learning, with reference to the performance standards.

Unless otherwise specified, the data supplied relates to South Australian and Northern Territory senior secondary students.

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 Stage 2 are described in each subject outline.

Capabilities

The SACE aims to develop well-rounded, capable young people who can make the most of their potential. 'Capabilities' include the knowledge and skills essential for people to act in effective and successful ways. The five capabilities that have been identified are:

- communication
- citizenship
- personal development
- work
- learning.

The subject outlines describe how the five capabilities relate to each subject. Some subjects may focus more on some capabilities than on others.

Literacy and Numeracy

To meet the compulsory literacy requirement, students must achieve a C grade or better for one of the following Board-accredited English subjects:

- Stage 1 English
- Stage 1 Literacy for Work and Community Life
- Stage 1 or Stage 2 English as a Second Language
- Stage 1 or Stage 2 English Pathways
- Stage 2 English as Second Language Studies
- Stage 2 English Communications
- Stage 2 English Studies.

To meet the compulsory numeracy requirement, students must achieve a C grade or better for one of the following Board-accredited mathematics subjects:

- Stage 1 Mathematics
- Stage 1 Numeracy for Work and Community Life

- Stage 1 or Stage 2 Mathematical Applications
- Stage 1 or Stage 2 Mathematics Pathways
- Stage 2 Mathematical Methods
- Stage 2 Mathematical Studies
- Stage 2 Specialist Mathematics.

Students with an identified intellectual disability can meet the literacy and numeracy requirements of the SACE by completing the following Board-accredited subjects:

- Stage 1 or Stage 2 English Pathways: Modified
- Stage 1 or Stage 2 Mathematics Pathways: Modified.

Information on Board-recognised courses that count towards the literacy and numeracy requirements of the SACE can be found in the SACE Accreditation, Recognition, and Certification Policy.

The Board has developed the SACE literacy and numeracy benchmarks with reference to the Australian Core Skills Framework (ACSF) level 3 descriptions in reading, writing, and numeracy.

In 2010, teachers used their learning and assessment plan to document how their program gave students opportunities to develop and strengthen their literacy and numeracy skills. All subject outlines provided strategies to help develop students' literacy and numeracy skills throughout the study of a subject.

Local Programs

Nine subject outlines in 2010 (one for each of the learning areas) assisted schools to develop local programs at Stage 1 and at Stage 2:

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

Schools were able to vary the content and/or school assessment component described in the subject outline. This increased schools' capacity to respond to students' needs and support students' success.

In 2010, the SACE Board offered workshops on developing local programs to support teachers

to meet the needs of a broad range of students. In many cases these workshops built on the opportunities offered in a local school community or district. More than 100 teachers attended these workshops.

A series of workshops on flexibility in the SACE also provided support for schools and teachers wanting to develop local programs. These workshops were offered to individual schools, and to cluster and school-sector groupings, and were attended by more than 300 teachers and school leaders.

Modified Subjects

Through modified subjects, students with an identified intellectual disability have the opportunity to set personal learning goals and demonstrate their learning in a range of challenging and achievable learning experiences. Students who wish to access modified subjects must meet the Board's eligibility criteria.

The following modified subjects were introduced at Stage 1 in 2010, and will be introduced at Stage 2 in 2011:

- 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) was introduced in 2009. The Research Project: Modified (Stage 2 only) will be introduced in 2011.

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). Officers of the SACE Board attended the annual CCAFL Conference in Sydney from 24 to 25 February, and a working party meeting from 6 to 7 December.

In 2010, twelve locally assessed languages (including Australian Languages), twenty-eight nationally assessed languages, and thirteen interstate assessed languages were available at Stage 2.

The SACE Board will fulfil the national CCAFL coordination role in 2011 and 2012, on behalf of participating ACACA authorities.

Recognition of Other Learning

Vocational Education and Training

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.

One of the key mechanisms for facilitating successful transitions is the capacity of the SACE for recognising vocational education and training (VET).

In 2010, the Recognition Arrangements for Vocational Education and Training (VET) in the SACE Policy allowed the following options for recognising VET towards the SACE:

• Embedded VET (available at Stage 2 only) — units of competency delivered within Board-accredited subjects, in particular, Work Studies and Vocational Studies.

• Industry-specific subjects (available at Stage 2 only) — units of competency from training packages, selected for inclusion in Industry-specific Subjects (formerly SSABSA–VET subjects). In 2010, Industry-specific Subjects covered sixteen industries and enabled students to gain recognition for completing relevant units of competency and for work experience within an industry.

• Stand-alone VET — units of competency delivered without reference to Board-accredited subjects, and recognised directly towards the SACE.

In 2010, 42% of students who completed the SACE included VET in their studies.

Of the 12 692 South Australian students who completed the SACE in 2010, 1843 would not have done so without stand-alone VET.

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 community learning in two ways:

• Community-developed Programs — community learning gained through a learning program that follows the formally documented curriculum of a community organisation

• Self-directed Community Learning — community learning gained through self-directed learning experience(s) or a learning program that does not follow a formally documented curriculum.

Community-developed Programs

Before 2010, sixty-seven community-developed programs had been approved for recognition towards the SACE. These programs were listed in *Recognition of Community Learning: Guidelines 2010*.

In 2010, the following community-developed programs were approved for recognition towards the SACE from 2011:

• Australian Music Examinations Board, Drama and Performance Grade 8

• Australian Music Examinations Board, Drama and Performance Certificate (CDPA)

• Australian Music Examinations Board, Drama and Performance Associate Diploma (Performer) (ADPA)

• Australian Music Examinations Board, Drama and Performance Licentiate Diploma (Performer) (LDPA)

• Australian Music Examinations Board, Certificate in Voice and Communication Australia (CVCA)

• Australian Music Examinations Board, Voice and Communication Associate Diploma in Professional Communication (APCA)

• Cecchetti Ballet Australia Inc, Ballet Intermediate 1 and 2

• Cecchetti Ballet Australia Inc, Ballet Advanced 1 and 2

• Commonwealth Society of Teachers of Dancing, Modern Jazz Grade 6

• Commonwealth Society of Teachers of Dancing, Modern Jazz Grade 7

- Commonwealth Society of Teachers of Dancing, Modern Jazz Grade 8
- Commonwealth Society of Teachers of Dancing, Theatrical Dance Pre Advanced Level
- Commonwealth Society of Teachers of Dancing, Theatrical Dance Advanced Level
- Commonwealth Society of Teachers of Dancing, Classical Ballet Sub-elementary Grade 7
- Commonwealth Society of Teachers of Dancing, Classical Ballet Elementary Grade 7
- Commonwealth Society of Teachers of Dancing, Classical Ballet Intermediate Grade 7
- Commonwealth Society of Teachers of Dancing, Tap Dance Advanced Gold
- Commonwealth Society of Teachers of Dancing, Tap Dance Advanced Gold Bar
- Commonwealth Society of Teachers of Dancing, Tap Dance Advanced Gold Star.

In 2010, 680 students were granted recognition towards their SACE for achievements in a community-developed program.

Self-directed Community Learning

In 2010, 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 in *Recognition of Community Learning: Guidelines 2010* to assist students and assessors in preparing for the interviews.

In 2010, 438 students were granted recognition towards their SACE for self-directed community learning.

Curriculum of Other Authorities

The Board has approved recognition arrangements for successful completion of the International Baccalaureate Organization Diploma Programme and of courses delivered by the School of Languages, Department of Education and Children's Services, for a 3-year period from 2010 to 2012.

In August 2010, the Board approved recognition arrangements for university studies. Students can gain up to 20 credits at Stage 2 for satisfactory achievement in a single-semester subject (10 credits), two semesters of study (20 credits), or a full year of an undergraduate course (20 credits) undertaken at the University of Adelaide, Flinders University, or the University of South Australia. These students will need to complete the compulsory elements of the SACE in the normal way.

Quality Assurance

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 Model

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 are:
- 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 them consistently to student work.

In the confirming phase, the performance standards in each subject were applied consistently across schools to report student achievement. The C grades in Stage 1 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 subjects was marked by an 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.

Planning and Clarifying Forums

Planning and clarifying forums were available to teachers of the Stage 1 compulsory subjects: Stage 1 English and mathematics subjects and the Personal Learning Plan. The forums were held at a range of metropolitan and regional locations and at various times (including school holidays) to meet the needs of teachers.

Planning forums were designed to support teachers to develop learning and assessment plans and effective assessment tasks and programs. In 2010, 290 teachers attended planning forums.

Clarifying forums provided opportunities for teachers to share and receive feedback about their understanding and interpretation of the performance standards for a subject and the design of assessment tasks. In 2010, 1002 teachers attended clarifying forums.

Moderation

Stage 1

In 2010, 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.

Moderation for the Personal Learning Plan in South Australian schools took place during a visit by a SACE Board Moderation Services Officer.

Moderation for English and mathematics subjects took place in regional and metropolitan clusters. Experienced teachers were invited to participate in the moderation process. Training was provided before moderation.

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 at the border between the C and D grades.

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

Stage 2

As part of the final assessment process, moderation was conducted by visits to schools and other venues, statistical moderation, or central moderation.

Central moderation required the collection of samples of student work from schools. The largest central moderation process occurred at the end of 2010 with more than 5210 bags of student work being processed. Central moderation was undertaken by more than 641 moderators in 49 subjects at the Magill Campus of the University of South Australia and was completed in early December.

In 2010, quality assurance for Stage 2 moderation outcomes was achieved through a range of activities. Explicit guidelines were used for training chief assessors and moderators before central moderation. This contributed to improvements in the outcomes of existing processes; in particular, better consistency of moderation through monitoring processes.

There was also an emphasis on quality assuring the feedback provided by moderators before it was provided to schools.

Assessment

Assessment and Reporting Model

The SACE Board's Assessment and Reporting model was implemented at Stage 1 in 2010 and will be implemented at Stage 2 in 2011. The model is based on the SACE Assessment and Quality Assurance of Board-Accredited Subjects Policy and the SACE Assuring Assessment Integrity Policy. The major change in assessment and reporting results for Stage 1 from 2010 (and for Stage 2 from 2011) is the use of performance standards. The standards are provided in each subject outline and describe 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. To support the assessment and reporting model, the SACE Board produced *Stage 1 Information and Guidelines 2010* — a step-by-step guide to assessing and reporting student achievement, with details of key assessment dates and procedures for 2010.

In 2010, the SACE Board approved learning and assessment plans for Stage 1 subjects, and moderated the C and D grades for English and mathematics subjects and the Personal Learning Plan, including at the border between the C and D grades.

The SACE Board also monitored Stage 1 results for Biology, Child Studies, and Food and Hospitality to support teachers in applying the performance standards consistently.

In 2010, more than 45 000 students completed at least 10 credits at Stage 1 in South Australia and the Northern Territory.

Stage 2

Final Stage 2 assessment occurred at multiple points during the year. Different subjects had different assessment requirements including external assessment, school assessment, or a combination of both school and external assessment. The requirements were described in the Stage 2 curriculum statements.

Results were added to the database throughout the year, as assessment tasks — or groups of assessment tasks — were completed. These processes involved a large number of teachers and SACE Board staff.

From 2011, the assessment tasks for each Stage 2 subject will be divided into two components: school assessment (70%) and external assessment (30%). Schools will be responsible for assessing the school assessment component. The SACE Board will be responsible for moderating the results for the school assessment component and for assessing the external assessment component. The results for the two components will then be aggregated to provide the final subject grade for a student. The document *SACE Assessment and Reporting: Guidelines for Teachers 2011* provides detailed guidance for teachers.

Examinations

The Stage 2 external examinations commenced on Thursday 14 October with an interstate assessed language examination, Chinese (beginners). The nationally assessed languages examinations began on Tuesday 19 October 2010. These languages were offered collaboratively by the state boards of studies. Examinations involving the majority of students commenced on Monday 1 November 2010 and concluded on Friday 19 November 2010.

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

Investigations

In 2010, thirteen Stage 2 subjects included an externally marked investigation as part of the assessment scheme. In these subjects students chose an issue for investigation, conducted research on this issue, and presented the findings. Investigations were marked twice: first by the teacher, and then by an external marker appointed by the SACE Board.

Results Release

In December 2010, the Stage 2 results release to students in South Australia, the Northern Territory, and Asia marked the successful culmination of the Stage 2 assessment process.

SACE Board staff worked with Australia Post to synchronise delivery of printed documentation to students in all areas.

Students were also able to log on to the SACE website (www.sace.sa.edu.au) to view their results from 16 December. On the day of the results release, 7360 students used this online results facility.

In 2010, 15 387 students successfully completed their senior secondary certificate, and 873 students received a Merit in one or more subjects.

Special Provisions

The Special Provisions in Curriculum and Assessment Policy and Procedures aim to ensure that students have fair opportunities to participate in assessment programs. Students may apply for special provisions because of a long-term impairment, personal circumstances, misadventure, or short-term difficulties.

In 2010, the granting of special provisions in school assessment remained the responsibility of schools, but the SACE Board provided advice to schools on the options best suited to different subjects and individual students.

The SACE Board was responsible for granting special provisions for external assessment. In 2010, 1109 students from 165 schools in South Australia and the Northern Territory were granted special provisions for external assessment.

Acknowledging Student Achievements

Art Show

The twenty-eighth annual SACE Board Art Show was held from 22 March to 28 April 2010 at the Light Square Gallery, Adelaide College of the Arts. Selected for exhibition were 211 works by 197 students from 86 schools. The works displayed the broadest interpretation of the curriculum statements for art, craft, and design at Year 12. Moderators of the subjects volunteered their time to supervise the gallery and to provide advice to teachers, students, and other visitors to the gallery. Almost 5500 people visited the exhibition. Following the exhibition, selected works were hung in the offices of the SACE Board, the *future* SACE Office, the Teachers Registration Board of South Australia, and the Minister for Education.

Merit Ceremony

Each year the SACE Board publicly recognises and honours students by awarding Merit Certificates to those who attain outstanding achievement in any of the Board's accredited Stage 2 subjects in the previous year.

In 2009, a total of 876 students achieved outstanding scores in at least one subject, including 756 from South Australia, 32 from the Northern Territory, and 88 from schools in Asia.

On Tuesday 9 February 2010, 756 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 993 Merit Certificates for outstanding achievement in the 2009 assessments.

Eighteen students who received Merit Certificates for outstanding achievements in four or more subjects were presented to His Excellency Rear Admiral Kevin Scarce, AC, CSC, RANR, Governor of South Australia. The Hon. Jane Lomax-Smith, MP, Minister for Education, presented the Tennyson Medal for English to Ms Holly Richter and Merit Certificates to the thirty-two students with outstanding achievements in three subjects. Mr

Allan Dooley, Presiding Member of the SACE Board of South Australia, presented Merit Certificates to the 113 students who achieved a Merit in two subjects. Ms Chantelle Lomen responded on behalf of all students.

The following special guests presented Merit Certificates to 593 students who achieved an outstanding result in one subject:

- Arts: Christie Anthoney, Director, Adelaide Fringe 2007–10, and Stephen Bowers, Ceramic Artist and Managing Director of JamFactory Contemporary Craft and Design
- English: Cath Kenneally, Author, Poet, Radio Broadcaster, Arts Producer, and Book Reviewer
- Health and Personal Development: Kate Hawke, Senior Consultant, Workforce Reform and Information, Workforce Development Division, SA Health, and Peter McGlennon, Division Manager SA/NT, CanTeen
- Languages: Professor Mobo Gao, Director, Confucius Institute, and Professor of Chinese Studies, University of Adelaide
- Mathematics: Simon Turnbull, Mechanical Engineer, Santos
- Science: Damian Scanlon, Chief Operating Officer, Royal Institution of Australia (RiAus)
- Society and Environment: Professor Lester-Irabinna Rigney, Director, Yunggorendi First Nations Centre, Flinders University, and Dean Jaensch, AO, Professor of Politics, Flinders University
- Technology: Professor Andrew Parfitt, Pro Vice-Chancellor, Division of Information Technology, Engineering, and the Environment, University of South Australia.

Music was provided by Brighton Secondary School, Fremont–Elizabeth City High School, Marryatville High School, Rostrevor College, and Woodville High School. The viceregal salute was played by the combined Special Interest Music Centres brass ensemble from the Department of Education and Children's Services.

The Board expresses its appreciation to the following organisations for their support of the 2010 Merit Ceremony: Adelaide City Council, BankSA, Knispel Fruit Juices Pty Ltd (Nippy's), St John Ambulance Australia SA Inc., Santos, South Australian Motor Sport Board, and TAFE SA Regency (Hospitality Division).

IMPLEMENTATION OF THE NEW SACE

Report on Stage 1 of the new SACE

During 2004 and 2005 a Ministerial Review Panel, informed by extensive public consultation, undertook the biggest review of the state's senior secondary education system since the SACE was first introduced in 1992.

Emerging from the reivew was recognition of the need for a qualification that kept pace with the changing world and equipped students with the capabilities needed for success in work and life beyond school.

Following the 2006 release of the Review Panel's final report, *Success for All: Ministerial Review of Senior Secondary Education in South Australia*, the government committed to implementing twenty-five of the panel's twenty-six recommendations (some with minor amendments).

The primary recommendation was that 'the South Australian Certificate of Education be replaced by a new South Australian Certificate of Education' to ensure that South Australia has a senior secondary school certificate that is internationally recognised, relevant, and contemporary. The remaining recommendations provided guidance on specific changes to be made as part of implementing a new SACE.

Since 2008 the SACE Board has been working in partnership with the *future* SACE Office to develop and implement the new SACE. The SACE Board has consulted with many groups throughout this process. Details are provided in the section entitled, 'Collaboration and Partnerships' (page 32).

SACE Changes for Students

2010 was a critical year for the implementation of the new SACE. Students studying Stage 1 (Year 11) in 2010 were the first to complete a full year under the new SACE. These students experienced a number of significant changes from the previous cohort. These changes were derived from the recommendations of the 2006 SACE Review and designed to:

- enhance options and flexibility of the SACE for students
- improve the accessibility of the SACE

- expand pathways to support transition from school to further education, training, or employment.

Students completing Stage 1 in 2010 have:

- studied a new compulsory subject, the Personal Learning Plan
- had their work assessed based on performance standards resulting in subject grades on a scale of A (highest) to E (lowest)
- been required to demonstrate a minimum standard (C grade) in literacy, numeracy, and the Personal Learning Plan
- had access to new learning options, such as community programs, that can be recognised towards the SACE.

In addition, the introduction of modified subjects, designed to provide better options for students with an identified intellectual disability, means that from 2010 the SACE is accessible to a wider range of students.

Underpinning the change to the new SACE is the recognition of the critical role of education in the long-term health of the state, both socially and economically. In 2010, the *School to Work* Program provided focus and support for the implementation of the new SACE in four key areas:

- First Generation — supporting students who may be the first in their family to make the transition from school to university
- Science and Mathematics — encouraging students to consider career pathways in the fields of science, technology, and engineering
- Literacy and Numeracy — supporting students with poor Year 9 results in the National Assessment Program — Literacy and Numeracy (NAPLAN) tests to improve their literacy and numeracy skills
- Industry Pathways — assisting students to use the flexibility of the SACE to prepare for highly skilled jobs in areas of key industry demand.

Stage 1 of the new SACE offered greater flexibility and more options for students. Teachers were encouraged to vary content and assessment design within broad parameters to support the learning styles of their students. This flexibility broadened accessibility for all students and supported a smooth transition from school to further education, training, or employment.

Personal Learning Plan

The Personal Learning Plan was the first element of the new SACE introduced in schools. It is designed to assist students to explore potential careers, understand the study, work, and life skills needed to be successful, and identify the education or training pathways to progress towards their career and life goals. Most students study the Personal Learning Plan in Year 10 of their schooling. Most of the students who undertook Stage 1 of the new SACE in 2010 had undertaken the Stage 1 Personal Learning Plan in 2009.

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:

- helps students to effectively plan for their future educational, training, and employment aspirations
- provides opportunities for students to develop skills and capabilities for successfully participating in a complex and changing world
- assists students to take advantage of the flexibility and improved pathways of the new SACE.

The Personal Learning Plan is a compulsory subject in the new SACE. Students must achieve a C grade or better in the Personal Learning Plan to be eligible to achieve the SACE. Of the 22 321 students who enrolled in the Stage 1 Personal Learning Plan in 2010, 20 802 (93%) achieved a C grade or better.

Stage 1 Personal Learning Plan — Graded results distribution for students in South Australia

Year	A	B	C	D	E	N	Total
2009	2016	4424	5418	86	120	115	12179
2010	3694	7629	9479	446	652	421	22321
Total	5710	12053	14897	532	772	536	34500

Note: Results are reported either as a grade between A and E, or as N (no result).

Of the 259 students who enrolled in the Personal Learning Plan: Modified in 2010, 257 students achieved a result of 'completed' (compared with 62 out of 64 students who enrolled in 2009).

Preliminary Evaluation

In 2010, the SACE Board began a two-phase preliminary evaluation of the Stage 1 Personal Learning Plan and the Stage 1 Personal Learning Plan: Modified.

The first phase of the evaluation involved gathering feedback from teachers and curriculum leaders who had taught and/or coordinated the Personal Learning Plan in 2009 and/or 2010.

In order to provide an opportunity for as many teachers of the Personal Learning Plan as possible to provide feedback, an online survey was created and all SACE coordinators and NTCE coordinators were asked to forward the survey link to Personal Learning Plan teachers.

Invitations to participate were also extended to:

- all participants of the Personal Learning Plan planning and clarifying forums
- members of the Personal Learning Plan Curriculum Leaders Group
- the Personal Learning Plan SACE Online Community.

Teachers and curriculum leaders were asked to comment on:

- methods of delivery for implementing the Personal Learning Plan in schools
- use of the Personal Learning Plan performance standards
- student performance in the Personal Learning Plan
- suggestions for improvements to the Personal Learning Plan.

There were 254 responses to the survey. The findings included:

- identification of best practice for delivery of the Personal Learning Plan
- formulation of strategies to successfully assist students at risk of not receiving the minimum C grade.

Suggestions for improvement of the Personal Learning Plan to benefit students included:

- a review of the language of the performance standards
- improved communication regarding the benefits and key purposes of the Personal Learning Plan.

The second phase of the preliminary evaluation will include a student survey to be conducted early in 2011.

The survey, which was conducted early in 2011, asked students to comment on:

- the benefits of studying the Personal Learning Plan
- their development of the capabilities in the Personal Learning Plan subject outline (communication, learning, citizenship, personal development, work)
- the usefulness of e-learning tools in completing the Personal Learning Plan.

Students were also asked to suggest improvements to the Personal Learning Plan.

The survey was conducted by Implementation Officers with a cross-section of students to ensure representation from:

- the three schooling sectors (Catholic, independent, and government)
- metropolitan and country schools
- different socio-economic profiles.

Students of both modified and non-modified versions of the Personal Learning Plan were surveyed.

The survey was available on the SACE website (www.sace.sa.edu.au) to enable all interested students to contribute.

Gathering student perspectives and feedback provided data important for the Board's review of the purpose and effectiveness of the Personal Learning Plan.

A total of 790 students responded to the survey (47% male, 53% female). Initial findings showed that students found the Personal Learning Plan:

- most helpful for:
  - making plans for further education and training
  - making work/career decisions
  - setting goals for the future beyond school
- and least helpful for:
  - understanding the student's own literacy skills
  - understanding the student's own numeracy skills.

Student suggestions for changes to the Personal Learning Plan reflected four main themes:

- make it more practical and less theoretical
- have more career and future focus and less personal reflection
- cater better for students who haven't identified a career path yet
- clarify some of the language.

Further analysis of students' responses and teachers' feedback will be completed before recommendations are made.

Performance Standards

In 2010, Stage 1 assessment tasks were graded from A to E for the first time. Previously, Stage 1 results were reported as 'satisfactory achievement', 'recognised achievement', or 'requirements not met', which gave students little information about the quality of the work submitted for assessment.

In the new SACE, each subject has a specific set of performance standards that describe five levels of achievement (grades), from A (highest) to E (lowest). The performance standards describe the knowledge, skills, and understanding that students are expected to demonstrate to achieve each grade. Teachers assess evidence provided and determine how well a student has demonstrated his or her learning against the performance standards. The same standards are used across all school sectors (Catholic, independent, and government) and for all assessment and moderation activities carried out by schools or the SACE Board. This means all student work is assessed against a common standard.

One key reason for the introduction of performance standards was to improve transparency in assessment. Students of the new SACE have a clear set of guidelines about what is expected in order to obtain a particular grade. This will help students to:

- understand what is expected of them and why a particular grade has been given
- think about how they can best demonstrate their learning
- understand how subsequent pieces of work could be improved
- monitor their own progress throughout their study of the SACE.

Importantly, the implementation of performance standards will promote consistent assessment of all student work.

Performance standards also offer opportunities for teachers and students to improve the quality of teaching and learning because:

- teachers and students can use performance standards to understand what students need to demonstrate to be successful in the SACE
- performance standards guide teachers in designing tasks that allow students to demonstrate their learning to their highest possible level of achievement.

The following tables show the results distribution for students in South Australia. The results for 20-credit and 10-credit Stage 1 subjects are shown in separate tables

Stage 1 subjects (20 credits)
Graded results distribution for students in South Australia, by learning area and subject, 2010

Subject	A	B	C	D	E	N	Total
ARTS							
Creative Arts	12	16	9	2	2	0	41
Dance	14	5	0	0	0	0	19
Drama	1	2	0	0	0	0	3
Music							
Music Advanced	31	21	14	3	5	0	74
Music Experience	4	5	4	0	0	0	13
Visual Arts							
Visual Arts – Art	11	9	9	6	3	5	43
Visual Arts – Design	0	2	0	0	0	0	2
Total Results	**73**	**60**	**36**	**11**	**10**	**5**	**195**
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Accounting	14	12	3	0	0	0	29
Business and Enterprise	4	5	5	3	5	0	22
Design and Technology							
Communication Products	0	1	2	0	0	0	3
Material Products	16	36	50	11	4	0	117
Systems and Control Products	8	25	49	12	12	0	106
Information Processing and Publishing	6	2	0	0	0	0	8
Workplace Practices	23	42	34	7	7	2	115
Total Results	**71**	**123**	**143**	**33**	**28**	**2**	**400**
CROSS-DISCIPLINARY							
Community Studies	22	40	153	9	6	3	233
Cross-disciplinary Studies	1	28	59	20	28	10	146
Integrated Learning	35	38	69	20	4	2	168
Total Results	**58**	**106**	**281**	**49**	**38**	**15**	**547**
ENGLISH							
English	45	138	112	4	3	1	303
English as a Second Language	21	46	85	6	8	0	166
English Pathways	0	17	49	4	14	0	84
Literacy for Work and Community Life	0	11	21	7	10	39	88
Total Results	**66**	**212**	**267**	**21**	**35**	**40**	**641**
HEALTH AND PHYSICAL EDUCATION							
Child Studies	0	2	2	4	1	0	9
Food and Hospitality	2	15	6	4	2	0	29
Health	14	8	14	6	2	1	45
Total Results	**16**	**25**	**22**	**14**	**5**	**1**	**83**
HUMANITIES AND SOCIAL SCIENCES							
Ancient Studies	0	1	2	1	0	0	4
Economics	0	0	0	0	1	0	1
Geography	0	0	0	0	1	0	1
Legal Studies	1	7	0	1	0	0	9
Religion Studies	152	201	162	44	18	4	581
Total Results	**153**	**209**	**164**	**46**	**20**	**4**	**596**

Stage 1 subjects (20 credits) — Graded results distribution for students in SA *continued*

Subject	A	B	C	D	E	N	Total
LANGUAGES							
Arabic (continuers)	5	1	0	0	0	0	6
Chinese (background speakers)	0	1	0	0	0	0	1
Chinese (continuers)	1	1	1	0	0	0	3
French (continuers)	4	6	2	0	0	1	13
German (continuers)	15	10	4	0	0	0	29
Indonesian (continuers)	6	1	0	0	0	0	7
Japanese (beginners)	0	0	1	0	0	0	1
Japanese (continuers)	4	4	3	0	0	0	11
Maltese (continuers)	1	1	0	0	0	0	2
Modern Greek (continuers)	4	6	4	0	0	0	14
Russian (continuers)	4	0	0	0	0	0	4
Ukrainian (continuers)	2	0	1	0	0	0	3
Vietnamese (background speakers)	2	1	0	0	0	0	3
Vietnamese (continuers)	12	9	6	0	0	0	27
Total Results	**60**	**41**	**22**	**0**	**0**	**1**	**124**
MATHEMATICS							
Mathematical Applications	1	0	0	0	0	0	1
Mathematics	25	8	4	0	0	0	37
Mathematics Pathways	0	3	4	2	2	0	11
Total Results	**26**	**11**	**8**	**2**	**2**	**0**	**49**
SCIENCES							
Agriculture and Horticulture	4	4	4	4	0	0	16
Biology	0	0	1	0	0	0	1
Chemistry	1	4	11	3	5	0	24
Scientific Studies	68	107	88	37	20	4	324
Total Results	**73**	**115**	**104**	**44**	**25**	**4**	**365**
Grand Total	**596**	**902**	**1047**	**220**	**163**	**72**	**3000**

Note: Results are reported either as a grade between A and E, or as N (no result).

Stage 1 subjects (10 credits)
Graded results distribution for students in South Australia, by learning area and subject, 2010

Subject	A	B	C	D	E	N	Total
ARTS							
Creative Arts	260	357	294	137	54	25	1127
Dance	139	249	183	78	44	13	706
Drama	700	972	700	196	100	42	2710
Music							
Music Advanced	515	559	257	42	24	12	1409
Music Experience	214	339	263	93	46	36	991
Visual Arts							
Visual Arts – Art	1215	1744	1839	795	436	178	6207
Visual Arts – Design	713	1072	989	423	240	86	3523
Total Results	**3756**	**5292**	**4525**	**1764**	**944**	**392**	**16673**

Stage 1 subjects (10 credits) — Graded results distribution for students in SA *continued*

Subject	A	B	C	D	E	N	Total
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Accounting	366	437	306	106	66	5	1286
Business and Enterprise	775	1043	992	332	173	71	3386
Design and Technology							
Communication Products I	664	883	802	414	211	119	3093
Communication Products II	109	193	130	62	53	19	566
Material Products I	492	1227	1469	552	292	113	4145
Material Products II	161	491	557	238	99	40	1586
Systems and Control Products I	172	317	358	141	78	34	1100
Systems and Control Products II	22	55	36	17	9	0	139
Information Processing and Publishing	561	852	809	330	163	91	2806
Information Technology	329	667	691	241	152	32	2112
Workplace Practices	531	929	1054	315	193	117	3139
Total Results	**4182**	**7094**	**7204**	**2748**	**1489**	**641**	**23358**
CROSS-DISCIPLINARY							
Community Studies	564	814	1327	333	220	117	3375
Cross-disciplinary Studies	146	252	153	62	12	10	635
Integrated Learning	2042	3003	3033	1175	612	267	10132
Personal Learning Plan	3694	7629	9479	446	652	421	22321
Total Results	**6446**	**11698**	**13992**	**2016**	**1496**	**815**	**36463**
ENGLISH							
English	4908	10531	8655	612	616	393	25715
English as a Second Language	341	842	934	129	52	27	2325
English Pathways	220	1144	2031	251	225	211	4082
Literacy for Work and Community Life	138	583	1319	172	131	93	2436
Total Results	**5607**	**13100**	**12939**	**1164**	**1024**	**724**	**34558**
HEALTH AND PHYSICAL EDUCATION							
Child Studies	367	711	571	202	118	61	2030
Food and Hospitality	805	2021	2030	734	379	164	6133
Health	245	420	388	165	127	36	1381
Outdoor Education	424	715	508	176	88	26	1937
Physical Education	1356	3964	3202	954	389	157	10022
Total Results	**3197**	**7831**	**6699**	**2231**	**1101**	**444**	**21503**
HUMANITIES AND SOCIAL SCIENCES							
Aboriginal Studies	6	32	19	19	12	0	88
Ancient Studies	193	273	235	89	58	27	875
Australian and International Politics	30	33	6	0	1	1	71
Economics	212	360	275	67	23	3	940
Geography	295	514	444	138	64	27	1482
History	707	1170	1028	332	155	66	3458
Legal Studies	572	904	747	223	156	65	2667
Media Studies	171	305	260	98	42	9	885
Philosophy	132	121	83	43	11	7	397
Religion Studies	1327	2391	1958	370	155	29	6230

Subject	A	B	C	D	E	N	Total
Society and Culture	194	346	335	140	76	27	1118
Tourism	248	527	498	200	119	52	1644
Women's Studies	17	16	8	4	2	0	47
Total Results	**4104**	**6992**	**5896**	**1723**	**874**	**313**	**19902**
LANGUAGES							
Arabic (beginners)	2	0	0	0	0	0	2
Arabic (continuers)	6	4	2	1	0	1	14
Auslan (continuers)	2	1	4	1	2	0	10
Australian Languages	0	2	1	0	0	0	3
Bosnian (continuers)	4	1	0	0	0	0	5
Chinese (background speakers)	152	192	145	28	15	16	548
Chinese (beginners)	3	3	2	1	1	0	10
Chinese (continuers)	113	92	25	10	7	1	248
Croatian (continuers)	1	1	0	0	0	0	2
French (beginners)	28	30	9	7	1	0	75
French (continuers)	192	218	83	16	0	0	509
German (beginners)	8	6	3	0	1	2	20
German (continuers)	145	128	60	15	3	4	355
Hindi (continuers)	0	2	0	0	0	0	2
Hungarian (continuers)	2	4	0	0	0	0	6
Indonesian (beginners)	24	17	6	0	1	0	48
Indonesian (continuers)	31	65	38	11	3	0	148
Italian (beginners)	51	40	19	8	3	4	125
Italian (continuers)	170	201	90	11	2	3	477
Japanese (background speakers)	5	3	9	1	0	0	18
Japanese (beginners)	73	44	23	13	14	9	176
Japanese (continuers)	176	153	108	21	10	2	470
Khmer (continuers)	2	8	0	0	0	0	10
Korean (background speakers)	11	17	8	1	0	0	37
Language and Culture	5	0	1	3	0	0	9
Latin (continuers)	2	1	0	0	0	0	3
Modern Greek (continuers)	23	18	25	2	0	0	68
Persian (background speakers)	25	30	15	7	8	2	87
Polish (continuers)	11	11	3	0	0	0	25
Russian (background speakers)	1	2	0	0	0	0	3
Russian (continuers)	1	3	1	0	0	0	5
Serbian (continuers)	0	1	0	1	0	0	2
Spanish (beginners)	50	60	37	8	3	1	159
Spanish (continuers)	41	29	26	2	1	1	100
Vietnamese (background speakers)	19	30	14	0	0	2	65
Vietnamese (continuers)	19	28	15	5	1	0	68
Total Results	**1398**	**1445**	**772**	**173**	**76**	**48**	**3912**
MATHEMATICS							
Mathematical Applications	1526	4034	5713	1477	1193	309	14252
Mathematics	4000	5825	5839	1202	579	92	17537

Subject	A	B	C	D	E	N	Total
Mathematics Pathways	223	715	1205	329	230	113	2815
Numeracy for Work and Community Life	216	625	1177	241	236	195	2690
Total Results	**5965**	**11199**	**13934**	**3249**	**2238**	**709**	**37294**
SCIENCES							
Agriculture and Horticulture	174	385	401	161	76	18	1215
Biology	1584	3215	3204	1028	489	129	9649
Chemistry	1766	2815	2239	697	300	49	7866
Geology	2	6	14	9	7	3	41
Nutrition	58	146	163	86	31	27	511
Physics	1653	2585	2108	686	330	57	7419
Psychology	798	1345	1172	368	262	53	3998
Scientific Studies	134	374	453	171	80	38	1250
Total Results	**6169**	**10871**	**9754**	**3206**	**1575**	**374**	**31949**
Grand Total	**40824**	**75522**	**75715**	**18274**	**10817**	**4460**	**225612**

Note: Results are reported either as a grade between A and E, or as N (no result).

Literacy and Numeracy

Further and higher education sectors, industry sectors, and the community expect that students who complete the SACE have demonstrated a certain level of literacy and numeracy. In response to this expectation, from 2010 students must achieve a C grade or better in:

• the Personal Learning Plan
• 20 credits of an English subject(s)
• 10 credits of a mathematics subject.

This requirement means that completion of the SACE sends a clear signal to further and higher education sectors, industry sectors, and the community 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.

As students learn most effectively in different ways and in a range of environments, the new SACE includes significant flexibility in how students can fulfil the literacy and numeracy requirements. This includes:

• a range of Board-accredited English and mathematics subjects
• vocational education and training courses focusing on literacy and numeracy
• Board-recognised community-based or institution-based courses in literacy and numeracy

• English and mathematics courses from other Australian states and overseas
• a folio of evidence verified by the principal of their school (for adult students only).

The Board-accredited *English Pathways: Modified 2011 Subject Outline Stage 1 and Stage 2* and *Mathematics Pathways: Modified 2011 Subject Outline Stage 1 and Stage 2* enable students with an identified intellectual disability to meet the literacy and numeracy requirements of the SACE.

To meet the literacy and numeracy requirements in a Board-accredited subject, students must gain a C grade or better, according to the performance standards of the subject in which they enrol.

To meet the literacy and numeracy requirements in a Board-recognised course, students must gain the equivalent of 'satisfactory achievement' according to the relevant standards and competencies.

In South Australia in 2010, of those students who undertook at least 20 credits of English subjects, 91% achieved a C grade or better, hence meeting the SACE literacy requirement. Similarly, of those students who undertook at least 10 credits of mathematics subjects, 89% achieved a C grade or better, hence meeting the SACE numeracy requirement.

Vocational and Community Learning

Vocational Education and Training

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.

To enable students to include a wide range of learning opportunities and environments into their SACE studies, they can gain up to 90 credits towards the SACE at Stage 1 for vocational education and training (VET). This is the equivalent of an additional 10 credits at Stage 1 compared with the previous VET recognition arrangements.

At Stage 1 in 2010, the Recognition Arrangements for Vocational Education and Training (VET) in the SACE Policy allowed for VET units of competency to be delivered without reference to Board-accredited subjects, and to be recognised directly towards the SACE.

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 community learning in two ways:

• Community-developed Programs — community learning gained through a learning program that follows the formally documented curriculum of a community organisation

• Self-directed Community Learning — community learning gained through self-directed learning experience(s) or a learning program that does not follow a formally documented curriculum.

The SACE Board's Recognition of Community Learning Policy enables students to demonstrate how learning through community activities enhances their understanding of vocational pathways, and to reflect on their personal attributes in relation to vocational pathways and contributions to the wider community. To enable students to include a wide range of learning opportunities and environments in their studies, they can gain up to 90 credits towards their SACE for community learning. This is the equivalent of an additional 10 credits compared with the previous recognition arrangements for community learning.

In 2010, 582 South Australian students gained at least 10 credits towards their SACE at Stage 1 for learning undertaken in a community-developed program recognised by the SACE Board (see Stage 1 Table 7 in Appendix H for details).

In 2010, 393 South Australian students gained credits towards their SACE at Stage 1 for self-directed community learning.

Modified Subjects

Modified subjects provide a curriculum and assessment option for students with identified intellectual disabilities. They are designed for students who cannot reach the performance standards in mainstream subjects because of an identified intellectual disability.

Modified subjects give students opportunities to develop their capabilities and personal learning goals, in the context of the subject undertaken. Modified subjects follow the same assessment and moderation processes as other subjects but evidence of learning is assessed against personal learning goals, rather than subject-specific performance standards. Students who undertake modified subjects receive a result of 'completed' or 'not completed', rather than a grade.

Students who undertake modified subjects to complete the SACE will be awarded a certificate carrying the following statement:

This student has completed the requirements for this qualification using modified subjects designed for students with intellectual disabilities.

The decision to undertake a modified subject should be made collaboratively by

the student, the teacher, parents/carers, and other significant people in the student's life (e.g. school personnel, and agency and community support providers). It is important to take into consideration the student's transition plan, including future pathways related to education, employment, and community living.

In 2010, 473 students undertook modified subjects at Stage 1; 465 students successfully completed modified subjects.

School to Work Program

The *School to Work* Program operated from 2008 to 2010. It included a range of 3-year projects that involved teachers, schools, and education, training, and employment providers working in collaboration to support students to take advantage of opportunities provided by the implementation of the new SACE.

The *School to Work* Program was funded through the *future* SACE Office and implemented in close collaboration with school sectors under the auspices of the SACE Review Implementation Steering Committee. The $5.7 million program provided grants to help schools pioneer innovative ways to encourage young people to stay engaged in education and training and to improve pathways into skilled jobs and tertiary education.

Ninety-eight schools were involved in the *School to Work* Program, which included 500 teachers and 3800 students who were supported in their SACE studies through one or more of the *School to Work* projects.

The program included four major initiatives:
• First Generation
• Industry Pathways
• Literacy and Numeracy
• Science and Mathematics.

First Generation

The 'First Generation' initiative was aimed at supporting students who were the first in their family to make the transition from school to university.

Selected schools worked with universities on three separate projects:
• Flinders University expanded on its existing mentoring programs and used university students to mentor senior secondary students with their SACE studies. The program targeted Year 10 students from each participating school who would be the first generation in

their family to undertake or consider further study at a university.
• The University of South Australia used its existing University Orientation Program to develop a program of learning for senior secondary students related, in the first instance, to the Personal Learning Plan and, later, to the Research Project.
• The University of Adelaide supported senior secondary students and schools with a 'Myth Busters' program, aiming to break down some of the barriers to university study that some students and their families come across. The 'Myth Busters' program included several days of coordinated activities on campus. In 2010, the program targeted Aboriginal and Torres Strait Islander students.

Approximately 800 students from forty-two schools were involved in one or more years of the 'First Generation' initiative.

Industry Pathways

The 'Industry Pathways' initiative was aimed at assisting students to use the flexibility of the new SACE to prepare for skilled jobs in areas of key industry demand.

Representatives from schools, DECS, and industry sectors have continued to collaborate in the development of programs of work that now have the potential to be undertaken by students to complete their SACE.

The areas supported by this initiative included:
• allied heath
• automotive
• business services
• civil construction
• community services
• digital media
• electrotechnology
• plumbing
• primary industry.

Sixteen schools took the lead in various industry programs of work with twenty-four partner schools. Another forty schools were able to access various parts of these programs.

More than 360 students used one of these programs of work as part of their SACE studies.

Literacy and Numeracy

The 'Literacy and Numeracy' initiative was aimed at supporting students with low results in the Year 9 National Assessment Program — Literacy

and Numeracy (NAPLAN) tests to improve their literacy and numeracy skills.

In 2010, the initiative provided support to teachers who were trialling or preparing for the Stage 2 Research Project. In most participating schools, the entire Stage 1 cohort was involved.

More than 1000 students and 100 teachers from twenty-three schools took advantage of this initiative in some way.

Science and Mathematics

The 'Science and Mathematics' initiative was aimed at encouraging students to consider careers in science, technology, and engineering.

In 2010, schools were expected to design and implement science and mathematics education programs appropriate to their site and develop links with experts in industry, universities, and other relevant fields. This initiative involved clustering schools to enhance collaboration.

Over the 3 years of this initiative, 158 teachers from thirty-two schools were involved in designing and/or implementing one or more science and/or mathematics education programs, which were accessed by 1606 students.

Transition Strategy

A key consideration of the SACE Review was that no student be disadvantaged in the transition to the new SACE. The Transition Strategy allows students who intended to complete the SACE in 2010, but were not able to do so, to complete the requirements for the SACE.

The SACE Board's Transition Strategy was designed to be fair and reasonable for students while respecting the integrity of SACE completion requirements.

Key elements of the strategy include:

- identification of scenarios in which students could potentially be negatively affected
- specific arrangements to mitigate transition impacts for those students; for example:
  - additional time to complete SACE requirements
  - exemption status for the 2011 Research Project
- provision for students to have their personal situation reviewed if they believe they were disadvantaged or if special circumstances apply.

Preparations for Stage 2 of the new SACE

A major focus for the SACE Board in 2010 was preparing for Stage 2 of the new SACE to be taught in schools from 2011. Significant work was undertaken in preparing policy and curriculum and providing support to help teachers prepare for Stage 2. The SACE Board also updated existing and implemented new systems and processes required for Stage 2 of the new SACE.

SACE Policy Framework

The SACE Policy Framework was refined in 2010. The policy framework includes the three defining policies of the new SACE:

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

Complementary policies, including the SACE Assessment and Quality Assurance of Board-Accredited Subjects Policy, were finalised for web publication.

Ten policy circulars about the SACE were developed in 2010 following advice from school principals. The policy circulars summarise the key features of the SACE and are derived from the more detailed and extensive policy statements. They were distributed to schools and school sectors and made available on the SACE website (www.sace.sa.edu.au).

Principals and other school leaders can use the information in the policy circulars to develop and confirm their arrangements for student learning in the SACE, and associated assessment and quality assurance procedures. They can also use this information to guide communications with staff, students, and parents.

Stage 2 SACE Subjects

Early in 2010, sixty-five draft subject outlines for teaching Stage 2 subjects in 2011 were distributed to schools to help teachers prepare for teaching Stage 2 of the new SACE in 2011. In October 2010, sixty-five revised subject outlines for Stage 2 subjects were made available on the SACE website, before being printed and distributed to schools in January 2011. Revision of the subject outlines was based on feedback from participants at professional development workshops held in Terms 1 and 2.

Research Project

The Research Project is a significant new element of Stage 2 (Year 12) of the SACE and will be introduced in 2011. The Research Project is designed to build on and extend students' academic knowledge and skills by providing students with the opportunity to strengthen their ability to investigate, problem-solve, and evaluate through the study of a topic of interest. It builds skills for tertiary study, the workplace, and life in the twenty-first century.

In August 2010, the SACE Board approved changes to the draft Stage 2 Research Project subject outline. These changes were based on feedback from professional development workshops, the curriculum leaders group, and school sector and university and training sector symposiums, held during Terms 1 and 2.

The Board also approved the quality assurance and reporting processes for the Research Project.

The revised subject outline for teaching in 2011 was made available on the SACE website in September 2010.

A 3-part workshop on the Research Project was offered to teachers from the three school sectors across country and metropolitan regions in 2010:

- Part 1 focused on subject requirements; more than 700 participants attended twenty-three workshops.
- Part 2 focused on assessment and quality assurance; more than 640 participants attended nineteen workshops.
- Part 3 focused on teaching and assessment; more than 450 participants attended thirty-five workshops.

A range of support materials were developed and progressively made available online throughout 2010 to further support the teaching of the Research Project. These included materials in written and video form such as:

- essential materials to commence a teaching and learning program
- advice and strategies for working with students
- assessment type advice and strategies
- exemplars of student work with assessment comments.

The *Stage 2 Research Project Guidelines 2011*, with details of operational requirements for the subject in 2011, were published on the SACE website at the start of December 2010.

The subject outline for the Stage 2 Research Project: Modified was accredited by the Board in July 2010 for implementation in 2011.

Vocational Education and Training

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.

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

At its February 2010 meeting the Board approved the Recognition Arrangements for Vocational Education and Training (VET) in SACE Policy. The new recognition arrangements for Stage 2 will begin on 1 January 2011, and were designed to help students to build coherent and meaningful pathways in the SACE through VET.

These arrangements encourage students to complete, or make significant progress towards completing, VET qualifications. They enable students to gain up to 180 of the 200 credits required to complete the SACE from recognition of completed VET. Within these 180 credits, students must fulfil the literacy and numeracy requirements of the SACE. The remaining 20 credits required for the SACE are derived from the Stage 1 Personal Learning Plan (10 credits) and the Stage 2 Research Project (10 credits). Students can use a vocational context in completing these subjects.

During 2010, a VET Recognition Register was developed in collaboration with members of the VET Recognition Panels. The 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 (www.sace.sa.edu.au) and provides links to other, industry-specific information.

During April, May, and June 2010, a series of workshops with information about the new VET recognition arrangements, and the subject Workplace Practices, were held as part of the learning area workshops. Sixteen workshops were held across metropolitan and country South Australia, and these were attended by 272 people. Additionally, during July, August, and September, SACE Board Officers were invited to attend sixteen meetings at the request of school regions and/or school sectors, to provide further support for the implementation of the new VET recognition arrangements in 2011.

Other Subjects

The Board accredited subject outlines for 161 Stage 2 subjects for teaching in 2011. Each subject has a school assessment component (70%) and an external assessment component (30%). All subjects were developed with a focus on capabilities and performance standards.

Throughout 2010, teachers and school leaders were provided with professional support to help them prepare for teaching the revised Stage 2 subjects in 2011.

Schools may develop local programs by varying the content and/or the school assessment component of one or more of the following subject outlines:

• Business and Enterprise
• Creative Arts
• Cross-disciplinary Studies
• English Pathways
• Health
• Language and Culture
• Mathematical Pathways
• Scientific Studies
• Society and Culture.

Schools can also construct integrated programs by combining two or more Board-accredited subjects into a single teaching and learning program.

Modified subjects will be available at Stage 2 from 2011 to enable students with an identified intellectual disability to demonstrate their learning in a range of challenging and achievable experiences tailored to their individual needs. The following subjects will be available:

• 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.

Exemplars

To support student success in the SACE and to assist teachers in the development of teaching programs and resources, a range of materials have been produced for all SACE subjects, including learning and assessment plans, task sheets, and a range of annotated student work in both written and non-written forms. These materials collectively provide:

- teachers with guidance on developing engaging assessment practices
- both teachers and students with examples of how performance standards are applied.

This material will be expanded as more examples become available.

In addition, an extensive set of resource materials have been provided to assist teachers and students of the Research Project as they engage with this new subject in 2011.

Assessment Operations

Significant work has been done to update SACE assessment operations to prepare for the changes in Stage 2 of the SACE. For example, the introduction of the Research Project as a compulsory subject at Stage 2 has logistical and processing implications. Systems and processes have been developed to manage the particular requirements of this new subject, as well as to prepare for the high volumes of data expected for the Research Project.

The change to 70% school assessment and 30% external assessment for all Stage 2 subjects in 2011 has also required extensive preparation, including the implementation of forms and systems to capture the results data.

The first of the new processes for Stage 2 of the SACE was put into operation during 2010, with the processing of the first round of 2011 learning and assessment plans, now mandatory for all Stage 2 subjects.

Moderation Trial

During 2010, four Stage 2 subjects were selected for inclusion in a moderation trial: Biology, Community Studies, Dance/Dance Studies, and Specialist Mathematics.

For the trial, teachers were asked to assess student work that had been completed for assessment at Stage 2 in 2010 using the performance standards in the relevant 2011 subject outline, and to provide a grade (A+ to E– or A to E for Community Studies) for each school assessment type.

- The work of seventy-one Biology students from nine schools was assessed.
- The work of eighty-six Community Studies students from seven schools was assessed at the end of Semester 1 and the work of 149 students was assessed at the end of Semester 2.
- The work of thirty-two Dance/Dance Studies students from four schools was assessed.
- The work of sixty Specialist Mathematics students from seven schools was assessed.

In 92% of cases, the 2011 performance standards were appropriately applied to the assessment of student work.

Outcomes of the trial were:

- a comparison of standards from the 2010 curriculum statement for a subject with the performance standards in the 2011 subject outline for that subject
- opportunities for teachers who had not been involved in moderation previously to gain some experience and knowledge of moderation procedures
- an understanding of how assessment results can be moderated using the performance standards and folios of evidence
- clarification of what documentation would be needed by teachers and/or SACE Board Officers to successfully administer Stage 2 of the new SACE
- further analysis of the resourcing and operational implications, for schools and the SACE Board, of implementing Stage 2 of the new SACE.

Students' 2010 Stage 2 results were not affected by the trial.

Tertiary Entrance Changes

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 in 2011, students who complete their SACE must, while complying with rules regarding subject combinations, gain at Stage 2:

- 40 credits from tertiary admission subjects (TAS)
- a further 20 credits from TAS, other Board-approved subjects, and/or Board-recognised courses. This will allow students to use the flexible options of the new SACE.

Students who complete the SACE may also be eligible for university entry. As well as complying with rules regarding subject combinations and completing any prerequisite subjects for their course of choice, students must obtain an Australian Tertiary Admission Rank (ATAR) to be eligible for university entry.

To obtain an ATAR in 2011, students who complete the SACE must gain at Stage 2:

- 60 credits from TAS (the equivalent of three full-year subjects)
- another 20 credits from TAS, other Board-approved subjects, and/or Board-recognised courses. This will allow students to use the flexible options of the new SACE.

Leaders Professional Development

Leaders Forums

In February 2010, a major statewide conference was held for school leaders from the three school sectors (Catholic, independent, and government). More than 600 leaders attended the conference, which was designed to provide up-to-date information on the SACE, with a particular focus on quality learning and assessment. Leaders attending this conference received a handbook containing copies of SACE Board policies and procedures and other relevant information. Professor D. Royce Sadler of the Griffith Institute for Higher Education at Griffith University gave the keynote address: 'The Goal of Integrity in Certifying Achievement: Making processes fit purpose'.

Three forums, held in northern, southern, and central metropolitan locations, were held in May, and again in September. A version of the forums was also held via videoconference in both May and September to enable leaders in remote locations to participate.

The forums focused on the SACE Board's policies and procedures associated with the implementation of the SACE. Topics included:

- assessment
- moderation timelines and procedures
- quality assurance
- recognition of VET
- students with disabilities and/or special needs
- the Research Project.

The forums provided leaders with up-to-date information on relevant polices and procedures, and the opportunity to explore issues in depth during small-group discussion time.

More than 300 leaders attended the May forums, and 466 leaders attended the September forums. Leaders were invited to provide detailed feedback on the content and delivery of the forums, which will be used to develop future forums.

Members of the SACE Principals Partnership Strategy Group assisted in the planning of the forums.

Middle Managers Workshops

During 2010, a series of workshops were offered to assist middle managers to engage with the new SACE and, in particular, assessment procedures and practices. These workshops provided assessment theory as well as materials and associated activities to support subject teachers in the new SACE.

A total of thirty-five workshops were held with 419 participants.

Workshops that were successful in 2009 were again held in 2010, and two new workshops were offered:

- Encouraging Student Success through Varied Forms of Assessment — this workshop investigated some of the non-written options available to students for presenting evidence of their learning. It included information about the reliability and validity of non-written evidence and presentations about how teachers can use feedback to support student learning.
- Your School and Stage 2 Quality Assurance — this workshop examined the procedures and practices associated with Stage 2 assessment and explored ways that middle managers can support teachers to get the best results for their students.

Pilot Programs

The implementation of the new SACE has been enhanced through a range of pilot programs funded by the *future* SACE Office.

In 2010, thirty-five schools received a grant of $6000 each to participate in targeted pilot programs and to document and share their learning. The focus of these pilot programs was the development of innovative practice in curriculum and assessment at Stage 2. The purpose of the pilot programs was to provide professional development opportunities for teachers.

Participating schools chose a specific focus from the following options:

- Aboriginal heritage
- Assessment at Stage 2
- Expanding VET, community learning, or other Board-recognised courses
- New and revised Stage 2 modified subjects
- New and revised subjects such as Workplace Practices
- New models and processes of integrated programs
- Stage 2 local programs.

Most of the pilot programs focused on a specific group of students and their needs, and were designed to assist teachers to encourage students' continuing engagement and success in the new SACE.

The outcomes of the pilots included a wide range of exemplars, mostly learning and assessment plans and accompanying assessment tasks. Several schools also developed comprehensive teaching and learning programs that will be made available to other teachers and schools. These plans, tasks, and programs will be published on the SACE website (www.sace. sa.edu.au) and used in ongoing professional development programs.

Technology for the New SACE

In 2010, the SACE Board continued to redevelop a number of key systems to incorporate requirements of the new SACE and of legislative changes that affect the SACE Board. To further assist students and the public in accessing and understanding the SACE, two online initiatives were developed:

- the Students Online portal
- the VET Recognition Register.

Students Online

Students Online is the SACE Board's central student portal, combining students' SACE Results, Australian Tertiary Admission Rank, SACE Progress Checker, and SACE Planner information into a single online system in accordance with the state government's 'Ask Just Once' initiative.

VET Recognition Register

The VET Recognition Register is accessible from the SACE website to students and the public. It is a list of VET qualifications that can be recognised towards the SACE. This register indicates how many SACE credits may be granted for the completion of a particular VET qualification and whether the SACE credits will be recognised towards Stage 1 or Stage 2 of the SACE.

COLLABORATION AND PARTNERSHIPS

Consultation and Engagement

The *SACE Board of South Australia Act 1983* establishes the functions and powers of the Board. Section 15 of the Act states that the Board:

(3) (c) must, in the performance of its functions… take into account the views of—

    (i) relevant schools, institutions or authorities; and

    (ii) teachers, instructors, trainers and counsellors; and

    (iii) the three school sectors; and

    (iv) bodies within the tertiary and higher education sectors; and

    (v) employer and employee associations; and

    (vi) other relevant accreditation and regulation bodies; and

    (vii) any body or authority that represents the Government of another jurisdiction that has a working relationship with the Board

In 2010, the SACE Board established or met with several committees to facilitate consultation and engagement with different groups, including:

- the SACE Review Implementation Steering Committee
- the Senior Officers Group
- the SACE Principals Partnership Strategy Group
- the Curriculum Leaders Groups
- the VET (Vocational Education and Training) in SACE Partnership Group
- VET Recognition Panels
- the Training and Skills Commission–SACE Board Working Group
- the Australian Education Union–SACE Board Working Group
- the South Australian Tertiary Admissions Centre
- subject associations.

Details of the outcomes of these collaborations follow.

In addition, the SACE Board's Communication and Engagement Committee, one of three standing committees of the Board, met throughout 2010 to provide expert advice to the Board on matters relating to the Board's communication and engagement strategies, and on its consultation processes and policies as they relate to the Board's Strategic Plan.

One of the Board's key objectives in 2010 was to ensure that students and their parents are able to contribute to Board decision-making by providing their views on SACE policies and procedures. Capturing the 'student voice' will be a key objective for 2011.

SACE Review Implementation Steering Committee

The SACE Review Implementation Steering Committee is made up of the Chief Executive Officers of the three South Australian school sectors and their Senior Officers, a representative of the Northern Territory education system, and the Chief Executive of the SACE Board. A nominee of the SA Vice Chancellors Committee and the Chief Executive of the Department for Further Education, Employment, Science and Technology (DFEEST) join the group for relevant items.

The role of this Steering Committee is primarily to provide advice to the Minister for Education on the implementation of the SACE Review recommendations in the context of the government's senior secondary reform strategy. This includes advice about the associated Implementation Plan and budget.

Senior Officers Group

The Senior Officers Group is a subcommittee of the SACE Review Implementation Steering Committee, primarily made up of the Senior Officers in each sector who also attend the Steering Committee meetings. The SACE Board Chief Executive and the Executive Managers for Curriculum Services and Moderation Services also attend.

The role of the Senior Officers Group is to provide strategic advice to the Director, *future* SACE Office, on new SACE implementation matters before the item progresses to the Steering Committee. The Senior Officers Group monitors components of the Implementation Plan and provides advice, often from an operational perspective, about the effectiveness of implementation measures across the school sectors.

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 the South Australian Certificate of Education and developing the underpinning policies related to assessment, certification, and the recognition of learning.

The SACE Principals Partnership Strategy Group was formed to provide a means for the school sectors to contribute to this work and to provide advice and feedback to the SACE Board to guide the development of strategic and operational policy and processes.

Members are nominated by the following organisations, representing the three school sectors in South Australia and the Northern Territory:

• Association of Independent Schools of SA (two representatives)
• Catholic Education South Australia (two representatives)
• Department of Education and Children's Services — South Australian Secondary Principals' Association (three representatives)
• Department of Education and Children's Services — Area Schools (two representatives)
• Department of Education and Children's Services — Special Schools (one representative)
• Department of Education and Training, Northern Territory (one representative).

The terms of reference for the group are:

1. to advise the SACE Board of South Australia and the Chief Executive on the following:
    (i) implementation of the new SACE
    (ii) policies of the SACE Board, in order to strengthen the engagement and success of senior secondary students
    (iii) strategies to improve the quality of SACE curriculum and assessment processes
    (iv) evaluation systems to monitor and improve the effectiveness of SACE curriculum and assessment
    (v) effectiveness of strategies for the implementation of the new SACE, including the support required by principals and their leadership teams as they implement the new SACE
    (vi) potential impacts of decisions taken by the SACE Board of South Australia on key elements of the SACE especially in relation to implementation of the new SACE, and its underpinning policies and procedures;

2. to raise matters of concern and/or importance that have been identified by principals of schools regarding senior secondary enrolments with the SACE Board of South Australia and the Chief Executive
3. to identify strategies for, and provide advice on, improving the success and destinations of students undertaking the SACE
4. to assist in the development of cross-sector understanding of the key issues and challenges facing principals across the three South Australian school sectors and the Northern Territory in relation to students undertaking the SACE.

In 2010, the group met on five occasions, and contributed to the work of the SACE Board by providing feedback on significant policy areas including shared responsibilities for assessment; grievance and appeals procedures; implementation of the Research Project; and the implications of the Australian curriculum for the SACE.

Members of the group also contributed to the work of the SACE Board in specialised capacities, including:

• planning for the SACE Leaders Forums, held in February, May, and September to provide school leaders with specific, detailed information on SACE Board policies and procedures related to the implementation of the SACE
• assisting to develop 'SACE Assessment Responsibilities: SACE Board and Schools — Code of Practice', a document that sets out the separate but complementary responsibilities of the SACE Board and schools for assessment in the SACE.

Curriculum Leaders Groups

During 2010, most Curriculum Leaders Groups met twice, with some meeting more frequently to support the preparation of exemplar materials, especially non-written materials.

The focus of Curriculum Leaders Group meeting was generally on:

• the preparation of exemplar materials for the Stage 2 learning area workshops, and for online publication
• the sourcing of student materials for annotated student work samples
• the provision of advice to the SACE Board on key questions and issues raised at Stage 2 implementation workshops and through other forums.

Members of the 2010 Curriculum Leaders Groups (at 31 December 2010) are listed in Appendix C.

VET in SACE Partnership Group

In the second half of 2009, the SACE Board of South Australia established a VET in SACE Partnership Group to provide advice to the Board on the implementation of the new recognition arrangements for vocational education and training (VET) in the SACE. The group is a partnership between the SACE Board and key stakeholders, including Business SA, the three school sectors, SA Unions, TAFE SA, private training providers, the three South Australian universities, and DFEEST.

The group met six times during 2009/2010, and provided key advice to the SACE Board on:

- the key directions endorsed by the Board for the recognition of VET in the SACE
- the operational implications of the key directions for the recognition of VET in the SACE, including the delivery and assessment of VET as they relate to the SACE Board's responsibilities
- the specific strategies and mechanisms for the recognition and reporting of VET in the SACE
- any likely and/or potential matters of significance relating to the arrangements for the recognition of VET in the SACE and their likely and/or potential effects on students' capacity to successfully complete the SACE
- current developments and/or issues of relevance to the recognition and reporting of VET (e.g. national directions and initiatives).

VET Recognition Panels

As part of the work towards finalising arrangements for recognising VET in the SACE, a series of VET Recognition Panels were convened during 2010 to provide industry-specific advice on the recognition arrangements. The panels comprised representatives of the three school sectors, TAFE SA, private training providers, and the Industry Skills Boards. This advice has been incorporated into a VET Recognition Register, which is an integral part of the arrangements for recognition of VET in the SACE from 2011.

VET Recognition Panels were convened to provide advice to the Board on:

- the qualifications that should be given priority for inclusion in the VET Recognition Register, having regard to state training priorities
- the core and optional units of competency that will be used as the basis for allocating SACE credits for each qualification recommended
- the SACE stage at which specific qualifications should be recognised.

VET Recognition Panels, with a focus on the following industries, were convened during 2010:

- Building and Construction
- Business Services
- Community Services
- Creative Industries
- Energies and Technologies
- General Curriculum
- Manufacturing
- Metals, Engineering, and Automotive
- Personal Services
- Primary Industries
- Retail Services
- Sport and Recreation
- Tourism, Hospitality, and Food
- Transport.

The SACE Board also put in place a management process to ensure the consistency and integrity of the interim decisions across the training packages recommended by the VET Recognition Panels. In doing this, the SACE Board established a VET Recognition Register Advisory Committee to:

- review the interim decisions of the VET Recognition Panels as a whole to ensure that there was consistency and integrity in the recognition arrangements for VET in the SACE across the qualifications
- bring to the attention of the Board any proposed changes to the interim decisions about recognition arrangements for VET in SACE made by the Recognition Panels, and the rationale for these changes.

The VET Recognition Register Advisory Committee comprises representatives of the three school sectors, DFEEST, school principals, the Training and Skills Commission, Business SA, and the community.

Training and Skills Commission–SACE Board Working Group

The Training and Skills Commission–SACE Board Working Group was established in late 2009 to provide a collaborative forum for work related to the recognition of VET in the SACE. The Training and Skills Commission is the body with legislative responsibility for regulation of the VET sector. The SACE Board has responsibility for certifying students' achievements in the SACE, which may include learning undertaken in settings other than school.

The working group comprised:
- the Chief Executive, SACE Board of South Australia
- the Executive Manager, Curriculum Services, SACE Board of South Australia
- two nominees of the Board, SACE Board of South Australia
- the Director, Workforce Planning and Policy, DFEEST
- the Manager, Training and Curriculum Services, DFEEST
- two nominees of the Training and Skills Commission.

A Joint Chairs Group was also formed to provide high-level supervision of the working group. The Joint Chairs Group comprised the Chair of the Training and Skills Commission, the Presiding Member of the Board, SACE Board of South Australia, and other members of the working group.

In 2010, the working group met on two occasions to progress collaborative work related to the recognition of VET towards completion of the SACE. The Joint Chairs Group met on two other occasions.

The working group oversaw the development of a Memorandum of Agreement between the Training and Skills Commission and the SACE Board which sets out the respective responsibilities of each organisation and agreed outcomes related to recognising students' VET achievements towards the SACE.

Other achievements of the working group in 2010 include:
- a Statement of Commitment, signed by the Chair of the Training and Skills Commission and the Presiding Member of the Board of the SACE Board of South Australia, which affirms the commitment of both organisations to recognising students' VET achievements towards the SACE
- draft guidelines for schools, employers, and registered training organisations about VET undertaken by school students.

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

The Australian Education Union (AEU) (SA Branch)–SACE Board Working Group provided a formal mechanism for teachers represented by the union to respond to SACE Board policies and procedures. The working group was also established to ensure communication between the SACE Board and teachers as the new SACE

was implemented, and to provide a forum for discussing issues of significance relating to the development, delivery, and quality of the SACE, with specific reference to the engagement and success of senior secondary students.

Membership of the working group included:
- the Vice President of the AEU
- the Chief Executive, SACE Board of South Australia
- the Director, future SACE Office
- other SACE Board staff and AEU members.

The working group met on five occasions in 2010. Areas of discussion included:
- communication strategies to enhance collaboration between teachers and the SACE Board
- evaluation of the Personal Learning Plan
- implications of the Australian curriculum for the SACE
- teachers' readiness for the implementation of the SACE
- the introduction of SACE Stage 2 in 2011.

Key outcomes included AEU members observing moderation of Stage 1 English and mathematics subjects and providing advice to the SACE Board on 'SACE Assessment Responsibilities: SACE Board and Schools — Code of Practice' and 'Recognition Arrangements for Vocational Education and Training (VET) in the SACE'.

South Australian Tertiary Admissions Centre

One of the recommendations resulting from *Success for All: Ministerial Review of Senior Secondary Education in South Australia* (2006) was that the South Australian Tertiary Admissions Centre (SATAC) would continue to work in conjunction with the SACE Board regarding calculation of a tertiary entrance rank and provision of tertiary entrance information to students.

It was also recommended that it be made evident to SACE stakeholders that SATAC have responsibility for tertiary entrance information and the SACE Board for SACE completion and certification. To this end, in 2010 the SACE Board removed tertiary entrance information from documentation produced in relation to SACE results and completion.

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

Changes to the assessment model in the new SACE prompted research into whether or not the tertiary entrance points for each subject could be reported on a finer scale than was used in 2010 (0 to 20 at intervals of 0.2, rather than 0.5). Liaison between the SACE Board and stakeholders in the tertiary sector has been a key element in implementing these changes.

Subject Associations

A number of Curriculum Leaders Groups included representation from the relevant subject associations. The main priorities of these groups during 2010 were to:

- consider and provide advice to the SACE Board on key questions and issues raised at the Stage 2 implementation workshops
- contribute to the development of online exemplar materials
- work in partnership on the preparation of materials for the Stage 2 learning area workshops.

Strategies and Plans

Teacher Engagement Strategy

A high priority in the implementation of the new SACE is to continuously build and strengthen professional collaboration and partnerships with key stakeholders, including teachers, school leaders, and school sectors.

The development of professional capacity in assessment of learning and in using performance standards was the focus of a wide range of opportunities supporting professional learning and involvement as part of the SACE Board quality assurance cycle.

In 2010, the new SACE implementation program, focusing on preparing for the introduction of SACE Stage 2 subjects, included a number of professional development activities and the creation of an extensive range of exemplars and support materials.

Together with *future* SACE Office Implementation Officers, SACE Board Curriculum Services and Moderation Services Officers facilitated both general SACE and subject-based professional development activities. These have been held in schools, districts, hubs, and clusters, according to identified needs, with a view to linking teachers and developing sustainable communities of professional practice.

Information about teacher participation in professional development activities was collected, and feedback from schools about their ongoing needs for professional development was regularly sought.

Aboriginal Education Strategy

The SACE Aboriginal Education Strategy has continued its focus on a number of target outcomes:

- to increase the number of Aboriginal students entering the SACE at Year 10 and to close the gap between Aboriginal and non-Aboriginal students' SACE completion rates
- to increase the number of Aboriginal students participating in subjects and courses that lead to a wide range of career pathways
- to increase the recognition of high achievers and the number of Aboriginal students with TAFE SA Selection Scores, Australian Tertiary Admission Ranks, and national qualifications within the Australian Qualifications Framework
- to increase the number of innovative, localised subjects and exemplars that are reflective of Aboriginal students' diverse literacy, numeracy, cultural, and linguistic abilities
- to significantly increase the number of Aboriginal people on SACE Board peak bodies, including engagement in curriculum design and delivery.

Key components of the strategy are:

- Aboriginal students seeing themselves in the SACE
- Aboriginal voice and engagement
- data exchange, use, and research
- informed choices
- partnerships
- pathways to training, employment, and higher education
- SACE completion.

The SACE Aboriginal Education Strategy Steering Committee has continued to guide the implementation of the strategy with the following key activities and achievements:

- 167 Aboriginal students were awarded the SACE, the highest number of Aboriginal students to complete the SACE
- five Aboriginal students received a Merit for outstanding achievement in a Stage 2 SACE subject.

The annual Aboriginal SACE Completers poster featuring twenty-five students was distributed to all schools in Term 2.

The cross-sector Innovation and Excellence: Aboriginal Students in the SACE Conference was held on 6 May at the Education Development Centre. The keynote speaker was Ngarrindjeri archaeologist and researcher, Chris Wilson. The conference included twenty-two workshops showcasing innovative SACE programs that have produced successful outcomes for Aboriginal students.

The DECS–SACE Board Aboriginal Student Data Steering Committee refined arrangements for sharing data between the SACE Board and DECS regions to improve SACE outcomes for Aboriginal students in DECS schools.

The second Aboriginal Student Pathways Conference was held at the University of South Australia on 11 June, with fifty-five Aboriginal students attending. Tahlia Wanganeen, a solicitor from the Aboriginal Legal Rights Movement and a former Dame Roma Mitchell scholarship recipient, was the keynote speaker.

Established at the request of the steering committee, the Aboriginal Protocols Working Party devised a list of guidelines to be used by individuals and groups conducting research with or about Torres Strait Islander Peoples. These guidelines form Section 2 of the SACE Board's Ethical Conduct of Research Policy.

National Alliances

The Chief Executive of the SACE Board of South Australia is a member of the Australasian Curriculum, Assessment and Certification Authorities (ACACA). This group comprises the chief executives of the boards of studies in all states and territories in Australia and New Zealand, and has been established to provide a forum for mutual collaboration and discussion.

ACACA meets at least four times a year and hosts an annual conference for educators and others with an interest in curriculum, assessment, and certification.

In 2010, ACACA focused on the following key areas:

- the Australian curriculum, specifically, the draft content for English, Mathematics, Science, and History, and timelines for its introduction
- the MySchool website and the implications for reporting student achievement

- the strengthened Australian Qualifications Framework (AQF) and the implications for senior secondary certificates
- the senior secondary languages curriculum, with particular reference to Asian languages.

In 2010, ACACA gave particular emphasis to the proposed strengthened Australian Qualifications Framework, with ACACA members contributing to the consultation process led by the AQF Council, and provided a submission to the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in relation to the placement of the senior secondary certificate of education within the strengthened AQF.

ACACA also provided a forum for Chief Executives to share their perspectives on the content of the draft Australian curriculum so far developed, and the timelines for its introduction.

At the same time, the SACE Board, under the authority of the Chief Executive, led a South Australian consultation process on the proposed Australian curriculum. The results of this process were provided to the Australian Curriculum, Assessment and Reporting Authority (ACARA).

The three school sectors and the SACE Board agreed to work together to develop a collaborative consultation process in order to ensure all schools, school communities, and key stakeholders were given the opportunity to provide feedback to ACARA.

A Senior Years Australian Curriculum Reference Group was convened by the SACE Board to coordinate the South Australian response to ACARA. The reference group comprised senior officers from the SACE Board and the three school sectors, and representatives of the SACE Board's Accreditation, Recognition, and Certification Committee and the Northern Territory Department of Education and Training.

A series of consultation meetings were also held with subject experts from the three school sectors, professional associations, and the Board's subject-specific advisory groups and chief assessors, to seek feedback about curriculum and assessment issues arising from the draft content.

Communication

SACE Website

The redeveloped SACE website (www.sace. sa.edu.au) was launched in January 2010. Its design was based on research into website user

needs, with dedicated sections for teachers and schools, students and parents, and business and the community.

During 2010, teachers used the website to register for professional development workshops, participate in online forums, and view podcasts and videos. New online tools included a school assessment calculator, software to support the Personal Learning Plan, and a SACE planner and checker, and all were widely used.

The structure of the new website allowed easy differentiation between information about the new SACE and content relating to the existing SACE. In December 2010, all content relating to the previous certificate was removed, and all other content was reviewed and updated.

The website was used more frequently in 2010, and was increasingly accessed on laptops and mobile devices.

Communication with Students and Parents

In February 2010, a new magazine – *Achieve* – was distributed to all South Australian schools, targeting students in Years 9, 10, and 11 and their families. The magazine was written in a student-focused tone, and contained a range of SACE stories relevant to young people. *Achieve* also contained detailed information about the Personal Learning Plan, vocational education and training, and the requirements of the new SACE.

A second edition of *Achieve* was published and distributed to schools in July 2010, with a focus on course counselling and subject selection. Two editions of the magazine will also be published in 2011, and an online version is being considered.

Articles from the Chief Executive about the new SACE and useful materials for students and parents were published quarterly in two magazines for parents:

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

A brochure entitled 'Results Information' was mailed to students with their SACE results, providing immediate answers to frequently asked questions about the results. In 2010, the SATAC Tertiary Entrance Statement was sent to students separately.

The 'Results' webpage, located under 'Students and Families', was updated with results information, including:

• About your SACE results
• Accessing your SACE results
• Accessing your Tertiary Entrance Statement
• SACE documents explained
• Frequently Asked Questions.

Promotional material and a catalogue for the 2010 SACE Art Show were published and distributed.

The 'Special Provisions in the SACE' information sheet was updated, printed, and distributed to newly enrolled SACE students.

In late 2010, research was conducted with student and parent groups about the SACE. The outcomes will inform strategies for student and parent engagement in 2011.

Communication with Schools

Each term, a letter to principals outlining key information was distributed to school principals and to SACE coordinators.

'SACE News' (formerly 'SACE Bulletin'), an electronic news bulletin, was sent regularly to subscribers to keep teachers and schools up-to-date with news from the SACE Board of South Australia. During 2010, the number of subscribers increased from approximately 1000 to more than 6000.

'SACE News' regularly featured details about professional development and quality assurance workshops, online resources for teachers, SACE Board events, and operational information. 'SACE News' will continue to be distributed in 2011 as needed.

A new brochure entitled 'Teacher Focus' was created in 2010 to provide operational information for teachers on particular topics. The first edition, distributed in July, focused on moderation of Stage 1 English and mathematics subjects. The second edition focused on the Research Project and was distributed in November. 'Teacher Focus' will be produced as required in 2011.

To help teachers with the implementation of the new SACE, calendars of professional development opportunities for teachers and middle managers were supplied to schools and posted on the SACE website.

Information sheets about the South Australian Matriculation program were updated and distributed to overseas schools that were delivering the program.

The following publications were prepared and distributed to support the administration of the SACE in schools:

- *SACE Operations Manual 2010*
- eight learning area manuals
- *Recognition of Community Learning: Guidelines 2010*
- *Flexible Learning Programs Manual 2010*
- sixty-five updated subject outlines for Stage 1 subjects
- sixty-three updated curriculum statements for Stage 2 subjects
- *Stage 1 Information and Guidelines 2010*
- New SACE Teachers Kit for each Stage 1 and Stage 2 teacher
- ten policy circulars
- special provisions manuals.

Also Stage 1 learning and assessment plan pro formas and exemplars were made available on the SACE website.

Chief Assessors' reports for the 2009 assessment cycle were published online early in 2010.

The SACE Board's *Annual Report 2009* was prepared and posted on the SACE website, and a limited number of printed copies were provided to key agencies.

Towards the end of 2010, research was conducted with teacher groups about the new SACE and teacher preparation. The outcomes will inform strategies for teacher and school engagement in 2011.

Communication with Industry and Employer Groups

As part of the 2010 SACE website update, a 'Business and Community' page was created, containing information for employers, with sections including:

- Understanding the Certificate
- Community Learning
- SACE Student Skills
- Vocational Education & Training.

A database of industry peak body contacts was created in 2010. An article targeting employers was sent to these industry peak bodies for inclusion in their member publications. The article outlined SACE student skills, vocational education and training in the SACE, and the new Research Project subject to be introduced in 2011. The following six industry peak bodies

confirmed that they published the article in their member publications:

- Australian Hotels Association
- Business SA
- National Electrical and Communications Association
- Property Council of Australia
- South Australian Chamber of Mines and Energy
- South Australian Dairyfarmers Association Incorporated.

In 2011, a similar article will be distributed to industry peak bodies, with a greater focus on the new certificate and student pathways beyond school.

In early 2011, research about the SACE will be conducted with employer groups. The outcomes will inform strategies for future employer and business engagement.

Information for the Community

The following Data Information Releases are updated annually and made available on the SACE website:

- 'Completion Rates for South Australian Students in 2003 to 2009 — Disaggregated by Location, Gender, Aboriginality, and Socioeconomic Quartile'
- 'Student Participation in Stage 2 Mathematics as Part of Their SACE Studies 1999–2009'
- 'Student Participation in Stage 2 Science as Part of Their SACE Studies 1999–2009'
- '2009 Subject Mean Achievement Scores Disaggregated by Gender'
- 'Student Participation in Vocational Education and Training (VET) as Part of Their SACE Studies'
- 'Profile of the 2003–2009 Stage 2 Cohorts of Students'.

The SACE Board also responds to data requests on an annual and ad hoc basis. In 2010, the demand for data from schools and other institutions, both state and federal, was constant throughout the year.

External education stakeholders supplied with data included the Aboriginal Education Reference Group, the associations for independent schools (both Catholic and other non-government schools), universities, secondary schools, and state and federal government departments with an education responsibility.

GOVERNANCE AND ORGANISATIONAL CAPABILITY

Renewal of Board Standing Committees

In July 2010, the Board considered a process for renewing the membership of the two standing committees that were established in the months following the formation of the SACE Board in July 2008. A third standing committee, the Communication and Engagement Committee, was established in August 2009 and was not included in the initial committee renewal process.

The Board designed a renewal process that would ensure continuity of the level of expertise and experience in the work of its committees, while fulfilling the Board's commitment to ensure that the membership of the committees is open to others with expertise and interest in serving.

On 12 October a letter was sent to each of the designated entities specified in the *SACE Board of South Australia Act 1983*, inviting them to nominate members for the Planning, Finance, and Performance Committee and the Accreditation, Recognition, and Certification Committee. Existing committee members were also invited to nominate committee members. These invitations elicited nine nominations for the Planning, Finance, and Performance Committee and sixteen nominations for the Accreditation, Recognition, and Certification Committee.

A panel comprising the Chief Executive, the Board's Presiding Member, the Deputy Presiding Member, and the chairs of the Board's three standing committees considered the nominations, and recommended committee appointments to the Board at its November meeting. These appointments will begin in January 2011 and are for tenures of varying lengths, to ensure continuity of committee membership.

Risk Management Framework

During 2010, the SACE Board implemented a new Risk Management Framework aligned to AS/NZS ISO 31000:2009 'Risk management — Principles and Guidelines'.

The framework is also aligned with the SACE Board of SA Strategic Plan 2009–2011 and its Planning and Reporting Framework. This ensures that both high-level strategic and operational risks are identified, analysed, and managed to mitigate any possible effect on the achievement of the SACE Board's goals and objectives.

The SACE Board consulted closely with the SACE Review Implementation Steering Committee about strategic and operational risks inherent in the implementation of the new SACE. In 2010, the SACE Review Implementation Steering Committee agreed to use the SACE Board Risk Management Framework as the basis for its management of the risks associated with the new SACE.

ISO 9001 Accreditation

In April 2010, 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 and a continuation of our quality accreditation was granted. The SACE Board has maintained its ISO 9001 accreditation since November 2002.

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

OHSW Service Level Agreement

In 2010, the Occupational, Health, Safety, and Welfare Service Level Agreement between the Department of Education and Children's Services (DECS) and the SACE Board of South Australia was renewed.

DECS will supply advice and associated services relating to rehabilitation, claims management, and injury prevention to the Chief Executive of the SACE Board of South Australia to assist in carrying out the SACE Board's responsibilities under the *Workers Rehabilitation and Compensation Act 1986* (SA) and the *Occupational Health, Safety and Welfare Act 1986* (SA).

Human Resource Policies

The SACE Board human resource policies and procedures are reviewed on a regular basis to ensure they remain relevant and meet our business needs.

In 2010, the policies and procedures were reviewed and updated to reflect the implementation of the *Public Sector Act 2009* (SA) and the South Australian Government Wages Parity (Salaried) Enterprise Agreement 2010.

Training and Development

The SACE Board continued to offer numerous training and development opportunities for staff including: nationally accredited programs such as the Diploma of Project Management; mandatory training programs, such as OHSW training, to meet legislative requirements; and short programs to address specific individual and organisational needs.

In addition, in-house programs were developed and delivered by SACE Board Officers, including:

- Merit Selection and Panel Training
- Objective (Electronic Document and Records Management System)Training
- Spotlight Seminars (including well-being sessions).

The SACE Board also supported individuals to undertake formal study through a study assistance program.

Performance Management Policy

In 2010, the SACE Board developed a performance management strategy. The implementation of the strategy included a review of the Performance Management and Development Policy.

In addition, regular reports on individual performance plans and individual development plans were introduced to assist managers in monitoring progress in their groups.

Security Management Framework

In 2010, the SACE Board developed the Protective Security Policy which addresses the requirements contained within the Australian Government Protective Security Policy Framework.

The SACE Board Protective Security Committee was established to provide specialist security advice and support with regard to policies, practices, and procedures affecting security. The committee has reviewed and endorsed a 3-year security plan based on assessed security risks.

Electronic Document and Records Management System

In 2010, the SACE Board continued to roll out the Objective Electronic Document and Records Management System (EDRMS) and to develop, implement, and improve records management procedures and practices across the organisation.

In addition, an agency-specific records disposal schedule was developed. This document was approved by the State Records Council in August 2010.

IT Strategic Plan

During 2010, the Information Technology Strategic Plan was reviewed to ensure information technology initiatives and activities supported the business needs of the SACE Board. The focus over the next 3 years will be to address a range of inefficiencies caused by ageing technology and to actively seek opportunities to apply technological solutions that better support current and future business processes. The Information Technology Strategic Plan will be reviewed annually to ensure activities continue to reflect current strategic priorities.

Financial Management Policies

The SACE Board recognises the need to have in place a framework to demonstrate sound financial governance of its operations. Setting and reviewing the agency's financial policies is a way of demonstrating this commitment.

The following financial policies were developed in 2010 to ensure the SACE Board's policy framework remains up to date with current best practice and Treasury requirements:

- Accounts Receivable
- Asset Accounting
- Budget Control and Review
- Financial Assets, Liabilities, and Commitments
- Financial Management
- Income
- Internal Control.

In addition, the Credit Card Policy was reviewed and a draft Travel Policy developed.

The agency will continue to review its business operations in 2011 to ensure the efficient and economic use of public resources.

HUMAN RESOURCES MANAGEMENT REPORTING

The Human Resources Section provides a comprehensive range of strategic and operational human resource management services to support the SACE Board of South Australia.

Employees, by Gender and Status

	Total Number of Employees
Persons	105
FTEs	98.3

Gender	% Persons	% FTEs
Male	33	35
Female	67	65

	Number of Persons
Separated from the agency	13
Recruited to the agency	12
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	9.0	9.4	15.6	0	34.0
Female	22.5	17.3	24.5	0	64.3
Total	31.5	26.7	40.1	0	98.3

Persons	Ongoing	Short-term Contract	Long-term Contract	Casual (excludes agency staff)	Total
Male	9	10	16	0	35
Female	25	19	26	0	70
Total	34	29	42	0	105

Number of Employees by Salary Bracket

Salary Bracket	Male	Female	Total
$0–$49 199	2	15	17
$49 200–$62 499	7	19	26
$62 500–$80 099	10	11	21
$80 100–$100 999	14	21	35
$101 000 +	2	4	6
Total	35	70	105

Number of Executives by Gender, Classification, and Status at 31 December 2010

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	1	1	0	0	1	1	2
EX D	0	0	0	0	1	0	0	0	1	0	1
Total	0	0	0	0	2	1	0	0	2	1	3

Members of the SACE Board Human Resources Team

Workforce Diversity

The SACE Board of South Australia has a diverse workforce with 1.9% Aboriginal and/or Torres Strait Islander employees, 3.0% employees with a disability, and 21.9% employees who were born overseas. In 2010, no new workplace adaptations were required for employees with disabilities.

We are committed to achieving targets identified in the South Australian Strategic Plan and ensuring our workforce reflects the community we serve.

Aboriginal and/or Torres Strait Islander Employees

Salary Bracket	Aboriginal staff	Total staff*	% Aboriginal	Target [†]
$0 – 49 199	1	17	5.9	2%
$49 200 – $62 499	0	26	0	2%
$62 500 – $80 099	0	21	0	2%
$80 100 – $100 999	1	35	2.8	2%
$101 000 +	0	6	0	2%
Total	2	105	1.9	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	South Australian Workforce Benchmark*
15–19	0	0	0	0.0	6.1%
20–24	0	4	4	3.8	10.6%
25–29	3	3	6	5.7	10.5%
30–34	4	10	14	13.3	9.4%
35–39	8	7	15	14.3	11.2%
40–44	5	15	20	19.0	11.1%
45–49	4	9	13	12.4	12.2%
50–54	1	6	7	6.7	11.0%
55–59	6	8	14	13.3	9.2%
60–64	2	6	8	7.7	6.0%
65+	2	2	4	3.8	2.9%
Total	44	84	128	100.0	100.2

* *Source:* Australian Bureau of Statistics *Australian Demographic Statistics, 6291.0.55.001 Labour Force Status (ST LM8) by Sex, Age, State, Marital Status — Employed* — Total from Feb78 Supertable, South Australia at May 2010.

Cultural and Linguistic Diversity

	Male	Female	Total	% of Agency*	SA Community[†]
Number of employees born overseas	8	15	23	21.9	20.3%
Number of employees who speak language(s) other than English at home	2	5	7	6.6	16.6%

* This does not include casual employees.
[†] *Source:* Australian Bureau of Statistics, *Basic Community Profile (SA) Cat no. 2001.0*, 2006 census.

Number of Employees with Disabilities

Type of disability*	Male	Female	Total	% of Agency
Physical	1	0	1	1.0
Sensory	0	1	1	1.0
Psychological/psychiatric	1	0	1	1.0
Total	**2**	**1**	**3**	**3.0**

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

Voluntary Flexible Working Arrangements

Voluntary Flexible Working Arrangements available in the public sector are outlined in the Commissioner's Standard 3.1. These arrangements 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	33	68	101
Compressed weeks	0	0	0
Part-time	3	12	15
Job share	1	3	4
Work from home	24	31	55

Performance Management

Documented Review of Individual Performance Management

Employees with . . .	% of Total Workforce
a review within the past 12 months	41.90
a review older than 12 months	42.86
no review	15.24

Leave Management

Average Days Leave Taken per Full-time Equivalent Employee

Leave Type	2007	2008	2009	2010
Sick Leave	7.4	3.5	2.5	6.5
Family Carer's Leave	1.1	0.1	1.7	1.1
Miscellaneous Special Leave	0.4	0.3	0.4	0.4

Leadership and Management Development

Leadership and Management Training Expenditure

Training and Development	Total	% of Total Salary Expenditure
Total training and development expenditure	$111 554.89	1.59%
Total leadership and management development	$25 872.32	0.37%

Accredited Training Packages by Classification

Classification	Number of Accredited Training Packages
ASO4	1
ASO5	2
ASO6	1
MAS3	2

Equal Employment Opportunity Programs

The SACE Board of South Australia is committed to providing equal employment opportunities for all members of the South Australian community and accesses established public sector programs, including the Government of South Australia's Youth Training Scheme, Trainee Employment Register, Aboriginal Employment Register, and Disability Employment Register.

Occupational Health, Safety, and Injury Management

The Occupational Health, Safety, and Welfare (OHS&W) Committee comprises ten staff and management representatives, who meet regularly throughout the year. They are trained and replaced as required. In 2010, the OHS&W Committee met six times.

The SACE Board's OHS&W Policy was reviewed during 2010.

The Service Level Agreement between DECS and the SACE Board of South Australia was reviewed and approved for a further 12 months.

During 2010, preventative measures included:
- an evacuation drill
- meditation sessions for all staff
- training for Emergency Wardens
- training in 'Staying Fit for Work' for all staff
- training in manual handling for all staff
- a review of hazardous substances
- preparation of standard operating procedures for each hazardous task
- an update of the Hazardous Substances Register
- workstation assessments.

OHS Notices and Corrective Action Taken

OHS legislative requirements	2008	2009	2010
Number of notifiable occurrences pursuant to OHS&W Regulations Division 6.6	0	0	0
Number of notifiable injuries pursuant to OHS&W Regulations Division 6.6	0	0	0
Number of notices served pursuant to OHS&W Act s35, s39, and s40 (default, improvement, and prohibition notices)	0	0	0

Disability Action Plan

In 2010, the SACE Board of South Australia continued its strong commitment to providing facilities and support to customers and staff with disabilities through a number of initiatives.

Modified subjects were introduced at Stage 1 as part of the new South Australian Certificate of Education. These subjects provided opportunities for students with identified intellectual disabilities to demonstrate their learning.

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

OPERATIONS MANAGEMENT REPORTING

Asbestos Management

The building owner provided the SACE Board with a current asbestos register in October 2010. This will be updated in October 2011.

Freedom of Information

The SACE Board of South Australia is an exempt agency under the Freedom of Information (Exempt Agency) Regulations 2008, r. 4(a).

Greening of Government Operations

Energy Efficiency

The SACE Board continues its commitment to being an energy-conscious and efficient organisation.

Air conditioners are monitored for effective and efficient use through a regular maintenance schedule. Staff have been encouraged to switch off supplementary air conditioners, lights, photocopiers, and other non-essential machines when not required.

Water Efficiency and Wastewater

The SACE Board, in collaboration with the building owners, continued to work towards a high level of compliance with required standards.

Regular maintenance is carried out to ensure outlet efficiency.

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

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	8050.26

Performance Against Annual Energy Use Targets

	Energy Use (GJ)*	GHG Emissions†	Business Measures (FTE)	Energy Intensity (GJ/FTE x 1000)	Efficiency Gains	Energy Intensity Target (GJ/FTE x 1000)
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%	
2014					25%	18 228.3

* Sum of all fuel types, expressed in GJ.
† Carbon dioxide equivalent.

Travel and Fleet

The SACE Board continued its effort to reduce its carbon footprint and has put a number of measures in place in 2010 including the development of a Motor Vehicle Policy, which involves garaging vehicles on-site overnight, reducing vehicle numbers, and continuing to upgrade the fleet to hybrid vehicles.

A review of these measures in 2011 will enable the SACE Board to further rationalise its vehicle fleet.

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

Carbon Emissions

In 2010, the SACE Board contributed towards South Australia's Strategic Plan target 3.5 — to reduce greenhouse gas emissions to 40% of the 1990 levels by 2050 — through two key initiatives:

• a commitment to look at online publishing as a way of delivering all major documents to its stakeholders; the transition from printed documents to online documents will commence in 2011

• an ongoing commitment (begun in 2009) that documents that are printed will be printed on carbon neutral paper to minimise CO_2 emissions. Emissions in 2010 were 65.4 tonnes less than if this initiative were not in place.

Waste

Through its choice of printers, the SACE Board has reduced its need to send items such as toner cartridges to landfill. Many items are now sent back to the manufacturers for reuse. The SACE Board continues to recycle paper, cardboard, cans, cartons, glass, and plastics as part of its standard operating practice.

FINANCIAL MANAGEMENT REPORTING

Financial Performance

The main focus in 2010 has been the development of financial policies and the implementation of a Financial Management Compliance Program to meet the requirements of Treasurer's Instructions 2 (Financial Management) and 28 (Financial Management Compliance Program).

The instructions require all public authorities to develop, implement, document, and maintain policies, procedures, systems, and internal controls to assist chief executives with their financial management responsibilities. These instructions also require public authorities to implement a robust and transparent financial management compliance program.

Eight financial policies were developed in 2010 which, together with the compliance program, enabled the SACE Board to improve its financial management.

Account Payment Performance

The table below shows the number and value of creditors' accounts paid and the extent to which those accounts have been paid in accordance with Treasurer's Instruction 11.

The agency has exceeded the requirement in Treasurer's Instruction 11 that a public authority pay more than 90% of its accounts (by number of accounts) within 30 days of the date of the invoice or claim.

Consultants

No external consultants were engaged by the SACE Board in 2010.

Contractual Arrangements

The SACE Board had no contractual arrangements during 2010 where the total value of the contract exceeded $4 million and the contract extended beyond a single year.

Fraud

There have been no instances of fraud detected in the SACE Board during 2010.

The Board takes its obligation to detect and control fraud very seriously and has procedures in place to ensure that the SACE Board meets its legal responsibilities with regard to fraud control.

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	5904	95.6	9 428 499	96.8
Paid late but within 30 days of the due date	235	3.8	270 951	2.8
Paid more than 30 days after the due date	35	0.6	41 263	0.4

Overseas Travel

Number of Employees	Destination(s)	Reasons for Travel	Total Cost* to Agency ($)
4	Malaysia	SAM professional development visit	25 163
3	Singapore	Singapore Third Languages Project	15 832
1	Malaysia	SAM professional development visit	4 086
1	China	SAM professional development visit	7 210
9			52 291

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

Financial Statements for the Year Ended 31 December 2010

Statement of Comprehensive Income
For the Year Ended 31 December 2010

	Note No.	2010 $'000	2009 $'000
Expenses			
Employee benefit expenses	4	12 163	10 811
Supplies and services	5	8 030	9 113
Replacement teachers	6	1 596	918
Depreciation and amortisation expense	7	392	404
Total expenses		**22 181**	**21 246**
Income			
Revenue from fees and charges	8	2 601	2 439
Interest revenues	9	236	155
Net gain from the disposal of assets	10	–	2
Replacement teachers write-back	11	423	329
Other income	12	4 077	4 398
Total income		**7 337**	**7 323**
Net cost of providing services		**14 844**	**13 923**
Revenues from/Payments to SA Government			
Revenues from SA Government	13	15 375	12 989
Net result		**531**	**(934)**
Other comprehensive income		–	–
Total comprehensive result		**531**	**(934)**

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

Statement of Financial Position
As at 31 December 2010

	Note No.	2010 $'000	2009 $'000
Current Assets			
Cash and cash equivalents	25	1 732	1 266
Receivables	15	660	627
Other financial assets	16	5 983	4 466
Other current assets	17	171	122
Total current assets		**8 546**	**6 481**
Non-current Assets			
Plant and equipment	18	1 081	1 211
Intangible assets	19	74	–
Total non-current assets		**1 155**	**1 211**
Total assets		**9 701**	**7 692**
Current Liabilities			
Payables	20	1 020	820
Replacement teachers	21	1 155	589
Employee benefits	22	1 430	1 100
Total current liabilities		**3 605**	**2 509**
Non-current Liabilities			
Payables	20	100	74
Employee benefits	22	1 386	1 030
Total non-current liabilities		**1 486**	**1 104**
Total liabilities		**5 091**	**3 613**
Net assets		**4 610**	**4 079**
Equity			
Staff entitlements reserve	24	2 665	1 938
Retained earnings	24	1 945	2 141
Total equity		**4 610**	**4 079**
The total equity is attributable to the SA Government as owner.			
Commitments for expenditure	23		

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

Statement of Changes in Equity
For the Year Ended 31 December 2010

	Note No.	Staff Entitlements Reserve $'000	Retained Earnings $'000	Total $'000
Balance at 31 December 2008	**24**	**1 364**	**3 649**	**5 013**
Net result for 2009		–	(934)	(934)
Transfer to (from) reserve		574	(574)	–
Total comprehensive result 2009	**24**	**574**	**(1 508)**	**(934)**
Balance at 31 December 2009	**24**	**1 938**	**2 141**	**4 079**
Net result for 2010		–	297	297
Transfer to (from) reserve		727	(727)	–
Total comprehensive result 2010	**24**	**727**	**(196)**	**531**
Balance at 31 December 2010	**24**	**2 665**	**1 945**	**4 610**
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 2010

	Note No.	2010 $'000	2009 $'000
Cash Flows from Operating Activities			
Cash Outflows			
Employee benefit payments		(11 795)	(10 340)
Payments for supplies and services		(9 424)	(10 484)
GST paid to the ATO		(115)	(89)
Cash used in operations		**(21 334)**	**(20 913)**
Cash Inflows			
Fees and charges		2 727	2 953
Interest received		224	173
GST recovered from the ATO		351	473
Other receipts		4 966	4 625
Cash generated from operations		**8 268**	**8 224**
Cash flows from SA Government			
Receipts from SA Government		15 385	13 059
Cash generated from SA Government		**15 385**	**13 059**
Net cash provided by operating activities	25	**2 319**	**370**
Cash Flows from Investing Activities			
Cash Outflows			
Purchases of plant and equipment		(336)	(596)
Cash used in investing activities		**(336)**	**(596)**
Cash Inflows			
Proceeds from sale of plant and equipment		–	2
Cash generated from investing activities		**–**	**2**
Net cash used in investing activities		**(336)**	**(594)**
Net increase/(decrease) in cash and cash equivalents		**1 983**	**(224)**
Cash and cash equivalents at the beginning of the financial year		5 732	5 956
Cash and cash equivalents at the end of the financial year	25	**7 715**	**5 732**

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

Notes to the Financial Statements
for the Year Ended 31 December 2010

Note 1 Objectives of the SACE Board of South Australia

The main functions of the SACE Board of South Australia include 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 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 $15.38 million (2009: $12.99 million).

Note 2 Summary of Significant Accounting Policies

a) Basis of Accounting

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

Statement of Compliance

Except for amendments to Australian Accounting Standards (AASB 2009–12), which the Board has earlier adopted, 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 2010.

The preparation of the financial report requires:

- the use of certain accounting estimates and 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
- compliance with the accounting policy statements issued pursuant to section 41 of the PFA Act, by authority of Treasurer's Instruction 19 *Financial Reporting*. In the interest of public accountability and transparency, the accounting policy statements require the following note disclosures:

  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) Employees whose normal remuneration is $100 000 or more (within $10 000 bandwidths) and the aggregate of the remuneration paid or payable or otherwise made available, directly or indirectly, by the entity to those employees.

  c) Board/committee member and remuneration information, where a board/ committee member is entitled to receive income from membership other than a direct out-of-pocket reimbursement.

The 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 report has been based on a 12-month operating cycle and is presented in Australian currency.

b) Comparative Information

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

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

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

c) Rounding

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

d) Taxation

The 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. GST is reported as follows:

- When the GST incurred on a purchase of goods or services is not recoverable from the Australian Taxation Office, 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. The GST component of cash flows arising from investing and financing activities, which is recoverable from or payable to the Australian Taxation Office, is classified as part of operating cash flows.

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

e) Income and Expenses

Income and expenses are recognised in the SACE Board's Statement of Comprehensive Income when and only when it is probable that the economic benefits to or from the SACE Board will occur, and can be reliably measured.

Income and expenses have been classified according to their nature in accordance with Accounting Policy Framework II *General*

Purpose Financial Reporting Framework paragraph APS 3.5 and have not been offset unless required or permitted by a specific accounting standard.

In accordance with Accounting Policy Framework II *General Purpose Financial Reporting Framework* paragraphs 4.1 and 4.2, the financial report's notes disclose income, expenses, financial assets, and financial liabilities where the counterparty/transaction is with an entity within the SA Government as at the reporting date, classified according to their nature.

Income

The following are specific recognition criteria.

Revenues from SA Government

Appropriations for program funding are recognised as revenues when the SACE Board obtains control over the funding.

Fees and Charges

Revenues from fees and charges are derived from the provision of goods and services to the public. These revenues are recognised upon 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.

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 11 contains further details.

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.

Expenses

Employee Benefits

Employee benefits 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 involved in SACE Board activities. These costs are reimbursed by the SACE Board upon submission of claims by schools.

f) 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.

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.

g) Cash and Cash Equivalents

Cash and cash equivalents recorded in the Statement of Cash Flows 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 are used in the cash management function on a day-to-day basis.

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

h) 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.

i) Other Financial Assets

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

j) Non-current Asset Acquisition and Recognition

Assets are initially recorded at cost or at the value of any liabilities assumed, plus any incidental cost involved with the acquisition. Cost is deemed to equate to fair value. Where assets are acquired at no value or minimal value, they are recorded at their fair value in the Statement of Financial Position.

k) Depreciation and Amortisation of Non-current Assets

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

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

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 each class of asset as follows:

Class of Assets	Depreciation Method	Useful Life
Furniture and fittings	Straight line	3–10 years
Equipment	Straight line	5–10 years
Computer equipment	Straight line	1–8 years
DATEX software	Straight line	5 years
Leasehold improvements	Straight line	3–10 years

l) 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; cost can be reliably measured) and when the amount of expenditure is greater than or equal to $10 000.

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[2] 138 are expensed.

m) Payables

Payables include creditors, accrued expenses, and employment on-costs.

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.

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, in accordance with Treasurers' Instruction 11 *Payment of Creditors' Accounts*.

Employment on-costs include superannuation contributions and payroll tax with respect to outstanding liabilities for salaries and wages, long service leave, and annual leave. In addition, employment on-costs include $88 000 in unpaid payroll tax relating to December 2010.

n) Employee Benefits

These benefits accrue for staff 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

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

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

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

Long Service Leave

The liability for long service leave is recognised after a staff member has completed 5.5 years of service. An actuarial assessment of long service leave undertaken by the Department of Treasury and Finance, based on a significant sample of staff throughout the South Australian public sector, determined that the liability measured using the shorthand method was not materially different from the liability measured using the present value of expected future payments. This calculation is consistent with the SACE Board's experience of staff retention and leave taken.

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[2]AASB is the Australian Accounting Standards Board.

The current/non-current classification of the SACE Board's long service leave liabilities has been calculated based on historical usage patterns.

o) 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.

p) Insurance

The SACE Board has arranged, through the 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.

q) Unrecognised Contractual Commitments

Commitments comprise capital commitments, remuneration commitments, operation lease commitments, and other commitments. These commitments arise from contractual sources and are disclosed at their nominal value.

Note 3 Financial Risk Management

The SACE Board has non-interest-bearing assets (cash on hand and on call and receivables) and liabilities (payables), and interest-bearing assets (held to maturity investments).

The SACE Board has no significant concentration of credit risk. The SACE Board has policies and procedures in place to ensure that transactions occur with customers who have an appropriate credit history.

In relation to liquidity/funding risk, the continued existence of the SACE Board in its present form, and with its present segments/services, is dependent on government policy and on continuing appropriations by parliament.

Note 4 Employee Benefit Expenses

	2010 $'000	2009 $'000
Salaries and wages	6 955	6 084
Casual salaries examiners	1 425	1 406
Casual salaries moderators	816	798
Casual salaries other	89	57
Long service leave	379	326
Annual leave	584	475
Employment on-costs — superannuation	1 131	1 021
Employment on-costs — other	615	473
Fringe benefits tax	53	60
Board fees	116	111
Total employee benefits costs	**12 163**	**10 811**

	2010	2009
Remuneration of Staff		
The number of staff whose remuneration received or receivable falls within the following bands:		
$100 000 to $109 999	11	10
$110 000 to $119 999	3	3
$120 000 to $129 999	5	–
$130 000 to $139 999	1	–
$140 000 to $149 999	–	1
$150 000 to $159 999	1	2
$190 000 to $199 999	1	–
$310 000 to $319 999	–	1
$340 000 to $349 999	1	–
Total number of staff	**23**	**17**

The table includes all staff who received remuneration of $100 000 or more during the year. Remuneration of staff reflects all costs of employment including salaries and wages, superannuation contributions, fringe benefits tax, and any other salary sacrifice benefits, but excludes leave entitlements paid on termination. The total remuneration received by these staff for the year was $2 927 000 (2009: $2 159 000).

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

Note 5 Supplies and Services

	2010 $'000	2009 $'000
Supplies and services provided by entities within the SA Government		
Office accommodation charged by DTEI	824	792
Computing charges	461	188
Fleet management costs	198	174
Shared services charges	294	348
Other	142	98
Total supplies and services — SA Government entities	**1 919**	**1 600**
Supplies and services provided by entities external to the SA Government		
Contractors	3 534	4 764
Printing	514	356
Travel and accommodation	374	383
Postage, courier, and freight	358	288
Motor vehicles transport	214	206
Computing and communication	173	191
Software (expensed)	121	256
Rent (other)	121	93
Hospitality	102	116
Stationery and office supplies	97	124
Equipment hire	67	127
Repairs and Maintenance	66	72
Security	55	71
Staff development	54	78
Other	261	388
Total supplies and services — non-SA Government entities	**6 111**	**7 513**
Total supplies and services	**8 030**	**9 113**

Note 6 Replacement Teachers

	2010 $'000	2009 $'000
Temporary replacement teachers	1 584	895
Fraction release teachers	12	23
Total replacement teachers	**1 596**	**918**

This expense relates to expenses incurred by the Department of Education and Children's Services 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 2010.

Note 7 Depreciation and Amortisation Expense

	2010 $'000	2009 $'000
Depreciation — Plant and equipment		
Leasehold improvements	67	53
Equipment	141	93
Furniture and fittings	7	1
Computer equipment	169	143
Amortisation — Intangible assets		
DATEX software	8	114
Total depreciation and amortisation	**392**	**404**

Note 8 Revenues from Fees and Charges

	2010 $'000	2009 $'000
Fees and charges received/receivable from entities external to the SA Government		
Overseas students studying in South Australia	471	425
South Australian Matriculation Program	802	796
Northern Territory	1 328	1 218
Total fees and charges — non-SA Government entities	**2 601**	**2 439**
Total fees and charges	**2 601**	**2 439**

Candidates' fees were collected from students in Malaysia and China who entered the SACE Board's South Australian Matriculation program, students from the Northern Territory, and overseas students studying in South Australia.

Note 9 Interest Revenues

	2010 $'000	2009 $'000
Interest received/receivable from entities external to the SA Government	29	24
Interest received/receivable from entities within the SA Government	207	131
Total interest revenues	**236**	**155**

Note 10 Net Gain from Disposal of Assets

	2010 $'000	2009 $'000
Plant and equipment		
Proceeds from disposal	–	2
Less net book value of assets disposed	–	–
Net gain from disposal of plant and equipment	**–**	**2**

Note 11 Replacement Teachers Write-back

During 2010, $423 000 was written back (2009: $329 000) against the liability for replacement teachers. The write-back relates to outstanding amounts raised prior to 31 December 2009, for which the Department of Education and Children's Services and private schools have not sought reimbursement. Refer to Note 21 for additional explanation of the liability for replacement teachers.

Note 12 Other Income

	2010 $'000	2009 $'000
Contributions from SA Government entities		
DECS — *future* SACE Office	3 648	3 981
Other government agencies	17	14
Total contributions from SA Government entities	**3 665**	**3 995**
Contributions from entities external to the SA Government		
Assessment fees	9	12
Miscellaneous income	273	263
Replacement certificates	19	18
Sale of publications	7	6
Scaling grant	104	104
Total contributions from entities external to the SA Goverment	**412**	**403**
Total other revenues	**4 077**	**4 398**

Note 13 Revenues from SA Government

	2010 $'000	2009 $'000
Revenues from SA Government		
Operating grant	15 271	12 885
Scaling project	104	104
Total revenues from SA Government	**15 375**	**12 989**

The State Government Operating Grant for 2010 was received in twelve instalments, including $1 638 000 relating to January 2011. The Operating Grant for 2009 included $1 082 000 relating to January 2010.

Note 14 Auditor's Remuneration

	2010 $'000	2009 $'000
Audit fees paid or payable to the Auditor-General's Department	31	35
Total audit fees — SA Government entities	**31**	**35**

Other Services

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

Note 15 Receivables

	2010 $'000	2009 $'000
Current		
Receivables	47	500
Accrued revenue	512	83
GST receivable	101	44
Total current receivables	**660**	**627**
Government/non-government receivables		
Receivables from SA Government entities		
Receivables	21	382
Accrued revenues	504	75
Total receivables from SA Government entities	**525**	**457**
Receivables from non-SA Government entities		
Receivables	25	118
Accrued revenue	9	8
Other	101	44
Total receivables from non-SA Government entities	**135**	**170**
Total receivables	**660**	**627**

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.

Bad and doubtful debts

The Authority has recognised a bad and doubtful debt expense of $8000 in the Statement of Comprehensive Income.

Note 16 Other Financial Assets

	2010 $'000	2009 $'000
Current		
Investments with SAFA	5 983	4 466
Total current investments	**5 983**	**4 466**

Note 17 Other Current Assets

	2010 $'000	2009 $'000
Current		
Prepayments	171	122
Total other current assets	**171**	**122**

Note 18 Plant and Equipment

	2010 $'000	2009 $'000
Plant and equipment		
Furniture and fittings at cost	150	143
Accumulated depreciation	137	130
Furniture and fittings at fair value	**13**	**13**
Leasehold improvements at cost	836	805
Accumulated depreciation	596	529
Leasehold improvements at fair value	**240**	**276**
Equipment at cost	1 087	895
Accumulated depreciation	661	520
Equipment at fair value	**426**	**375**
Computer equipment at cost	1 194	1 170
Accumulated depreciation	792	623
Computer equipment at fair value	**402**	**547**
Total plant and equipment	**1 081**	**1 211**

a) Reconciliation of Carrying Amount	Carrying Amount $'000	Additions $'000	Disposals $'000	Depreciation Expense $'000	Carrying Amount $'000
Furniture and fittings	13	7	–	7	13
Leasehold improvements	276	31	–	67	240
Equipment	375	192	–	141	426
Computer equipment	547	24	–	169	402
Total furniture and fittings, leasehold improvements, equipment, and computer equipment	**1 211**	**254**	**–**	**384**	**1 081**

Note 19 Intangible Assets

	2010 $'000	2009 $'000
DATEX software		
DATEX software at cost	1 351	1 269
Accumulated amortisation	1 277	1 269
Total intangible assets	**74**	**0**

a) Reconciliation of Carrying Amount	Carrying Amount $'000	Additions $'000	Disposals $'000	Amortisation Expense $'000	Carrying Amount $'000
DATEX software	0	82	–	8	74
Total intangible assets	**0**	**82**	**–**	**8**	**74**

Note 20 Payables

	2010 $'000	2009 $'000
Current		
Creditors	95	111
Accrued expenses	641	528
Employment on-costs	284	181
Total current payables	**1 020**	**820**
Non-current		
Employment on-costs	100	74
Total non-current payables	**100**	**74**
Total payables	**1 120**	**894**

Government / non-government payables		
Payables to SA Government entities		
Creditors	0	15
Accrued expenses	284	82
Employment on-costs	384	255
Total payables to SA Government entities	**668**	**352**
Payables to non-SA Government entities		
Creditors	95	96
Accrued expenses	357	446
Total payables to non-SA Government entities	**452**	**542**
Total payables	**1 120**	**894**

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 employee benefit that they relate to is discharged. All payables are non-interest bearing. The carrying amount of payables approximates net fair value due to the amounts being payable on demand.

Note 21 Replacement Teachers

	2010 $'000	2009 $'000
Current		
Temporary replacement teachers	1 155	570
Fraction release teachers	0	19
Total replacement teachers — payables	**1 155**	**589**

The liability for replacement teachers represents the unclaimed portion of funds at 31 December 2010.

Note 22 Employee Benefits

	2010 $'000	2009 $'000
Current		
Annual leave	725	616
Long service leave	319	151
Accrued salaries and wages	386	333
Total current employee benefits	**1 430**	**1 100**
Non-current		
Long service leave	1 386	1 030
Total non-current employee benefits	**1 386**	**1 030**
Total employee benefits	**2 816**	**2 130**

The total liability for current and non-current employee benefits (i.e. aggregate employee benefit plus related on-costs) for 2010 is $3 112 000 (2009: $2 385 000).

Note 23 Commitments

	2010 $'000	2009 $'000
Operating lease commitments		
Commitments in relation to operating leases contracted for at the reporting date but not recognised as liabilities in the financial report are payable as follows:		
Within 1 year	796	779
Later than 1 year but not longer than 5 years	1 053	1 724
Total operating lease commitments	**1 849**	**2 503**
Capital commitments		
Capital expenditure contracted for at the reporting date but not recognised as liabilities in the financial report are payable as follows:		
Within 1 year	112	112
Later than 1 year but not longer than 5 years	–	112
Total capital commitments	**112**	**224**
Other commitments		
Within 1 year	1 634	1 475
Later than 1 year but not longer than 5 years	154	572
Total other commitments	**1 788**	**2 047**

The SACE Board's operating lease, capital, 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 (DTEI). 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 service and maintenance over the next 5 years.

The operating lease expenses incurred by the SACE Board in 2010 were $986 000 (2009: $913 000).

	2010	2009
Remuneration commitments		
Commitments for the payment of salaries and other remuneration under employment contracts in existence at the reporting date but not recognised as liabilities in the financial report are payable as follows:		
Within 1 year	5 920	5 454
Later than 1 year but not longer than 5 years	2 370	1 874
Total remuneration commitments	**8 290**	**7 328**

Amounts disclosed include commitments arising from executive and other service contracts. There is an emphasis on short-term contracts to meet business needs. The SACE Board does not offer remuneration contracts longer than 5 years.

Note 24 Equity

	2010 $'000	2009 $'000
Accumulated surplus	1 945	2 141
Staff entitlements reserve	2 665	1 938
Total equity	**4 610**	**4 079**

The Staff Entitlements Reserve represents funds retained by the SACE Board to meet liabilities for long service leave and annual leave accrued by staff members.

Note 25 Cash Flow Reconciliation

	2010 $'000	2009 $'000
Reconciliation of cash — cash at year end as per:		
Statement of Cash Flows	7 715	5 732
Statement of Financial Position		
Cash on hand and at bank	1 732	1 266
Deposits with SAFA	5 983	4 466
Statement of Financial Position	**7 715**	**5 732**

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 operating activities	2 319	370
Less revenues from SA Government	(15 375)	(12 989)
Add/less non-cash items		
Depreciation and amortisation expense	(392)	(404)
Replacement teachers write-back	423	329
Gain from sale of non-current assets	–	2
Changes in assets/liabilities		
Increase in receivables	33	44
Increase in prepayments	49	93
Increase in payables	(226)	(332)
Increase in employee benefits	(686)	(634)
Increase in replacement teachers liability	(989)	(402)
Net cost of providing services	**(14 844)**	**(13 923)**

Note 26 Remuneration of Board and Committee Members

The following Board members and deputy members received remuneration for services during the 2010 calendar year:

SACE Board of South Australia:	
Presiding Member	**Deputy Presiding Member**
Mr A. Dooley	Ms J.E. Danvers
Member	**Deputy Member**
Assoc. Prof. S. Alagumalai	Ms M. Bentley
Mr D. Frith	Mr P. Daw
Prof. M. Israel	
Dr J. Miller	
Ms H.F. O'Brien	
Ms P. Ronan	

The following committee members received remuneration during the 2010 calendar year:

Accreditation, Recognition, and Certification Committee
Mrs H. Lambert
Assoc. Prof. S. Pyke

Communications and Engagement Committee
Ms M. Bentley

Planning, Finance, and Performance Committee
Mr P. Daw

	2010 $'000	2009 $'000
Income paid or due and payable to or on behalf of Board and Committee members	116	111

Remuneration of Board and Committee members

The number of Board and Committee members whose remuneration received or receivable falls within the following bands:

$1 to $9 999	4	6
$10 000 to $19 999	8	9
Total number of Board and Committee members	**12**	**15**

Remuneration of members reflects all costs of performing Board/committee member duties including sitting fees, superannuation contributions, fringe benefits tax, and any other salary sacrifice arrangements. The total remuneration received or receivable by members was $126 000 including $10 000 paid and payable to a superannuation plan for Board/committee members.

In accordance with the Department of Premier and Cabinet Circular No. 016, Board members who were 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

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.'

Statement of Financial Position Line Item	Category of Financial Asset and Financial Liability	2010 Carrying Amount $'000	Fair Value $'000	2009 Carrying Amount $'000	Fair Value $'000	Note
Financial assets						
Cash and cash equivalents	Cash and cash equivalent	1 732	1 732	1 266	1 266	
Receivables (1)	Loans and receivables (at cost)	34	34	126	126	15
Other financial assets	Held to maturity investments (at cost)	5 983	5 983	4 466	4 466	16
Financial liabilities						
Payables (1)	Financial liabilities (at cost)	452	452	542	542	20

(1) The amount of receivables and payables disclosed here excludes statutory receivables and payables (amounts owing from/to SA Government and GST input tax credits payable and receivable). They are carried at cost.

Cash and Cash Equivalents

The interest rates applying at 31 December 2010 were 3.15% and 5.07% (2009: 1.60% and 3.84%).

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 measures credit risk on a fair value basis and monitors risk regularly.

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 who have an appropriate credit history. The SACE Board does not engage in high-risk hedging for its financial assets.

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. At the reporting date there is no evidence to indicate that any of the financial assets are impaired.

The table below discloses the ageing of financial assets and the ageing of impaired assets.

Maturity Analysis

All financial assets and liabilities mature within 1 year.

Liquidity Risk

Liquidity risk arises when the SACE Board is unable to meet its financial obligations as they fall due. The continued existence of the SACE Board is dependent on 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 the 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.

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.

Financial Assets Item	Current (Not overdue) $'000	Overdue for < 30 days $'000	Overdue for 30–60 days $'000	Overdue for > 60 days $'000	Total $'000
2010					
Not impaired					
Receivables	10	–	8	16	34
Other financial assets	5 983	–	–	–	5 983
Impaired					
Receivables	–	–	–	–	–
Other financial assets	–	–	–	–	–
2009					
Not impaired					
Receivables	108	–	4	14	126
Other financial assets	4 466	–	–	–	4 466
Impaired					
Receivables	–	–	–	–	–
Other financial assets	–	–	–	–	–

Note: The amount of receivables and payables disclosed here excludes statutory receivables and payables (amounts owing from/to SA Government and GST input tax credits payable and receivable). They are carried at cost.

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 2010 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.

Allan Dooley
Presiding Member

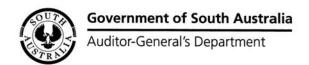Date: 24.3.11

Paul Kilvert
Chief Executive

Date: 24.3.11

Glenn Best
Accountant

Date: 24-3-11

INDEPENDENT AUDITOR'S REPORT

Government of South Australia

Auditor-General's Department

To the Members
SACE Board of South Australia

As required by section 31 of the *Public Finance and Audit Act 1987*, I have audited the accompanying financial report of the SACE Board for the financial year ended 31 December 2010. The financial report comprises:

- A Statement of Comprehensive Income for the year ended 31 December 2010

- A Statement of Financial Position as at 31 December 2010

- A Statement of Changes in Equity for the year ended 31 December 2010

- A Statement of Cash Flows for the year ended 31 December 2010

- Notes comprising a summary of significant accounting policies and other explanatory information

- A Certificate from the Presiding Member, the Chief Executive and the Accountant.

The Members of the SACE Board's Responsibility for the Financial Report

The Members of the 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 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 as at 31 December 2010, 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.

S O'Neill
AUDITOR-GENERAL
29 March 2011

Appendix A: The SACE Board and Its Standing Committees

The Board consists of the Chief Executive of the SACE Board (ex officio) and eleven members nominated by the Minister and appointed by the Governor of South Australia. Membership of the Board is by call for expression of interest and the Minister establishes the Board to enable it to carry out its functions in accordance with the specifications noted in the *SACE Board of South Australia Act 1983*. As such, its 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.

In addition and without limiting [(a) and (b)] above:

(a) at least 4 of the appointed members of the Board must have specific knowledge and expertise in relation to the provision of senior secondary education and, of these members, at least 1 must be a person who is currently engaged, or who has recently been engaged, in the provision of senior secondary education; and

(b) 1 of the appointed members of the Board must be a person specifically nominated by the South Australian Commission for Catholic Schools Inc.; and

(c) 1 of the appointed members of the Board must be a person specifically nominated by the Association of Independent Schools of South Australia; and

(d) 1 of the appointed members of the Board must be a person specifically nominated by the Director-General of Education; and

(e) the Minister must seek to achieve a reasonable gender balance in the membership of the Board.

In addition, five deputy board members have been appointed to act in the place of members when they are absent.

In establishing the Board, the Minister consulted with the following designated entities as defined in Schedule 1 of the SACE Board of South Australia Act:

(a) the Chief Executive of the Department primarily responsible for assisting the Minister responsible for the administration of the *Education Act 1972*;

(b) the Chief Executive of the Department primarily responsible for assisting the Minister responsible for the administration of the *Technical and Further Education Act 1975*;

(c) The University of Adelaide;

(d) The Flinders University of South Australia;

(e) the University of South Australia;

(f) the Training and Skills Commission;

(g) the Pitjantjatjara Yankunytjatjara Education Committee;

(h) the Association of Independent Schools of South Australia—Secondary/Combined Heads Committee;

(i) the South Australian Commission for Catholic Schools Inc.;

(j) the Non-Government Schools Registration Board;

(k) the South Australian Secondary Principals Association;

(l) the South Australian Special Schools Principals' Association;

(m) the Association of Principals of Catholic Secondary Schools;

(n) the Australian Education Union (SA Branch);

(o) the Independent Education Union (SA);

(p) the South Australian Employers' Chamber of Commerce and Industry Inc. (*Business SA*);

(q) the United Trades and Labor Council;

(r) the South Australian Association of State Schools Organisation Incorporated;

(s) the South Australian Association of School Parents' Clubs Incorporated;

(t) the Federation of Catholic School Parent Communities;

(u) the SA Isolated Children's Parents' Association Incorporated;

(v) the *Minister's Youth Council*;

(w) the Association of Independent Schools of South Australia Incorporated.

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.

The present Board consists of four members whose 3-year term will conclude on 30 June 2011, and seven members who are in the second year of a 3-year term, having been appointed on 1 July 2009.

The Board members are listed in the table opposite and introduced in further detail in Appendix B.

Members of the SACE Board of South Australia as at 31 December 2010

Presiding Member	Mr A.D. Dooley
Deputy Presiding Member	Ms J.E. Danvers
Chief Executive	Dr P.F. Kilvert
Members	Associate Professor S. Alagumalai Ms S.E. Barton Johnson Mr D. Frith Mr K. Hebenstreit Professor M. Israel Ms A. Millard Ms J. Miller Ms H.F. O'Brien Ms P. Ronan
Deputy Members	Ms M.M. Bentley Mr P. Daw Mr R. Eley Mr G. Oliver Ms P. Parha

Standing Committees

To assist in carrying out its functions, the Board has established three standing committees: the Accreditation, Recognition, and Certification Committee (formerly the Accreditation and Recognition Committee), the Communication and Engagement Committee, and the Planning, Finance, and Performance Committee (formerly the Finance, Risk, and Audit Committee). Members of these committees are listed in the following table.

Members of the Standing Committees as at 31 December 2010

ACCREDITATION, RECOGNITION, AND CERTIFICATION COMMITTEE

Member	Observer
Ms P. Ronan (Chair)	Dr P.F. Kilvert (Chief Executive)
Ms J.E. Danvers	Dr A. Mercurio (Executive Manager, Curriculum Services)
Mr G. Oliver	Ms J.K. Raymond (Executive Manager, Moderation Services)
Ms D.J. Baron	Ms K. Cooper (Manager, Learning and Assessment Design)
Mrs H. Lambert	Mr G. Benger (Executive Manager, Information Services — February to August)
Associate Professor S.M. Pyke	Ms M. Bensley (Manager, SACE Results — April to December
Ms J.D. Scott	Ms W. Engliss (Director, *future* SACE Office — January to July)
	Ms N. Schupelius (Director, *future* SACE Office — October to December)

COMMUNICATION AND ENGAGEMENT COMMITTEE

Member	Observer
Ms H.F. O'Brien (Chair)	Dr P.F. Kilvert (Chief Executive)
Mr D. Frith	Ms W. Engliss (Director, *future* SACE Office and SACE Communications — January to July)
Ms J. Miller	Ms N. Schupelius (Director, *future* SACE Office — November to December)
Ms M.M. Bentley	Ms S. Lohmeyer (Executive Coordinator)
Ms P. Parha	Mr A. Green (Manager, Communications)

PLANNING, FINANCE, AND PERFORMANCE COMMITTEE

Member	Observer
Mr D. Frith (Chair)	Dr P.F. Kilvert (Chief Executive)
Mr P. Daw	Ms C. Mills (Executive Manager, HR and Corporate Services)
Mr K. Hebenstreit	Mr G. Best (Accountant)
Ms M. Mukerjee	Ms A. Fahy (Quality Coordinator)

Appendix B: Board Profiles

Allan DOOLEY

Allan commenced as Presiding Member of the SACE Board of South Australia in July 2009. Allan was Director of Catholic Education in South Australia (1994 to 2008) and actively engaged in the development of education in South Australia during this time. He is a Fellow of the Australian College of Educators.

Allan had significant involvement in the review of the SACE and was a founding member of the SACE Review Implementation Steering Committee. At the national level he has been a member of several taskforces of the Ministerial Council on Education, Employment, Training and Youth Affairs.

Allan has a strong commitment to the provision of education and assisting all young people to successfully complete their schooling. He continues to be involved in education in Australia at state and national levels.

Jane DANVERS

Jane was appointed Deputy Presiding Member in July 2009. 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, and the International Association for the Study of Cooperation in Education.

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

Sivakumar ALAGUMALAI

Siva has taught at universities in Singapore, New Zealand, and Australia. He was the Head of School, School of Education at the University of Adelaide from 2005 to 2009. Siva has formal education in physics, mathematics, computers, information science, educational computing, and education.

Siva has been a consultant to numerous projects on information and communication technologies and psychometrics and has worked in Singapore, Malaysia, Japan, the United States of America, New Zealand, and Australia, and with teams of educators from Indonesia and Sri Lanka. His current research interests are instructional designs, pedagogical constraints and learning–teaching synchrony, research education, and more specifically educational measurement, assessment, and evaluation.

Susan BARTON JOHNSON

Susan's thorough understanding of the SACE/NTCE and its structure, implementation, and management across sectors in the Northern Territory has been gained through teaching, developing teaching and learning programs, and supervising teachers who are implementing curriculum and assessment programs. As well, Susan's active roles in the *future* SACE's Senior Officers Group and Expert Advisory Committee have given her a thorough understanding of the new curriculum.

While much of Susan's experience has been focused on the senior years, all her teaching and school administrative experience has occurred in comprehensive high schools. Susan has been directly involved in implementing transition plans for Indigenous students and in the expansion of VET in Schools programs in the increasing number of remote schools that provide middle and senior years education.

David **FRITH**

David has gained extensive knowledge and experience in training and education over 40 years. His experience includes secondary teaching and teaching adults, and vocational education and training. He has also gained extensive experience and expertise in representing the employer community on various boards and committees over nearly 20 years.

His current work involves representing employer interests on a variety of working parties and committees in a number of areas including education, training, occupational health, safety and welfare, and workers' compensation.

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 19 years. He has also worked in advisory positions for the 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.

Mark **ISRAEL**

Mark is Winthrop Professor of Law and Criminology and Associate Dean (Learning and Teaching) in the Faculty of Law at the University of Western Australia and Adjunct Professor of Law and Criminology at Flinders University. He has taught in the tertiary education sector since 1988, both in Australia and the United Kingdom. He has been chair or a member of many university education and research committees, playing a role in strategic planning, policy-making, and governance.

He also advises on research ethics governance, and works as a consultant to universities, private higher education providers, professional bodies, and research organisations in Australia, Hong Kong, and the United Kingdom.

Mark's educational philosophy is to develop teaching that is effective, creative, relevant, and tailored to the lifelong needs of students.

Mark resigned from the Board with effect from 31 December 2010.

Paul **KILVERT**

Paul is currently the Chief Executive of the SACE Board of South Australia since taking up the position in 2007. Before his appointment, he worked in a number of senior executive roles in the South Australian Department of Education and Children's Services, most recently as the Executive Director, Policy, Planning and Performance. His professional life began as an English teacher, and he was the Principal of Unley High School from 1990 to 1999. He worked with the former Senior Secondary Assessment Board of South Australia over many years in various roles, including that of Chief Assessor for English Studies. He continues to see himself as a teacher and a learner.

Paul is strongly committed to ensuring that education enhances quality of life for young people and expands their future pathways, and that it contributes to creating a just and prosperous society. His particular areas of professional interest include organisational development and change management, curriculum and assessment policy and strategy, leadership improvement, and the use of systems thinking and systems theory to build organisational capacity and collaboration. He is a Fellow of the Australian Institute of Company Directors.

Anne **MILLARD**

Anne is currently the Regional Director of the Southern Adelaide Region of schools and pre-schools within the Department of Education and Children's Services (DECS). She has held many leadership roles in education including District Director of Eastern District, Principal of Charles Campbell Secondary School and of Windsor Gardens Vocational College, policy writer within DECS, and project manager of community, parent, and student initiatives within DECS.

Anne is strongly committed to the participation, engagement, and achievement of all young people in quality education and post-school pathways. She welcomes the opportunity to continue working as a member of the SACE Board, particularly during this critical stage of implementing the new SACE. The development of a broad range of educational pathways, in partnership with all school sectors and the wider community, has been the focus of Anne's recent work.

Jillian **MILLER**

Jillian is the Coordinator, Indigenous Student Services in the Division of Education, Arts and Social Sciences at the University of South Australia.

Jillian commenced her position with the University in 2006, after 37 years with the Department of Education and Children's Services. As a Mirning woman with ties to the west coast of South Australia, Jillian was appointed to the position of Indigenous Representative on the University Council in 2002. She retained this position until her formal appointment to the University in 2006. She was also the Chair of the Indigenous Advisory Committee for the University's Indigenous College of Education and Research.

In her present role, Jillian is responsible for the coordination of services that are provided for all Aboriginal and Torres Strait Islander students at the University of South Australia.

Helen **O'BRIEN**

Helen is Assistant 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 into 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 currently President, TAFE SA Regional Council, a member of the Adult Community Education Reference Committee and has just completed 10 years as Principal of Tenison Woods College in Mt Gambier.

Pam is the Principal of St Francis de Sales College, Mount Barker, and Chair of the Intersector Secondary Principals' Education Coordinating Committee (INTERSPECC) in South Australia.

In 2006, Pam was awarded the MacKillop Distinguished Educator Medal by the Australian College of Educators.

Deputy Board Members

Michelle **BENTLEY**

Michelle's involvement in education-aligned careers spans 30 years. As General Manager, Donington SA, Michelle specialises in career management and transition services, including programs that position individuals to maximise their career opportunities.

Michelle's passion for facilitating the growth and development of individuals has been fundamental throughout her career. She began working in various teaching and school leadership roles. This work led her to organisational development and consultancy and the delivery of diverse adult training and development, which she enjoys immensely.

Michelle maintains integrity and sincerity as her guiding principles, and strongly believes in the power of teamwork and lifelong learning.

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 VET 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.

Russell **ELEY**

Russell commenced as Principal of King's Baptist Grammar School in 1996. His experience in non-government schools includes working at Billanook College and St Leonard's College in Victoria. Russell worked for the United Church of Papua New Guinea as a Lecturer at Gaulim Teachers College. He is a past president of the Association of Independent Schools of SA, a Deputy Member of the Non-Government Schools Registration Board, and a member and past president of the South Australian Christian Schools Association.

Graeme **OLIVER**

Graeme is Deputy Principal of the Australian Science and Mathematics School (ASMS) where he is responsible for developing and implementing the innovative curriculum of the ASMS. He is a member of the Accreditation, Recognition, and Certification Committee of the SACE Board, the Convenor of the South Australian Secondary Principals' Association Curriculum, Students, and Pedagogy Strategic Directions Group, a Board Member of the South Australian Secondary Principals Association, and a member of the Australian Principals Association Reference Committee for the development of the Australian National Curriculum.

Graeme is undertaking doctoral studies focusing on capabilities in senior secondary schooling at Flinders University, where he is currently an Adjunct Lecturer.

Panayoula **PARHA**

Panayoula is Principal of Norwood Morialta High School and sits on the Asia–Pacific Regional Council of the International Baccalaureate Organization. Panayoula has been a principal for more than 16 years and has led secondary schools in a variety of locations. For most of her career she has worked in 'disadvantaged' schools. Panayoula has held the positions of Curriculum Superintendent and District Superintendent. She has served on a number of statewide cross-sector committees, and committees of the Senior Secondary Assessment Board of South Australia.

Panayoula is deeply committed to developing an inclusive society through valuing cultural and linguistic diversity.

Appendix C: Curriculum Leaders Groups

Arts

Creative Arts

Jan Ahrens
Chika Anyanwu
Cassandra Backler
Marie Baker
Tiffany Beasley
Corinne Berry
Robyn Callan
Malcolm Cheffirs
Frances Dennis
Martin Gray
James Green
Stephen Kelly
Max Mastrosavas
Gunilla Stattin
Ruth Stephenson
Trent Wickers

Dance

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

Drama

Cassandra Backler
Anita Baltutis
Corinne Berry
Michael Butler
Graham Cox
Jessica Foster
Martin Gray
David Hill
Roger Masters
Max Mastrosavas
Hannah McCarthy
Cathy Schultz
Rob Seidel

Music

Corinne Berry
Kevin Cameron
Fran Charlton
Janelle Colville
Elizabeth Cox
Lesley Duncan
Bronwyn Elsegood
Kaye Fitton
Peter Gillard
Jason Hammond
Elizabeth Harlock-Lea

Leanda Herring
Antony Hubmayer
Jeffrey Kong
Virginia Lakeman
Janet Leadbeater
Anna Lester
Evniki Levendis
Daniel Pereira
Darryl Pope
Trent Wickers

Visual Arts

Tiffany Beasley
Corinne Berry
Malcolm Cheffirs
Amanda Chalmer
Marilyn Feneley
Ruth Flaherty
Peter Hughes
Tony Jeffrey
Vit Jurevicius
Sarah Melhuish
Asheleigh Noll
David Northcote
Josephine Revesz
Deborah Russell
Ian Sinclair
Gunilla Stattin
Ruth Stephenson

Business, Enterprise, and Technology

Accounting

Kate Buckley
Diane Campbell
Scott Copeland
Robyn Davidson
Trudi Duggin
Gina Kadis
Glen Malkin
John Medlin
Campbell Menzies
Matthew Noble
Julie Stewart
Helen Willmer

Business and Enterprise

Kate Buckley
Scott Copeland
Michelle Cordera
Evan Franco
Sharyn Habel
Vincenza Iammorrone
Heather Parrington
James Reichstein
Harijs Sturitis
Simon Tanti
Heather Thomas

Design and Technology

Greg Bassani
Peter Coulter
Anthony Izzo
Barry James
Kerrie Mackey-Smith
Leoni Mayes
Ian McEgan
Campbell Menzies
Donald Murray
Ashleigh Noll
Dean Osborn
Stephen Read
Chris Short
Michele Truscott
Wayne Turville

Information Processing and Publishing

Jacqueline Amor
Sharyn Habel
Giovanna Iannicelli
Alicia Keatley
Campbell Menzies
David Roberts
Chris Short
Denise Spiroulias

Information Technology

Julie Clune
Katrina Falkner
Barbara Hender
Leon Marsden
Campbell Menzies
Peter Mitchell
Kylie Murphy
Julie Ruiz
Kevan Varley
Joanne Zucco

Workplace Practices

Adele Broster
Jamie Dunnill
Claire Goble
Lisa Hughes
Kerrie Mackey-Smith
Anna Mirasgentis
Luke Northcote
Peter Perry
Mandy Rego
Paulette Sargent
Jan Sutherland
Cliff Sweetman
Heather Thomas
Barbara Workman

Cross-disciplinary

Community Studies

Karen Box
Kathryn Champion

Helen Dolan
Jamie Dunnill
Katrina Hudson
Kaye Lee
Adela Lock
Campbell Menzies
Amanda Parsons
Rebecca Siney
Rhonda Williams

Cross-disciplinary Studies/Integrated Learning

Cherie Baker-Hutton
Sharon Davey
Tracey Dorian
James Green
Giannina Hoffman
Stephen Inglis
Julienne Lenanin
Sarah McCarthy
Susan Melhuish
Bronte Nicholls
Michelle Richards
Judi Schmidt
Jacinta Stirrat

Personal Learning Plan

Helen Dolan
Cheryl Flight
Sally Hodgson
Stephen Inglis
Scarlett Lucero
Gerry McPhillips
Josephine Riccio
Kerry Rochford
Rebecca Siney
Cliff Sweetman
Colleen Tomlian
Shannon Warren
Rhonda Williams

Research Project

Robin Aukett
Liz Bawden
Alison Bullock
Sharon Cibich
Jennifer Cook
Heather De Blasio
Tracey Dorian
Virginia Grantham
Anne Harvey
Stephen Inglis
Sharlene Hewett
Stephen Kelly
Julienne Lenain
Alison McLean
Amanda Parsons
Mandy Rego
Shannon Warren

English

English as a Second Language

Sarah Goldfain
Andrew Hartigan
Katrina Hudson
Diana Lange
Sarah McCarthy
Sunita Narayan
Joan Richards
Gavin Scrimgeour
Dalal Zahr

English Communications

Marie Baker
Liz Bawden
Ann Bishop
Teresa Cimmino
Nicole Elding
Alison Ellett
Assunta Fusco
Meridie Howley
Dymphna Lonergan
Helena Monaghan
Kristine Nielsen
Roseanne Peady

English Studies

Guy Bayly-Jones
Michael Butler
Richard Calam
Pamela Cashen
Margaret Donovan
Joslyn Fox
Jim Freeman
Meridie Howley
Richard Noone
John Oakman
Nick Prescott
Melanie Smith

Health and Physical Education

Child Studies/Food and Hospitality

Cheryl Both
Catherine Correll
Kathleen Dodgson
Royston Lance
Jan Longbottom
Ann Mott
Italia Parletta
Daphne White

Health

Cherie Baker-Hutton
Daniel Bayer
George Evreniadis
Gillian Forster
Jill Grove
Royston Lance

Felicity-ann Lewis
Sharyn Schell
Robert Weatherald
Daphne White

Outdoor Education

Greg Allen
Gordon Begg
Lois Ey
Mike Meredith
Scott Polley
Andrew Pope

Physical Education

Sharon Cibich
Christian Davidson
Lois Ey
David Hicks
Chris Hodgson
Craig Johncock
Adrian Maywald
David Price
Robyn Roennfeldt
Jacinta Stirrat
Glen Urbani

Humanities and Social Sciences

Aboriginal Studies

Neil Blenkinsop
Meridie Howley
Leigh Hughes
Helena Monaghan
Luke Nash
Lorraine Securo
Kate Smith
Cheryl Uren

Ancient and Classical Studies

George Cafcakis
Mizpah Constable-Gray
Keri Fisher
Claire Flenley
Barbara Harding
Meridie Howley
Trish Newport
Philip Stewart

Australian and International Politics

Morris Allen
Meridie Howley
Ascenzo Lancione
Harry Savelsberg
Malcolm Vaughan

Economics

Christopher Burrows
Bernadetta Chaustowski
Cheryl Flight
Evan Franco
Vincenza Iammarrone

Wendy Jacobs
Campbell Menzies
Kathryn Needs
Josephine Riccio
Mark Simpson
Robyn Walter

Geography

Krystyna Faman
Michael Holmes
Meridie Howley
Mark Manuel
Malcolm McInerney
Andrew Penny
Alexandra Piggott
Lisa Pope
Rita Shepherd
Robyn Sleeman

History

Beverley Bury
Patricia Fabian
Mary Fisher
Carol Fort
Meridie Howley
Filomena Isles
Lynda MacLeod
Wendy Martin
Malcolm McInerney

Legal Studies

Robin Aukett
Geoffrey Bailey
Corinne Berry
Laura Brady
David Caruso
Penny Cavanagh
Bill Deegan
Shane Hennessy
Gina Kadis
Jane Penhall
Ross Templeman

Media Studies

Chika Anyanwu
Daniel Bradley
Grant Brindal
Campbell Menzies
Gareth Saunders
Karen Vered
Cheryl Webber
Denise Wood

Philosophy

Corinne Berry
David Crossman
Rosemary Hennig
Sue Knight
Tim Nailer
Peter Sage

Religion Studies

Josephine Armour
Greg Bowyer
Robert Crotty
Anne Harvey
Rosemary Hennig

Society and Culture

Laila El-Assaad
Ceinwyn Elleway
Virginia Grantham
Anne Harvey
Harry Savelsberg
Lorraine Securo

Tourism

Peter Allen
Chris Athanasos
Shane Barnes
Chris Fanning
Michael Holmes
Stephen Inglis
Susan Melhuish
Gabriele Trobbiani
Michele Truscott

Women's Studies

Anne Bourke
Pam Cramond
Keri Fisher
Jan Gregory
Meridie Howley
Colleen Tomlian

Languages

Rob Amery
Sokho Chau
Teresa Cimmino
Joe van Dalen
Elizabeth Eckermann
Christina Emblem
Marnie Foster
Yuhiko Fujiwara
Amy Geue
Marlene Jarema
Loiza Karamanis
Royston Lance
Maisy Latif
Ly Le
Louise Lycett
Kirsten Ohlhaber
Shahla Pakrou
Judy Taylor
Catrina Tridente
Marietta Rossetto
Andrew Scrimgeour

Mathematics

Mathematical Applications

Anna Bassani
Deanna Isles
Kate Manuel
Heather Parrington
Christine Slattery
Bernadette Thorpe

Mathematical Methods, Specialist Mathematics, and Mathematical Studies

David Andrew
Leonie Brown
Gary Glonek
James Grant
Anthony Harradine
Isabel Heath
Derek Jeffrey
Jo Kellaway
Lisa Lanchester
Alastair Lupton
Heather Parrington
Jon Roberts
Bill Schenk
Alison Wolff
Deb Woodard-Knight

Mathematics

David Andrew
David Kinna
Kate Manuel
Jan Menzies
Heather Parrington
Christine Slattery
John Shanahan
Shane Schoff
Lisa Wills

Sciences

Agriculture and Horticulture

Lois Ey
Paul Fanning
Mark Innes
Mal Jurgs
Clifford Rothenberg
Samantha Shores
Ross Templeman
Don Walter

Biology

Jan Brooks
Alison Bullock
Penny Collins
Kathy Daniels
Peter Donnelly

Lois Ey
John Glistak
Sally Hodgson
Brian LeCornu
James Rothgrew
Martin Rumsby
Judy Sara
Peter Walwyn

Chemistry

Brent Atherton
Ray Cadd
Sharon Davey
John Drew
Sandra Eustace
Chris Evans
Lois Ey
Michael McCann
Ian McMahon
Ann Murray
Michael Perkins
Robyn Pillans
Simon Pyke

Geology

Len Altman
Lyn Bird
Lois Ey
Joanne Maratos
Bronte Nicholls
Cynthia Pyle

Nutrition

Sarah Craig
Joylene Cresp
Chris Evans
Lois Ey
Karen Magee
Anna Palombaro
Bernadette Young

Physics

Tatiana Anesbury
Penny Collins
Lois Ey
Christopher Gambell
Derek Jeffrey
Gerald Little
Brian Parsons
Richard Sellers
Michael Wilcock

Psychology

Zena Abiad-Tan
Irena Atherton
Andis Berzins
Sarah Craig
Kate Cutts
Katrina Elliott

Lois Ey
Kirsty Gebert
Margaret Hartstone
Paul Hudson
Jennifer Hunter
Geoffrey Slater
Penny Spencer

Scientific Studies

Jan Brooks
Wesley Chambers
Brendan Dowling
Katrina Elliott
Lois Ey
John Glistak
Sally Hodgson
Giannina Hoffman
Bronte Nicholls
Sharon Robertson
Kimberley Shean
Brian Stratfold
Martin Westwell

Appendix D: VET Recognition Panels

Building and Construction

Steve Birnie
Adele Broster
Keith Darwin
Harry Ennis
Dave Grego
Lisa Kennedy
Steve Larkins
Antonio Mercurio
Peter Schakleford
Maria Urbano
Marilyn Wall
Barbara Workman

Business Services

Adele Broster
Kym Clayton
Tarnya Cruickshank
Elizabeth Lendrum
Antonio Mercurio
Peter Schakleford
Maria Urbano
Marilyn Wall
Barbara Workman

Community Services

Alison Arblaster
Adele Broster
Helen Edwards
Antonio Mercurio
Peter Schakleford
Maria Urbano
Marilyn Wall
Barbara Workman

Creative Industries

Helen Bock
Adele Broster
Kym Clayton
Joyce Louey
Antonio Mercurio
Graham Oades
Peter Schakleford
Maria Urbano
Marilyn Wall
Barbara Workman

Energies and Technologies

Jillian Blight
Adele Broster
Anthony Leverenz
Antonio Mercurio
Peter Schakleford
Maria Urbano
Marilyn Wall
Barbara Workman

General Curriculum

Adele Broster
Helen Edwards
Antonio Mercurio
Peter Schakleford
Maria Urbano
Marilyn Wall
Barbara Workman

Manufacturing

Jillian Blight
Adele Broster
Derek Cupp
Antonio Mercurio
Peter Schakleford
Rhonda Tunks
Maria Urbano
Marilyn Wall
Barbara Workman

Metals, Engineering, and Automotive

Jillian Blight
Adele Broster
Derek Cupp
Antonio Mercurio
Peter Sachs
Peter Schakleford
Rhonda Tunks
Maria Urbano
Marilyn Wall
Barbara Workman
Tom Ziniak

Personal Services

Adele Broster
Helen Edwards
Antonio Mercurio
Peter Schakleford
Colin Shearing
Maria Urbano
Marilyn Wall
Barbara Workman

Primary Industries

Adele Broster
Mark Cody
Keith Darwin
Peter De Lacy
Stefan Demianyk
Antonio Mercurio
Peter Schakleford
Maria Urbano
Marilyn Wall
Barbara Workman

Retail Services

Adele Broster
Kym Clayton
Antonio Mercurio
Peter Schakleford
Colin Shearing
Maria Urbano
Marilyn Wall
Barbara Workman

Sport and Recreation

Adele Broster
Helen Edwards
Michelle Ingrames
Antonio Mercurio
Graham Oades
Rosemary Sage
Peter Schakleford
Jan Sutherland
Maria Urbano
Marilyn Wall
Barbara Workman

Tourism, Hospitality, and Food

Adele Broster
John Cassebohm
Keith Darwin
Carol Graham
Antonio Mercurio
Peter Schakleford
Maria Urbano
Marilyn Wall
Barbara Workman

Transport

Jillian Blight
Adele Broster
Antonio Mercurio
Peter Schakleford
Maria Urbano
Marilyn Wall
Romana Wereszczak
Barbara Workman

Appendix E: Accredited Subjects

Stage 2

Full-year (2-unit) subjects

Arts

Art Practical
Broadcasting and Multimedia (VET)
   Broadcasting and Multimedia A
   Broadcasting and Multimedia B
Craft Practical
Dance
Dance Studies
Design Practical
Drama
Drama Studies
Visual Arts Studies

English

Communication for the Hearing-impaired
English as a Second Language
English as Second Language Studies
English Communications
English Studies

Health and Personal Development

Community Services and Health (VET)
   Community Services and Health A
   Community Services and Health B
Community Studies
   Arts and the Community
   Business and the Community
   Communication and the Community
   Design, Construction, and the Community
   Environment and the Community
   Foods and the Community
   Health, Recreation, and the Community
   Lifestyle and the Community
   Mathematics and the Community
   Science and the Community
   Technology and the Community
   Work and the Community
Health Education
   Health Studies
Home Economics
   Early Childhood Studies
   Food and Hospitality Studies
   Nutrition Studies
   Textile Studies
Hospitality (VET)
   Hospitality — Kitchen Operations A
   Hospitality — Kitchen Operations B
Integrated Learning
   Integrated Learning I
   Integrated Learning II
Nutrition

Outdoor and Environmental Education
   Outdoor and Environmental Studies
Physical Education
Sport and Recreation (VET)
   Sport and Recreation A
   Sport and Recreation B
Work Education
   Vocational Studies A
   Vocational Studies B

Languages

Albanian (continuers)
Arabic (beginners)
Arabic (beginners) A
Arabic (continuers)
Armenian (continuers)
Auslan (continuers)
Bosnian (continuers)
Chinese (background speakers)
Chinese (beginners)
Chinese (beginners) A
Chinese (continuers)
Croatian (continuers)
Dutch (continuers)
Filipino (continuers)
French (beginners)
French (beginners) A
French (continuers)
German (beginners)
German (beginners) A
German (continuers)
Hebrew (continuers)
Hindi (continuers)
Hungarian (continuers)
Indonesian (beginners)
Indonesian (beginners) A
Indonesian (continuers)
Italian (beginners)
Italian (beginners) A
Italian (continuers)
Japanese (background speakers)
Japanese (beginners)
Japanese (beginners) A
Japanese (continuers)
Khmer (continuers)
Korean (background speakers)
Latin (continuers)
Macedonian (continuers)
Malay (background speakers)
Maltese (continuers)
Modern Greek (beginners)
Modern Greek (beginners) A
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 (beginners) A
Spanish (continuers)
Swedish (continuers)
Tamil (continuers)
Turkish (continuers)
Ukrainian (continuers)
Vietnamese (background speakers)
Vietnamese (continuers)
Yiddish (continuers)

Mathematics

Mathematical Applications
Mathematical Methods
Mathematical Studies
Specialist Mathematics

Science

Biology
Chemistry
Contemporary Issues and Science
Geology
Physics
Psychology
Seafood Operations (VET)
    Seafood Operations A
    Seafood Operations B

Society and Environment

Aboriginal Studies
Accounting Studies
Agricultural and Horticultural Science
Agriculture and Horticulture
    Agricultural and Horticultural Applied Technologies
    Agricultural and Horticultural Enterprise
    Agricultural and Horticultural Management
    Agricultural and Horticultural Principles
    Agricultural and Horticultural Studies
Australian and International Politics
Australian History
Business Services (VET)
    Business Services A
    Business Services B
Business Studies
Classical Studies
Conservation and Land Management (VET)
    Conservation and Land Management A
    Conservation and Land Management B
Economics
Financial Services (VET)
    Financial Services A
    Financial Services B

Geography
Justice in Society
    Justice in Society
Legal Studies
Media Studies
Modern History
Philosophy
Religions in Australia
Retail (VET)
    Retail A
    Retail B
Small Business Enterprise
Studies of Religion
Studies of Societies
Sustainable Futures
    Sustainable Futures I
    Sustainable Futures II
Tourism
Tourism Operations (VET)
    Tourism Operations A
    Tourism Operations B
Transport and Logistics (VET)
    Transport and Logistics A
    Transport and Logistics B
Women's Studies

Technology

Automotive Technology (VET)
    Automotive Technology A
    Automotive Technology B
Design and Technology
    Communication Products A
    Communication Products B
    Material Products A
    Material Products B
    Systems and Control Products A
    Systems and Control Products B
Design and Technology Studies
Electrotechnology (VET)
    Electrotechnology A
    Electrotechnology B
General Construction (VET)
    General Construction A
    General Construction B
Information Technology (VET)
    Information Technology A
    Information Technology B
Information Technology Studies
Information Technology Systems
Manufacturing and Engineering (VET)
    Engineering Applications A
    Engineering Applications B

Various Learning Areas

Extension Studies
    Extension Studies A
    Extension Studies B

Half-year (1-unit) subjects

Arts

Art Practical
Craft Practical
Design Practical
Drama
Music
    Composing and Arranging
    Ensemble Performance
    Music in Context
    Music Individual Study
    Music Technology
    Musicianship
    Performance Special Study
    Solo Performance

English

English Communications

Health and Personal Development

Community Studies
    Arts and the Community I
    Arts and the Community II
    Business and the Community I
    Business and the Community II
    Communication and the Community I
    Communication and the Community II
    Design, Construction, and the Community I
    Design, Construction, and the Community II
    Environment and the Community I
    Environment and the Community II
    Foods and the Community I
    Foods and the Community II
    Health, Recreation, and the Community I
    Health, Recreation, and the Community II
    Lifestyle and the Community I
    Lifestyle and the Community II
    Mathematics and the Community I
    Mathematics and the Community II
    Science and the Community I
    Science and the Community II
    Technology and the Community I
    Technology and the Community II
    Work and the Community I
    Work and the Community II
Health Education
    Health Education I
    Health Education II
Home Economics
    Early Childhood Studies
    Food and Hospitality Studies
    Nutrition Studies
    Textile Studies
Integrated Learning
    Integrated Learning I
    Integrated Learning II
Outdoor and Environmental Education
    Outdoor Education I
    Outdoor Education II

Work Education
    Work Studies A
    Work Studies B

Languages

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

Mathematics

Mathematical Applications

Science

Psychology

Society and Environment

Agricultural and Horticulture
    Agricultural and Horticultural Applied Technologies I
    Agricultural and Horticultural Applied Technologies II
    Agricultural and Horticultural Enterprise I
    Agricultural and Horticultural Enterprise II
    Agricultural and Horticultural Management I
    Agricultural and Horticultural Management II
    Agricultural and Horticultural Principles I
    Agricultural and Horticultural Principles II
    Agricultural and Horticultural Studies I
    Agricultural and Horticultural Studies II
Business Studies
Justice in Society
    Justice in Society I
    Justice in Society II
Religions in Australia
Studies of Societies
Sustainable Futures
    Sustainable Futures I
    Sustainable Futures II

Technology

Design and Technology
    Communication Products A
    Communication Products B
    Material Products A
    Material Products B
    Systems and Control Products A
    Systems and Control Products B
Information Processing and Publishing
    Business Documents
    Desktop Publishing
    Electronic Publishing
    Personal Documents

Stage 1

All Stage 1 subjects can have 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 I*
   Communication Products II*
   Communication Products†
   Material Products I*
   Material Products II*
   Material Products†
   Systems and Control Products I*
   Systems and Control Products II*
   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
Philosophy
Religion Studies
Society and Culture
Tourism
Women's Studies

Languages‡

Albanian (continuers)
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)

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*10-credit subject only.
†20-credit subject only.
‡Schools can apply to the SACE Board if they want to offer language subjects at a level other than those listed.

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.

Appendix F: Prizes and Awards

Prizewinners

Alliance Française de l'Australie du Sud Prize for French
Janice Maree Lee

Annie Montgomerie Martin Prize and Medal for French
Yasmin Bottos

Annie Montgomerie Martin Prize and Medal for Modern History subjects
Laura Mary Evans

Australian Hellenic Educational Progressive Association Prize for Modern Greek
Monika Tsiflidis

Australian Institute of Physics Prize (South Australian Branch) — Bronze Bragg Medal for Physics
Nicole Blinco

Azhar Abbas Memorial Prize for Indonesian
Jayenthi Nicole Mahadeva

Classical Association of South Australia Prize for Classical Studies
Yen Pham

Co-ordinating Italian Committee Prize for Italian
Marie Domenique Palumbo

Economics Teachers Society of South Australia Prize for Excellence in Economics
Scott Nashi Coyte

Geological Society of Australia Prize for Geology
Thu Anh Ngoc Nguyen

Goethe Prize for German
Charlotte Thomas

Hardwicke College Prize for Biology
Renee Santoreneos

John Lewis Medal and Prize for Geography
Russell Patrick Sankey

Schiller Prize for German
Joel Kevin Turnbull

Tennyson Medal for English Studies
Thomas Chong Ern Khoo

Way College Prize and Medal for Chemistry
Thomas Craig Bettison

Special Awards

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

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

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

AGCA (SA) Psychology Merit Award — Australian Guidance and Counselling Association (SA)

Australian Hellenic Educational Progressive Association Award for Modern Greek

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

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

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

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

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

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

Leila Rankine Aboriginal Studies Award for Excellence in Aboriginal Studies — Aboriginal Studies Educators Association

Royal Australian Chemical Institute Award for Chemistry

SMA-SA Bert Apps Special Award for Excellence in Physical Education — Sports Medicine Australia (South Australian Branch)

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

State Theatre Company of South Australia Award for Excellence in Drama for drama subjects.

Appendix G: 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

Art Practical

Aine Katherine Buckley
Melissa Judith Chalada
Sienna Dupe
Clarisa Lucy Lopez
Alexis Suzanne Souvertjis
Daisy Lorraine Sugars
Tahlia Emma Wall
Henry Wolff

Craft Practical

Peter James Lloyd

Dance

Amy Louise Forrest
Monika Lapka
Nadia Rena Schmid

Dance Studies

Samuel James Harnett

Design Practical

Margaret Kyprianou
Bridget Melissa Lindsay
Jacqueline Ann Ragless
Frances Clare Ryan

Drama Studies

Alice Kimberley Harrowfield Bitmead
Gemma Borrello
Alberto Di Troia
Laura Michelle Eckert
Lucy Jean Harrison
Gypsy Clare Lehmann
Molly Elizabeth-Clare McCormack
Lucy Adelaide Stephens
Erica Joan Webb
Katherine Carmen Whitehead

Music

Composing and Arranging

Benjamin Eric Betelli
Callum Alexander Gunn
Jialun Qi
Samuel Lawrence Taylor
Nicholas Travers

Ensemble Performance

Harriett Allcroft
Sophie Alice Jane Clark
Jock Andrew Clarnette
Cashmere Collins-McBride
Christopher Difelice
Carla Giannini
Georgina Heddle
Robert John Katsambis
Gabriella Penelope Morris Tester
Natasha Parletta
Hannah Perrott
Georgia Simmons
Julienne Alexandria Stender
Alexander Stewart
Jake Elliot Taylor
Tong Zhang

Music in Context

Chloe Rose Higgins
Brenna Phaedra Reay Mackay
Joshua David Eli Oates

Music Individual Study

Tess Patricia Tocaciu Armfield
Maria Boccaccio
Nicolas Andrew Campbell
Louisa Grace Fischer
Jessica Kate McCann
Jessica Sarah Nankivell
Samuel John Perry
Joanna Holly Pike
Laura Kate Wilden

Musicianship

Stephanie Kay Neale
Joshua David Eli Oates
Jialun Qi
Catharine Sara Raymond
Isabella Ann White

Performance Special Study

Rachael Wendy Bartholomew
Eugene Alexander Braslavskiy
Scott Nashi Coyte
Hannah Catherine Greenshields
Callum Alexander Gunn
Gregory Tenikoff
Samuel Wilhelm
Manami Yamada
Tong Zhang

Solo Performance

Alexander James Glen Barnard
Rachael Wendy Bartholomew
Megan Emily Bate
Hugh Alexander Brown
Daniella Carling
Harrison Charles-Britton
Esther Chung
Jock Andrew Clarnette
Emily Grace Denbigh
Carla Giannini
Madison Julia Green
Hannah Catherine Greenshields
Callum Alexander Gunn
Christopher Knudsen
David Michael Moran
Natasha Parletta
Simon James Spencer
Alexander Stewart
Jake Elliot Taylor
Nicholas Travers
Oliver Douglas van Ruth
Samuel Wilhelm

Visual Arts Studies

Nadia Baldassi-Winderlich
Bevan Joel Botha
Rosemary Foley
Natalie Lillian Gibbs
Emily Hart
Catlin Meg Langford
Maddison Grace McDonald
Loan Phuong Nguyen
Nicholas O'Callaghan
Stephanie Ellen Penrose
Sarah Emily Petrou
Jennifer Mary Quirk
Hannah Elizabeth Ritchie
Hannah Jay Sitters
Lily Adelaide Upton

English

English as a Second Language

Samina Ahmad
Monica Deng
Ki Yoon Kim
Hang Minh Ngoc Ngo
Qinlemeige Qinlemeige

English as Second Language Studies

Siti Hajar Abdul Aziz
Sim Hui Aw
Chiew Ping (Casey) Chai
Denise Huey Ming Chang
Yean Kim Cheng
Sarah Wenlin Chew
Yi Lynn Sarah Chin
Kulshini Tanusha De Alwis
Young Nang Jung

Siti Fatimah Kamis
Ariah Wani Karim
Su-Yin Kee
Jay Lyn Kek
Derek Ngiat Liang Kho
Wan Sze Kong
Jyothirmaye Kuppa
Hye In La
Rui Rong Lam
Duong Dai Le
Olivia Pey Yik Lee
Su Saint Lee
Justin Jia Wei Leong
Manwyn Leong
Wei Ian Leong
Anson Jia Shern Lim
Zhuo-Wei Lim
Yee Aun Low
Pei-Jia Lum
Jasila Begum Mohammed Jehangir
Muhammad Aiman Mohd Rosli
Pravin Muruhaya
Ng Hooi Ying Ng
Yan Ni Ng
Yasmin Nor Azmi
Yi Ping Ong
Vikram A.R. Ramachandran
Shanice Yuen Sze Sim
Sankari Sinnasamy
Caleb Yeang Der Sio
Ross Stephenson
Jien Lee Tan
Rachel Yue Sein Tan
Ian Weng Yew Teng
Tanisha Thasaratha Raj
Candice Pooi Sim Toh
Catherina Thanh Tran
Ee Laine Woon
Chor Kuan Yew
Jun Wen Yong
Esther Lai Chii You

English Communications

Imogen Abernethy
Jack James Atherton
Stephen Bacchi
Alexander James Glen Barnard
Kvitka Becker
Rikki Lee Belder
Thomas Craig Bettison
Sara Tiffany Biggs
Alice Louise Brooks
Samantha Christie Burns
Alexandra Jane Carter
Matilda Conlon
Joshua de Michele
Chelsea Charlotte Dickins
Phoebe Grace Drioli-Phillips
Sienna Dupe
Cameron James Emery
Miette Claire Farrer
Brittany Ford
Carla Marie Foreman

Kyle Liam Giumelli
Ellie Claire Groughan
Lucy Jean Harrison
Lewis Hodkinson
Sophie Alexandra Holland-Smith
Joshua Aaron Hopps
Georgina May Hore
Erin James
Kaisha Jade Jogan (Wyld)
Julie Patricia Jones
Chloe Joyce
Georgia Ann Kay
Nikita Rose Klar
Christopher Le
Alexandra Arielle Lekis
Jessie Kate Lewcock
Amy Lin
Nicholas John Manser
Jonathan Mansueto
Alice Rebecca Marsh
Annabel Matheson
Jenna Lea McLennan
James Mignone
Peter Binh Hung Nguyen
Shanti Michelle Omodei-James
Chrysovalanti Patmios
Georgia Chloe Peters
Clarissa Phillips
Maxwell Timothy Reilly
Jake Samuel David Rischbieth
Laura Rossi
Hugo Kaden Shaw
Cameron Robert Sherman
Lucy Catherine Short
Matthew Norman Simmons
Emilia Justyna Skuza
Elke Marie Smith
Sebastian Oliver Stead
Imogen Josie Stefan-Rasmus
Daisy Lorraine Sugars
Daniel Tang
Courtney Lauren Thomas
Elizabeth Tieman
Jessica Kate Tilbrook
Maya Rani Louise Chandra Todd
Alana Caroline Wagstaff
Patrick Morris White
Aimee Wohling
Natasha Xerri

English Studies

Rosanna Jean Anderson
Alice Kimberley Harrowfield Bitmead
Emily Louise Blackwell
Judd William Boaz
Bevan Joel Botha
Yasmin Bottos
Stuart Geoffrey Crafter Brown
Luke Christopher Collins
Rose Jessie Counsell
Scott Nashi Coyte
Isabel Gemma Dayman

Gareth Joshua Dickens
Marcus Lawrence Doherty
Elouise Dukalskis
Sophie Gonzales
Sophie Laten Mae Grieger
Victoria Ann Delise Griffin
Phillip James Haeusler
Thomas Chong Ern Khoo
Alexander Luke Kyriacou
Anna Carmen Lammerink
Catlin Meg Langford
James Francis Bede Lawler
Miranda Rose Lawrie
Jack Gerard Lowe
Amber Lea Miller
Nicholas James Mitchell
Elise Clare Moo
Patrick Moritz
Nisha Pereira
Yen Pham
Benjamin James Phillips
Isabella Margaret Maria Elena Pittaway
Istvan Anthony Revesz
Louise Jane Robertson
Amanda Lyn Salha
Nikolina Sladojevic
Nadia Gianna Tooulou
Zoe Alice Walker
Samantha Georgia Wilson

Health and Personal Development

Community Services and Health (VET)

Community Services and Health B

Louise Anne Allen
Zoe Dix

Community Studies

Arts and the Community

Kayla Baldock
Stephanie Kaye Bates
Shane Cook
Jessica Manimunak Ganambarr
Telita Claire Ganley
Aysha Hollett
Aidan Ryan Jones
Claude Yarrowin

Arts and the Community I

Rachel Anne Frahn
Jessica Kathleen Promnitz

Arts and the Community II

Jessica Kathleen Promnitz

Business and the Community

Amanda Leanne Cowley

Communication and the Community

Michaela Flynn
Telita Claire Ganley
Tegan Louise Joyce
Stacey Lee Kahl
Matthew Paul Lapthorne
Danielle Kate Mackenzie
Andrew Frank McMahon
Emma Joy O'Reilly
Zala Rashid
Angela Stampton
Hope Stockham

Design, Construction, and the Community

Beth Ali
Fonzie Anagadja Brown
Bryce Richard Exley
Jake Thomas Henwood
Sam King
Timothy Wilson

Design, Construction, and the Community I

Diandra Cappello
Philippa Langford
Shamus Liptrot
Cameron Jacob Saers
Harpreet Singh

Environment and the Community

Amy Helen Atherton
Valma Joan Coad
Chene Tiffany Kiley
Hayden Scott Modra

Environment and the Community I

Ryan William Cinnamond

Foods and the Community

Rohan Anthony Jericho

Foods and the Community II

Luke Patrick Reiner

Health, Recreation, and the Community

Darshan Michael Bourne
Kimberley Kate Combes
Mitchell Lewis Docking
Peter Hunt
Amy Lind
Joel Mesecke
Nathan Brett Watson

Health, Recreation, and the Community I

Ryan William Cinnamond
Stuart Douglas Stretton

Health, Recreation, and the Community II

Neda Aleksic

Lifestyle and the Community

Yazmin Marree Brown
Makeda Duong
Bryce Richard Exley
Tegan Louise Joyce
Donna Lang
Christopher Alan Long
Letisha Zerlina McKenzie
Annabel April Newell
Matthew William Perkins
Monique Sebastiani

Lifestyle and the Community I

Ereenie Janine Siriotis

Lifestyle and the Community II

Emma Eileen Strangways

Mathematics and the Community

Kristie Lynn Brackstone
Daniel Goodland

Mathematics and the Community II

Sarah Caitlin Pawelski

Science and the Community

Fonzie Anagadja Brown
Stacey Lee Kahl
Jade-Antoni Kramer
Matthew Paul Lapthorne
Hilary Clare Wilson

Science and the Community I

Hannah Lee Hull
Shamus Liptrot

Technology and the Community I

Cameron Jacob Saers

Work and the Community

Buranhalawuy Kenisha Ganambarr
Robina Joy Arnedo Levett-Olson
Meg Taylor-Jayne Lundstrom
Benjamin Roland Parker
Angela Stampton
Bianca Talbot

Work and the Community II

Zakia Zaffar

Health Education

Health Studies

Eliza Graham
Katherine Jane Haddow

Home Economics

Early Childhood Studies

Allanah Arcangeli
Lauren Elise Campbell
Melissa Lynn Campbell
Alice Jayne Carter
Sienna Dupe
Adrienne Gregory
Kathryn Sara Price
Briah Kay Victory
Rebekah Jayde Ward

Food and Hospitality Studies

Cara Baronian
Caitlin Stephanie Brown
Alanna Nicole Caire
Michael Carson
Vanessa Cream
Maysam El-Masri
Jessica Helane Honner
Jennifer Fay Inverarity
Rebecca Elise Morey
Molly Nell Munro
Gabrielle Caitlin O'Dea
Marie Domenique Palumbo
Scarlett Louise Phillips
Tamara Turner
Michael Alexander Zabolocki
Anita Julie Zahra

Nutrition Studies

Emma Jane Barry

Integrated Learning

Integrated Learning I

Ayden Aba
Pauline Anne Alderson
Lucinda Rebecca Rose Kendall
Ellis Richard Packer

Integrated Learning II

Jake Peter Joseph Bezzina
Amy Catherine Gutsche

Nutrition

Emily Louise Blackwell
Nicholas Alexander Robert Clarke
Laura Daenke
Erandi Hewawasam
Alicia Kate Howie
Ashlie Jade Lane

Anna Murison
Jessica Maree Sanders
Paige Courtney Summers
Moktika Tandon
Stephanie Rose Weller
Emily Jane White
Natasha Xerri

Outdoor and Environmental Education

Outdoor and Environmental Studies

Olivia Grace Betro
Simon James Spencer
Victoria Vanessa Wright

Outdoor Education I

Kelly Barltrop

Outdoor Education II

Kelly Barltrop

Physical Education

Imogen Abernethy
Victoria Lee Akkermans
Anthony Raymond Aoukar
Alexander James Glen Barnard
Haydn Leonard Barns
Claire Rose Baxter
Olivia Grace Betro
Joshua Charles Boylan
Alexandra Jane Carter
Jane-Anne Claxton
Daniel Robert Crago
Samuel Day
Julia Alice Graham
Rebecca May Guy
Todd Maurice Heynen
Chloe Joyce
Rebecca Jane King
Elise Nicole Lavers
Courtney Ellen Lloyd
Sophie Alyse McLennan
Marco Mittiga
Lily Mayfield Morgan
Shidharth Shavneel Narayan
Caleb Clarence Pannell
Matthew Rohde
Jake Alexander Sadauskas
Amy Kate Sanders
Russell Patrick Sankey
Grace Adele Sawley
Henry Paul Schilling
Lucy Adelaide Stephens
Louisa Jayne Stuart
Amy Sutherland
Sebastian Luke Tape
Patrick Morris White
Aimee Wohling
Victoria Vanessa Wright
Henry Alexander Healy Wyld

Sport and Recreation (VET)

Sport and Recreation B

Kimberley Anne Fulwood
Cassie Lee Mengler
Danielle Marie White

Work Education

Vocational Studies A

Mary Jane Agius
Isabelle Jane Byrne
Olivia Kate Freeman
Celeste Gerace
Erica Kathleen Goodfellow
Tegan Louise Gusling
Lisa Judith Hosking
Emma Jonnek
Karmen Renee La Dru-Smith
Brienna Logie
Meg Taylor-Jayne Lundstrom
Rebecca Martin
Samuel Alexander O'Loughlin
Ruth Pivovaroff
Jordan Roberts
Madeline Louise Rocco
Mereki May Schmucker
Jacqueline Marie Sudholz
Bianca Talbot
Ashleigh Lauren Thomas
Georgina Elizabeth Anne Wallace
Nadia Leah Wilinski

Vocational Studies B

Imogen Abernethy
Emma Jean Bulling
Hamish Hayward Burns
Isabelle Paige Daniel
Milan Dobrijevic
Emma Olivia Duncan
Jaysha Joy Elliott
Michelle Louise Frayne
Stephanie Inat
Brianna Alyce Simone Jacobson
Sophie Alexandra Linn
Brenda Miravitchi
Lucy Georgia Newman
Brigid Mahdi Jane O'Farrell White
Emma Jane Mary Opie
Adri Pienaar
Blythe Schembri
Claudia Therese Tomczyk
Alexandra Alice Way

Work Studies A

Luke Howard
Kelly Nicole Rowe
Leah Patricia Uncle

Languages

Bosnian (continuers)

Nela Jakupovic

Chinese (background speakers)

Jingwen Huang
Qing Yang (Jessie) Mu
Yanwen Pan
Shiqi Tang
Ren Wang

Chinese (beginners)

Eleanor Laura McCall

Chinese (continuers)

John Au
Chiew Ping (Casey) Chai
Judy Zhu

French (continuers)

Yasmin Bottos
Joel Joseph
Janice Maree Lee

German (continuers)

Annis McTigue
Charlotte Thomas
Joel Kevin Turnbull

Indonesian (continuers)

Jayenthi Nicole Mahadeva

Italian (beginners)

Joanna Ruth Keogh

Italian (continuers)

Juliana Clair Kittel
Isabella Minucci
Marie Domenique Palumbo

Japanese (beginners)

Shermaine Ju Nn Yu

Japanese (continuers)

Juliana Clair Kittel
Hye In La
Steven Ong Tran

Malay (background speakers)

Rabihah Abdul Rashid
Siti Fatimah Kamis
Leana Fatimah Makhdzir

Modern Greek (continuers)

Monika Tsiflidis

Persian (background speakers)

Parmida Sani

Polish (continuers)

Karolinka Dawidziak-Pacek
Magdalena Walc

Spanish (beginners)

Joanna Ruth Keogh

Spanish (continuers)

Annis McTigue

Vietnamese (background speakers)

Hoang Bich Tram (Tram) Nguyen
Phuong Thi Nguyen

Vietnamese (continuers)

James Toan Duy Kieu

Mathematics

Mathematical Applications

Lawrence Robert Ben
Victoria Gayle Christopher
Matilda Conlon
Tran Truc Phuong Dang
Zoe Dix
Sarah Dowd
Angus Geoffrey Gordon Flavel
Nicole Elizabeth Harris
Jenna Kate Hodgkiss
Paige Marjorie Honan
Matthew Phillip Jennings
Young Nang Jung
William Agassiz Macklin
Callum Henry Douglas McNair
Robert McRae
Giuseppe Mottillo
Peter Binh Hung Nguyen
Thi Bich Huyen Nguyen
Emily Margaret O'Brien
Kristen Ann Pietsch
Tara Elizabeth Shem
Emilia Justyna Skuza
Megan Louise Smith
Samuel James Sommerville
Nicholas James Stanley
Kristy Anne Stump
Ellen Marie Syme
William Oliver Traeger
Alain Khoi Tran
Anthony Xu

Mathematical Methods

Lawrence Michael Alvino
John Au
Samantha Christie Burns
Nicholas James Crouch
Jacinta Van -Anh Ngoc Do
Felicity Sheona Duncan
Evan Brian John Garrett
Courtney Ellen Lloyd
Amelia Rose Moffatt
Hoang-Lan Thi Nguyen
Jake Alexander Sadauskas
Hugo Kaden Shaw
Benjamin Geoffrey Sieben
Sarah Ann Swan
William Oliver Traeger
Catherina Thanh Tran
Camilla Ruby Trenerry
James Paul Turnbull

Mathematical Studies

Hayley Adams
Maddison Elise Armitt
Matthew Arnold
Stephen Bacchi
Melissa Kelly Bennett
Nicola Hazel Bilton
Chen Hon Boey
Eugene Alexander Braslavskiy
Stuart Geoffrey Crafter Brown
Brendan Perry Browne
Sarah Ellen Burton
Jock Andrew Clarnette
Alison Tracy Cocks
Cashmere Collins-McBride
Daniel Wesley Cooper
Scott Nashi Coyte
James Alexander Daw
Robert Paul Dickinson
Matthew Gerard Dowling
Damir Duvnjak
James Alistair Elix
Alexander John Falcinella
Maria Lourdes Madalena Foo
Rosemary Louise Fosdike
Stephen Harris
Xin Xin Hu
Jim Henry Hughes
Julien Patrick Irmer
Yoon-Seok Jang
Samuel Alexander Maxwell Jones
Alex Jong
Kosuke Kato
Thomas Chong Ern Khoo
Andrew Khuu
Patrick Craig Kirwan
Samuel Koopowitz
Jyothirmaye Kuppa
Hye In La
Nara Lee

Siew Lin Lee
Wei Chien Lee
Wen Shi Lee
Binye Li
Ningxin Li
Ke Liu
Haochen Lu
Adam Mai
John Mark Makestas
Allan McManus
Stephanie Jane Mills
Nicholas James Mitchell
Mohammad Nor Adlan Mohammad Ibrahim
Nicholas Lewis Moretti
Brandon Munn
Lisa Elizabeth Neldner
Hui Yann Ng
Daniel Patrick O'Loughlin
Katherine Joy Padget
Sena Park
Seong Hock Phua
Simon James Pratt
Mark Laurence Prideaux
Olivia-Paris Quinn
Vikram A. R. Ramachandran
Maxwell Timothy Reilly
Zachary Louis Ritchie Searle
Yutong (Elsie) Shang
Jonathon Sheldrick
Catherine Simons
Aidan Luke Snoswell
Wei Chern Soo
Zach Robert Stolz
Kae-Duen Su
Wei Yang Tai
Jessie Jiale Tan
Shi Ling Tan
Ian Weng Yew Teng
Louise Erin Thomas
Chiong Seng Tiong
Steven Ong Tran
Kane Daniel Edward Valente
Linh Khanh Van
Magdalena Walc
Matthew Simon Wall
Nicholas James Wells
Hayley Suzanne Whitington
Nicholas Justin Williams
Khai Hoe Wong
Louis Shuo Xu
Ping Xu
Cherie Hui-Tung Yam
Min Jet Yap
Li Yu
Frank Dekai Zhang

Specialist Mathematics

Kate Louise Blue
Malcolm Joseph Borg
Stuart Geoffrey Crafter Brown
Sarah Wenlin Chew
Zehao (Havier) Dong
Gemma Kate Gransbury

Phillip James Haeusler
Thomas Chong Ern Khoo
Hye In La
Nara Lee
Yong Hyun (Chris) Lee
Binye Li
Chaonan Li
Ningxin Li
John Mark Makestas
Hoang Khang (John) Nguyen
Sena Park
Mark Laurence Prideaux
Jacob Dylon Shearer
Xinyu Shen
Jeanne Ke Qing Tin
Kane Daniel Edward Valente
Linh Khanh Van
Nicholas James Wells
Khai Hoe Wong
Cherie Hui-Tung Yam
Min Jet Yap
Frank Dekai Zhang

Science

Biology

Siti Hajar Abdul Aziz
Alice Andrawos
Matthew Arnold
John Au
Tony Au
Lauren Amy Barnes
Thomas Craig Bettison
Anita Brown
Nicholas James Brown
Kateryna Burlak
Barbara Ellen Butler
Ashleigh Nicole Campbell
Yen Mei Chuah
Mikhaila Alice Dignam
Emma Kate Dorn
Kate Suzanne Duncan
Tahlia Jayde Engelke
Katerina Flabouris
Shiau Shuang Gan
Teik Yiap Gan
Christopher Vladimir Hadjinicolaou
Michael Ming-Jien Hii
Chui Ping Ho
Jenna Kate Hodgkiss
Khan Marco Hooi
Xin Xin Hu
David William Hunt
Nurfarhanah Jafry
Claudia Irene Janowski
Hayley Ellen Johns
Pierre Khang Kieu
Lauren Amy Konecny
Jyothirmaye Kuppa
Hsing Hwa Lee
Su Saint Lee
Wen Shi Lee

Su-Sim Lim
Jayenthi Nicole Mahadeva
William Robert May
Amelia Rose Moffatt
Pravin Muruhaya
Hui Yann Ng
Thu Anh Ngoc Nguyen
Emma Jean Noblet
Tara O'Loughlin
Jeffrey Ong
Yi Ping Ong
Alessandra Orsillo
Katherine Joy Padget
Sena Park
Saranya Rathakrishnan
Tessa Amber Rawolle
Carlo Russo
Russell Patrick Sankey
Renee Santoreneos
Ran May Saw
Alicia Dawn Schmidt
Kate Eleanor Seagrim
Shanice Yuen Sze Sim
Sankari Sinnasamy
Nikolina Sladojevic
Ernest Soo
Sioe Fei Soon
Laura Rose Stewart
Jessica Anne Strawbridge
Sarah Ann Swan
Jessie Jiale Tan
Jia Jia Tay
Ian Weng Yew Teng
Emily Laurina Thoday-Kennedy
Evelyn Joy Timpani
Chiong Seng Tiong
Diane Tippett
Maya Rani Louise Chandra Todd
Camilla Ruby Trenerry
Briah Kay Victory
Jessica Mary Walker
Rebekah Jayde Ward
Victoria Vanessa Wright
Lui Mei Yi

Chemistry

Elizabeth Alvaro
Lawrence Michael Alvino
Alice Andrawos
Matthew Arnold
John Au
Thomas Craig Bettison
Nicola Hazel Bilton
Kate Louise Blue
Stuart Geoffrey Crafter Brown
Barbara Ellen Butler
Nicholas Alexander Robert Clarke
Luke Christopher Collins
Katherine Jane Connor
Shannon de Silva
Robert Paul Dickinson
Tahlia Jayde Engelke
Alexander John Falcinella

Katerina Flabouris
Samuel Gerhardy
Gemma Kate Gransbury
Phillip James Haeusler
Sian Alexandra Hay
Catherine Elizabeth Hilditch
Panagiotis Karageorgos
Thomas Chong Ern Khoo
Ki Yoon Kim
Patrick Craig Kirwan
Samuel Koopowitz
Liana Sneha Kumar
Jyothirmaye Kuppa
Hye In La
Christopher Le
Kee Kiat Lim
Su-Sim Lim
Andrea Tan Yin Lin
Jordan Christopher Miller-Owen
Nicholas Lewis Moretti
Hui Yann Ng
Phuong Thi Nguyen
Alessandra Orsillo
Katherine Joy Padget
Sena Park
Seong Hock Phua
Tessa Amber Rawolle
Maxwell Timothy Reilly
Ran May Saw
Kate Eleanor Seagrim
Jacob Dylon Shearer
Catherine Simons
Ernest Soo
Moktika Tandon
Ian Weng Yew Teng
Jia Quyen Truong
Matthew Simon Wall
Erica Joan Webb
Nicholas James Wells
Khai Hoe Wong
Louis Shuo Xu
Jia Sheng Yu

Geology

Thu Anh Ngoc Nguyen

Physics

Lawrence Michael Alvino
Matthew Arnold
Stephen Bacchi
Adam Stewart Beddison
Rikki Lee Belder
Lawrence Eugene Berry-Noronha
Thomas Craig Bettison
Nicole Blinco
Kate Louise Blue
Stuart Geoffrey Crafter Brown
Nicholas Alexander Robert Clarke
Alison Tracy Cocks
Alex James Coleman
Luke Christopher Collins
Katherine Jane Connor
Lucy Davis

Joshua de Michele
Robert Paul Dickinson
Zehao (Havier) Dong
David Mark Gambell
Michael Connor Genockey
Samuel Gerhardy
Gemma Kate Gransbury
Phillip James Haeusler
Thien-Phuong Hoang
Xin Xin Hu
Thomas Chong Ern Khoo
Ki Yoon Kim
Patrick Craig Kirwan
Liana Sneha Kumar
Jyothirmaye Kuppa
Chee Hoe Lee
John Mark Makestas
Jordan Christopher Miller-Owen
Nicholas Lewis Moretti
Lisa Elizabeth Neldner
Marie Domenique Palumbo
Olivia-Paris Quinn
Maxwell Timothy Reilly
Riana Samuel
Jacob Dylon Shearer
Sarah Jane Smith
Ian Weng Yew Teng
Elizabeth Tieman
Alex Varvaris
Harrison Waugh
Georgia Alice Wells
Nicholas James Wells
Patrick Morris White
Toby Jordan Zerner

Psychology

Rosanna Jean Anderson
Molly Kathleen Banister
Alice Kimberley Harrowfield Bitmead
Anita Brown
Emma Jean Bulling
Laura Shannon Butterfield
Louise Katherine Channing
Jia Wenn Chong
Carolyn Grace di Fiore
Elouise Dukalskis
Felicity Sheona Duncan
Tom Oliver Gerrits
Emma Kate Hamdorf
Emilie Renee Helbig
Lok In Ho
Jenna Kate Hodgkiss
Jessica Louise Hofmann
Alicia Kate Howie
Rebecca Jane King
Liana Sneha Kumar
Anna Carmen Lammerink
Meg Louise Lane
Catlin Meg Langford
Georgina Caire Lee
Tobias Loeffler
Brenna Phaedra Reay Mackay
Ebony Makris

Ashleigh Jade McCormick
Megan Elizabeth McDermott
Kristen Ann Pietsch
Kathryn Sara Price
Louise Jane Robertson
Laura Isobel Shelley
Emilia Justyna Skuza
Jemma Renee Slevec
Lincoln Joshua Smith
Kahlia Ann Steinert
Diane Tippett
Maya Rani Louise Chandra Todd
Jordan John Tutton
Srimayee Vaidyanathan
Joshua Steven Vidito
Mthulisi Viki

Society and Environment

Aboriginal Studies

Sarah Kate Mitchell

Accounting Studies

Josephine Ceravolo
Jessica Carmen Della-Verde
Genessa Dubbioso
Matthew James Fregona
Patrick Thomas Holland
Edward Michael Koltun
Panayioti Koutlakis
Miranda Rose Lawrie
Christopher Le
May Chee Lee
Siew Lin Lee
Cheun Yun Leow
Chaonan Li
Aina Lim
Billy Lu
Lam Sung Mach
Stephen Maio
Brianna Marie Morante
Kristen Ann Pietsch
Elisa Razzano
Kristian Generoso Ricci
Harriette Marie Sale
Henry Paul Schilling
Jeanette Ying Zhen Siah
Wei Chern Soo
Jeanne Ke Qing Tin
Alana Caroline Wagstaff
Lui Mei Yi

Agricultural and Horticultural Science

Samuel Richard Arnfield

Agriculture and Horticulture

Agricultural and Horticultural Management

Lisa Judith Hosking

Agricultural and Horticultural Principles

Christina Andrea Calvert
Jacob David Heinze

Australian and International Politics

Rheannon Ashby
Alice Kimberley Harrowfield Bitmead
Lucie Lock-Weir

Australian History

Elliese Jayne Brittany Judge
Mary Elizabeth Szumylo

Business Studies

Imogen Abernethy
Teresa Barbaro
Matthew Baronian
Madeleine Claire Broadbridge
Matthew Carmine Calipari
William Caruso
Sonja Cavlov
Jennifer Thuy An Dang
Jessica Carmen Della-Verde
Sarah Dowd
Lauren Michelle Fuge
Lexi Maree Golding
Sophie Alexandra Holland-Smith
Laura Jane Hundertmark
Michael Domenico Ialeggio
Claudia Irene Janowski
Rebecca Jane King
Kristen Kotsionis
Craig John Lawrence
Annan Ainslie Lloyd
Ernest Lourens
Sophie Alyse McLennan
Ella Houy Leng Ngov
Nisha Pereira
Stevi Mae Pisoni
Sarah Alexandra Ramsey-Caudle
Renee Arlene Scarborough
Lucy Adelaide Stephens
Camilla Ruby Trenerry
Brittany Warren

Classical Studies

Nadia Baldassi-Winderlich
Katherine Jane Connor
Felicity Sheona Duncan
Catherine Elizabeth Hilditch
Yen Pham

Economics

Elizabeth Alvaro
Adam Stewart Beddison
Anthony Ian Bishop
Sarah Wenlin Chew
Scott Nashi Coyte
Antony Delo
Robert Paul Dickinson

Melanie Kate Hayden
May Chee Lee
Siew Lin Lee
Manwyn Leong
Sing Ling Lim
Yin Sin Lim
John Mark Makestas
Christopher Thomas Paterson
Li Ting Sia
Alexandra Jasmine Smale
Wei Chern Soo
Jarry Mun Fook Tay
Jeanne Ke Qing Tin
Alana Caroline Wagstaff

Geography

Georgina Loraine Custance
Isabella Katherine Dunning
David James Redney Giles
Jordyn Grace Hearne
Amy Susanna Hunt
Patrick Craig Kirwan
Hugh Thomas Leadbeter
Dylan David Peukert
Russell Patrick Sankey
Nikolina Sladojevic
Thomas William Symons
Ethan Matthew Tolmachoff
Trinh Ngoc Tran
Edwina Mary Williams

Legal Studies

Elizabeth Alvaro
Peter Vahan Bandarian
Lawrence Robert Ben
Sarah Caitlin Dunn
Emily Louise Gray
Margaret Kyprianou
Anna Carmen Lammerink
Maddison Grace McDonald
Patrick Moritz
Briana Morgan Nicolo
Alessandra Orsillo
Amy Sarah Teakle
Charlotte Thomas
Camilla Ruby Trenerry
Jordan John Tutton
Victoria Vanessa Wright

Modern History

Matthew Arnold
Madeleine Claire Broadbridge
Victoria Gayle Christopher
Matilda Conlon
Lucy Davis
Sarah Caitlin Dunn
Isabella Katherine Dunning
Laura Mary Evans
Sophie Laten Mae Grieger
Laura May Hinkelthein
Patrick Thomas Holland
Kiri Karagiannis

Henry Douglas Koehne
Catlin Meg Langford
Gypsy Clare Lehmann
Jayenthi Nicole Mahadeva
Luke David McKibben
Elise Clare Moo
Briana Morgan Nicolo
Esther Grace Rampling
Georgia Susan Stoll
Alana Beth Sutton
Charlotte Thomas
William Edward Wilson
Hannah Winter-Dewhirst

Philosophy

Anja Kantic
Henry Francis Mc Lean
Angas Paull Oehme
Yen Pham
Claire Pieters
William George Shaw

Religions in Australia

Rachel Jess Borresen
Loan Phuong Nguyen
Eloisa Miriam Steen
Sarah Ann Swan

Small Business Enterprise

Carlia Capozza
Maximilian Oscar Martin

Studies of Societies

Benjamin John Alberton
Rosanna Jean Anderson
Kayla Leah Bremert
Natalie Jade Carfora
Elena Cavallaro
Matilda Conlon
Felicity Sheona Duncan
Raven Eylander
Jessica Ann Mathews
Alana Matthews-Linke
Celeste Anne McGregor
Jessica Sarah Nankivell
Esther Lily Olsson
Shanti Michelle Omodei-James
Claire Pieters
Kristen Ann Pietsch
Elena Lucia Poiana
Jennifer Mary Quirk
Briana Savelli
Susan Saxby
Heidi Alice Thiel

Tourism

Lauren Elise Campbell
Melissa Lynn Campbell
Madeline Kate Cracknell
Laura Michelle Eckert

Julia Fergusson
Abbey Lauren Freer
Danielle Fae Gibb
Laura Jane Hundertmark
Stephanie Iannone
Kirsty Joanne Karapas
Maddison Grace McDonald
Matthew John Peters
Chloe Robinson
Jordan Elizabeth Samson
Alexis Suzanne Souvertjis
Caitlin Rose Walkington
Brittany Warren

Women's Studies

Nellie Bellatrix Blitz
Sienna Dupe
Sarah Kate Mitchell

Technology

Design and Technology

Communication Products A

Nicholas Adeney
Jake Robert Barker
Gemma Jane Bawden
Taylor Louise Butler
Justine Decorso
Lia Ilona Delgado
Emma Alyce Dunn
Ella Rose Fox
Sophie Ellen Grosser
David John Hesselschwerdt
Sophie Renae Leske-Cowling
John Paul Oestmann
Alana Jade Schild
Tristen Huyen Vo
Sarah Kate Williamson
Adam Peter Wittwer

Communication Products B

Phoi Chau
Daniel Alexander Clarkson
Lauren Michelle Fuge
Emmalee Joy Rowlands
Hannah Jay Sitters

Material Products A

Joshua James Farmer
Adam James Fitzgerald
Lewis James Gibson
Lauren Amy Lyons
Stevi Mae Pisoni
Bernadette Gai Rigby

Material Products B

Jonathan Kent Fletcher

Systems and Control Products A

Steven William Duffield

Design and Technology Studies

Hannah Dawn Blake

Information Processing and Publishing

Business Documents

David James Anderson
Kasey Lynn Baker
Amy Jade Bilic
Oliver Mark Braes
Melanie Ho
Sarah Ann Lawler
Ashleigh Jade Spencer
Britany Wilson
Carly Jasmin Zeitz

Desktop Publishing

David James Anderson
Melanie Ho
Charnie Simmone Reeves
Harriette Marie Sale
Brittany Warren
Danielle Zervas

Electronic Publishing

Michael Robert Bird
Brittany Jade Blank
Meggan Kate Boag
Stacey Bright
Scott Christopher Cutler
Shannon Gyles
Katharine Lange
Brittany Warren

Personal Documents

Kathryn Mary Denison
Kayleigh Emma Smith
Ashleigh Jade Spencer
Carly Jasmin Zeitz

Information Technology Studies

Adam Stewart Beddison
Scott Nashi Coyte
Ashley Robert Denham
Taylor Warwick Rundell
Adrian Stoffels
Nicholas James Wells

Various Learning Areas

Extension Studies

Extension Studies B

Siobhan Marie Bradtke

Appendix H: Statistics

Tables that contain lists of subjects are arranged in learning areas. Subjects are listed alphabetically under each learning area in separate lists of 2-unit/20-credit and 1-unit/10-credit subjects.

An alphabetical list of all subjects, by learning area, is in Appendix E.

These tables are based on the information contained in the SACE Board's database on 28 February 2011.

Stage 1

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Table 1: Number of students in South Australia completing at least 1 unit/10 credits, 2000–10

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Students with Stage 1 results only	31133	32450	32881	32933	33872	34745	35956	36524	37435	35603	37279
Students with Stage 1 and Stage 2 results	3501	3730	4140	3479	3799	4140	4540	4527	4597	4967	3873
Total with Stage 1 Results	**34634**	**36180**	**37021**	**36412**	**37671**	**38885**	**40496**	**41051**	**42032**	**40570**	**41152**

Note: 2009 was the first year that students gained credits towards their SACE rather than units; 10 credits is the equivalent of 1 unit.

Table 2: Number of students in the Northern Territory completing at least 1 unit/10 credits, 2002–10

	2002	2003	2004	2005	2006	2007	2008	2009	2010
Students with Stage 1 results only	2754	2667	2645	3231	3391	3181	3299	3846	3868
Students with Stage 1 and Stage 2 results	440	478	591	566	631	619	569	586	505
Total with Stage 1 Results	**3194**	**3145**	**3236**	**3797**	**4022**	**3800**	**3868**	**4432**	**4373**

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

Table 3: Stage 1 subjects (20 credits)
Number of results for students in South Australia, by learning area, 2010

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	%	M	%	Grand Total
ARTS											
Creative Arts	0	0	14	27	0	0	14	34	27	66	41
Creative Arts: Modified	0	0	24	38	0	0	24	39	38	61	62
Dance	2	0	0	0	17	0	19	100	0	0	19
Drama	0	0	2	0	0	1	2	67	1	33	3
Music											
Music Advanced	2	3	40	21	4	4	46	62	28	38	74
Music Experience	1	0	5	7	0	0	6	46	7	54	13
Visual Arts											
Visual Arts – Art	0	0	14	11	17	1	31	72	12	28	43
Visual Arts – Design	0	0	0	0	2	0	2	100	0	0	2
Total Results	**5**	**3**	**99**	**104**	**40**	**6**	**144**	**56**	**113**	**44**	**257**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Accounting	0	0	0	0	7	22	7	24	22	76	29
Business and Enterprise	0	0	0	0	14	8	14	64	8	36	22
Business and Enterprise: Modified	0	0	37	75	0	0	37	33	75	67	112
Design and Technology											
Communication Products	0	0	1	2	0	0	1	33	2	67	3
Material Products	1	72	1	43	0	0	2	2	115	98	117
Systems and Control Products	2	58	1	39	0	6	3	3	103	97	106
Information Processing and Publishing	0	2	3	3	0	0	3	38	5	63	8
Workplace Practices	0	8	30	12	26	39	56	49	59	51	115
Total Results	**3**	**140**	**73**	**174**	**47**	**75**	**123**	**24**	**389**	**76**	**512**
CROSS-DISCIPLINARY											
Community Studies	14	4	89	122	2	2	105	45	128	55	233
Cross-disciplinary Studies	6	108	18	14	0	0	24	16	122	84	146
Cross-disciplinary Studies: Modified	0	0	4	11	0	0	4	27	11	73	15
Integrated Learning	1	5	81	81	0	0	82	49	86	51	168
Total Results	**21**	**117**	**192**	**228**	**2**	**2**	**215**	**38**	**347**	**62**	**562**
ENGLISH											
English	0	0	96	85	61	61	157	52	146	48	303
English as a Second Language	0	0	75	81	5	5	80	48	86	52	166
English Pathways	0	0	18	66	0	0	18	21	66	79	84
English Pathways: Modified	0	0	46	81	0	0	46	36	81	64	127
Literacy for Work and Community Life	0	0	38	50	0	0	38	43	50	57	88
Total Results	**0**	**0**	**273**	**363**	**66**	**66**	**339**	**44**	**429**	**56**	**768**
HEALTH AND PHYSICAL EDUCATION											
Child Studies	0	0	9	0	0	0	9	100	0	0	9
Food and Hospitality	5	6	2	3	5	8	12	41	17	59	29
Health	0	0	32	13	0	0	32	71	13	29	45
Health: Modified	0	0	74	129	0	0	74	36	129	64	203
Total Results	**5**	**6**	**117**	**145**	**5**	**8**	**127**	**44**	**159**	**56**	**286**

Table 3: Stage 1 subjects (20 credits) — Number of results in SA *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
HUMANITIES AND SOCIAL SCIENCES											
Ancient Studies	0	0	2	2	0	0	2	50	2	50	4
Economics	0	0	0	0	1	0	1	100	0	0	1
Geography	0	0	0	0	1	0	1	100	0	0	1
Legal Studies	0	0	0	0	0	9	0	0	9	100	9
Religion Studies	330	204	0	0	20	27	350	60	231	40	581
Society and Culture: Modified	0	0	20	25	0	0	20	44	25	56	45
Total Results	**330**	**204**	**22**	**27**	**22**	**36**	**374**	**58**	**267**	**42**	**641**
LANGUAGES											
Arabic (continuers)	0	0	0	0	3	3	3	50	3	50	6
Chinese (background speakers)	0	1	0	0	0	0	0	0	1	100	1
Chinese (continuers)	0	0	1	2	0	0	1	33	2	67	3
French (continuers)	0	0	2	1	9	1	11	85	2	15	13
German (continuers)	0	0	5	4	6	14	11	38	18	62	29
Indonesian (continuers)	0	0	0	0	6	1	6	86	1	14	7
Japanese (beginners)	0	0	1	0	0	0	1	100	0	0	1
Japanese (continuers)	0	0	8	3	0	0	8	73	3	27	11
Language and Culture: Modified	0	0	2	6	0	0	2	25	6	75	8
Maltese (continuers)	0	0	0	0	1	1	1	50	1	50	2
Modern Greek (continuers)	0	0	0	0	6	8	6	43	8	57	14
Russian (continuers)	0	0	0	0	3	1	3	75	1	25	4
Ukrainian (continuers)	0	0	0	0	0	3	0	0	3	100	3
Vietnamese (background speakers)	0	0	0	0	2	1	2	67	1	33	3
Vietnamese (continuers)	0	0	0	0	16	11	16	59	11	41	27
Total Results	**0**	**1**	**19**	**16**	**52**	**44**	**71**	**54**	**61**	**46**	**132**
MATHEMATICS											
Mathematical Applications	0	0	0	1	0	0	0	0	1	100	1
Mathematics	7	15	0	0	4	11	11	30	26	70	37
Mathematics Pathways	0	0	0	11	0	0	0	0	11	100	11
Mathematics Pathways: Modified	0	0	38	53	0	0	38	42	53	58	91
Total Results	**7**	**15**	**38**	**65**	**4**	**11**	**49**	**35**	**91**	**65**	**140**
SCIENCES											
Agriculture and Horticulture	0	0	6	10	0	0	6	38	10	63	16
Biology	0	0	0	0	1	0	1	100	0	0	1
Chemistry	0	0	16	8	0	0	16	67	8	33	24
Scientific Studies	0	0	104	220	0	0	104	32	220	68	324
Scientific Studies: Modified	0	0	16	18	0	0	16	47	18	53	34
Total Results	**0**	**0**	**142**	**256**	**1**	**0**	**143**	**36**	**256**	**64**	**399**
Grand Total	**371**	**486**	**975**	**1378**	**239**	**239**	**1585**	**43**	**2112**	**57**	**3697**
Total Students	**365**	**481**	**636**	**851**	**230**	**239**	**1231**	**44**	**1571**	**56**	**2802**

Table 4: Stage 1 subjects (20 credits)
Number of results for students in the Northern Territory, by learning area, 2010

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Drama	0	0	0	0	1	3	1	25	3	75	4
Total Results	**0**	**0**	**0**	**0**	**1**	**3**	**1**	**25**	**3**	**75**	**4**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Design and Technology											
Material Products	0	0	0	0	11	4	11	73	4	27	15
Total Results	**0**	**0**	**0**	**0**	**11**	**4**	**11**	**73**	**4**	**27**	**15**
CROSS-DISCIPLINARY											
Community Studies	0	0	18	41	0	0	18	31	41	69	59
Integrated Learning	0	0	9	2	13	12	22	61	14	39	36
Total Results	**0**	**0**	**27**	**43**	**13**	**12**	**40**	**42**	**55**	**58**	**95**
HEALTH AND PHYSICAL EDUCATION											
Outdoor Education	0	0	4	7	0	0	4	36	7	64	11
Total Results	**0**	**0**	**4**	**7**	**0**	**0**	**4**	**36**	**7**	**64**	**11**
LANGUAGES											
Modern Greek (continuers)	0	0	1	7	0	0	1	13	7	88	8
Total Results	**0**	**0**	**1**	**7**	**0**	**0**	**1**	**13**	**7**	**88**	**8**
Grand Total	**0**	**0**	**32**	**57**	**25**	**19**	**57**	**43**	**76**	**57**	**133**
Total Students	**0**	**0**	**31**	**56**	**23**	**18**	**54**	**42**	**74**	**58**	**128**

Table 5: Stage 1 subjects (10 credits)
Number of results for students in South Australia, by learning area, 2010

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Creative Arts	44	30	577	326	98	52	719	64	408	36	1127
Creative Arts: Modified	2	1	37	29	1	0	40	57	30	43	70
Dance	71	0	498	35	96	6	665	94	41	6	706
Drama	401	147	815	420	649	278	1865	69	845	31	2710
Music											
Music Advanced	171	115	364	319	278	162	813	58	596	42	1409
Music Experience	45	62	281	419	73	111	399	40	592	60	991
Visual Arts											
Visual Arts – Art	675	271	2682	1237	1000	342	4357	70	1850	30	6207
Visual Arts – Design	538	429	1104	767	395	290	2037	58	1486	42	3523
Total Results	**1947**	**1055**	**6358**	**3552**	**2590**	**1241**	**10895**	**65**	**5848**	**35**	**16743**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Accounting	206	269	207	210	148	246	561	44	725	56	1286
Business and Enterprise	505	458	849	732	466	376	1820	54	1566	46	3386
Business and Enterprise: Modified	0	0	32	33	1	0	33	50	33	50	66
Design and Technology											
Communication Products I	228	342	1097	1064	171	191	1496	48	1597	52	3093
Communication Products II	43	49	175	286	13	0	231	41	335	59	566
Material Products I	80	515	467	2423	126	534	673	16	3472	84	4145
Material Products II	35	222	103	955	11	260	149	9	1437	91	1586
Systems and Control Products I	4	168	62	711	14	141	80	7	1020	93	1100
Systems and Control Products II	0	0	9	104	0	26	9	6	130	94	139
Information Processing and Publishing	414	127	974	728	287	276	1675	60	1131	40	2806
Information Technology	124	413	223	764	128	460	475	22	1637	78	2112
Workplace Practices	350	778	659	814	311	227	1320	42	1819	58	3139
Total Results	**1989**	**3341**	**4857**	**8824**	**1676**	**2737**	**8522**	**36**	**14902**	**64**	**23424**
CROSS-DISCIPLINARY											
Community Studies	213	163	1334	1297	195	173	1742	52	1633	48	3375
Cross-disciplinary Studies	21	15	237	332	11	19	269	42	366	58	635
Cross-disciplinary Studies: Modified	0	0	50	85	1	0	51	38	85	63	136
Integrated Learning	654	611	3919	4141	421	386	4994	49	5138	51	10132
Personal Learning Plan	2091	2077	6507	6725	2627	2294	11225	50	11096	50	22321
Personal Learning Plan: Modified	14	13	93	139	0	0	107	41	152	59	259
Total Results	**2993**	**2879**	**12140**	**12719**	**3255**	**2872**	**18388**	**50**	**18470**	**50**	**36858**
ENGLISH											
English	3095	2666	7509	6073	3480	2892	14084	55	11631	45	25715
English as a Second Language	234	254	619	764	208	246	1061	46	1264	54	2325
English Pathways	207	385	1095	1871	242	282	1544	38	2538	62	4082
English Pathways: Modified	0	0	60	94	0	0	60	39	94	61	154
Literacy for Work and Community Life	155	454	623	1094	26	84	804	33	1632	67	2436
Total Results	**3691**	**3759**	**9906**	**9896**	**3956**	**3504**	**17553**	**51**	**17159**	**49**	**34712**

Table 5: Stage 1 subjects (10 credits) — Number of results in SA *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
HEALTH AND PHYSICAL EDUCATION											
Child Studies	319	4	1299	30	369	9	1987	98	43	2	2030
Food and Hospitality	644	218	2748	1317	854	352	4246	69	1887	31	6133
Health	0	6	640	325	286	124	926	67	455	33	1381
Health: Modified	3	1	72	111	0	0	75	40	112	60	187
Outdoor Education	170	140	442	821	168	196	780	40	1157	60	1937
Physical Education	690	1099	1957	4154	786	1336	3433	34	6589	66	10022
Total Results	**1826**	**1468**	**7158**	**6758**	**2463**	**2017**	**11447**	**53**	**10243**	**47**	**21690**
HUMANITIES AND SOCIAL SCIENCES											
Aboriginal Studies	0	0	63	25	0	0	63	72	25	28	88
Ancient Studies	135	82	298	185	104	71	537	61	338	39	875
Australian and International Politics	0	0	7	3	46	15	53	75	18	25	71
Economics	165	228	44	64	152	287	361	38	579	62	940
Geography	160	108	319	243	333	319	812	55	670	45	1482
History	441	341	901	645	655	475	1997	58	1461	42	3458
Legal Studies	416	299	849	551	347	205	1612	60	1055	40	2667
Media Studies	59	66	260	309	71	120	390	44	495	56	885
Philosophy	11	38	103	140	83	22	197	50	200	50	397
Religion Studies	2093	2669	0	0	655	813	2748	44	3482	56	6230
Society and Culture	100	47	506	362	81	22	687	61	431	39	1118
Society and Culture: Modified	0	0	18	26	0	0	18	41	26	59	44
Tourism	282	113	771	278	140	60	1193	73	451	27	1644
Women's Studies	0	0	47	0	0	0	47	100	0	0	47
Total Results	**3862**	**3991**	**4186**	**2831**	**2667**	**2409**	**10715**	**54**	**9231**	**46**	**19946**
LANGUAGES											
Arabic (beginners)	0	0	0	2	0	0	0	0	2	100	2
Arabic (continuers)	0	0	12	0	0	2	12	86	2	14	14
Auslan (continuers)	0	0	8	2	0	0	8	80	2	20	10
Australian Languages	0	0	2	1	0	0	2	67	1	33	3
Bosnian (continuers)	0	0	5	0	0	0	5	100	0	0	5
Chinese (background speakers)	47	19	187	228	29	38	263	48	285	52	548
Chinese (beginners)	0	0	6	4	0	0	6	60	4	40	10
Chinese (continuers)	19	3	75	52	74	25	168	68	80	32	248
Croatian (continuers)	0	0	0	2	0	0	0	0	2	100	2
French (beginners)	17	0	31	23	4	0	52	69	23	31	75
French (continuers)	126	64	151	32	121	15	398	78	111	22	509
German (beginners)	0	0	10	10	0	0	10	50	10	50	20
German (continuers)	0	0	121	72	121	41	242	68	113	32	355
Hindi (continuers)	0	0	2	0	0	0	2	100	0	0	2
Hungarian (continuers)	0	0	0	0	3	3	3	50	3	50	6
Indonesian (beginners)	37	0	5	6	0	0	42	88	6	13	48
Indonesian (continuers)	12	3	66	35	20	12	98	66	50	34	148
Italian (beginners)	0	0	72	23	19	11	91	73	34	27	125
Italian (continuers)	260	116	76	25	0	0	336	70	141	30	477

Table 5: Stage 1 subjects (10 credits) — Number of results in SA *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	%	Total M	%	Grand Total
Japanese (background speakers)	0	0	6	12	0	0	6	33	12	67	18
Japanese (beginners)	0	0	84	83	9	0	93	53	83	47	176
Japanese (continuers)	45	42	116	99	118	50	279	59	191	41	470
Khmer (continuers)	0	0	6	4	0	0	6	60	4	40	10
Korean (background speakers)	0	0	16	21	0	0	16	43	21	57	37
Language and Culture	0	0	5	4	0	0	5	56	4	44	9
Language and Culture: Modified	0	0	9	10	0	0	9	47	10	53	19
Latin (continuers)	0	3	0	0	0	0	0	0	3	100	3
Modern Greek (continuers)	0	0	25	38	3	2	28	41	40	59	68
Persian (background speakers)	0	0	55	32	0	0	55	63	32	37	87
Polish (continuers)	0	0	14	6	4	1	18	72	7	28	25
Russian (background speakers)	0	0	0	0	2	1	2	67	1	33	3
Russian (continuers)	0	0	0	0	1	4	1	20	4	80	5
Serbian (continuers)	0	0	2	0	0	0	2	100	0	0	2
Spanish (beginners)	0	0	118	41	0	0	118	74	41	26	159
Spanish (continuers)	6	0	52	36	5	1	63	63	37	37	100
Vietnamese (background speakers)	4	2	25	13	15	6	44	68	21	32	65
Vietnamese (continuers)	14	6	9	2	29	8	52	76	16	24	68
Total Results	**587**	**258**	**1371**	**918**	**577**	**220**	**2535**	**64**	**1396**	**36**	**3931**
MATHEMATICS											
Mathematical Applications	1609	1242	4291	3879	1762	1469	7662	54	6590	46	14252
Mathematics	1701	2206	3649	4842	2424	2715	7774	44	9763	56	17537
Mathematics Pathways	123	436	643	1240	156	217	922	33	1893	67	2815
Mathematics Pathways: Modified	0	0	93	137	0	0	93	40	137	60	230
Numeracy for Work and Community Life	247	225	1021	1007	99	91	1367	51	1323	49	2690
Total Results	**3680**	**4109**	**9697**	**11105**	**4441**	**4492**	**17818**	**47**	**19706**	**53**	**37524**
SCIENCES											
Agriculture and Horticulture	19	47	456	461	79	153	554	46	661	54	1215
Biology	1454	682	3137	1701	1815	860	6406	66	3243	34	9649
Chemistry	902	809	1829	1995	1174	1157	3905	50	3961	50	7866
Geology	0	0	25	16	0	0	25	61	16	39	41
Nutrition	92	34	253	110	12	10	357	70	154	30	511
Physics	452	1150	1005	2820	636	1356	2093	28	5326	72	7419
Psychology	593	236	1512	612	767	278	2872	72	1126	28	3998
Scientific Studies	151	150	352	482	102	13	605	48	645	52	1250
Scientific Studies: Modified	2	1	29	53	0	0	31	36	54	64	85
Total Results	**3665**	**3109**	**8598**	**8250**	**4585**	**3827**	**16848**	**53**	**15186**	**47**	**32034**
Grand Total	**24240**	**23969**	**64271**	**64853**	**26210**	**23319**	**114721**	**51**	**112141**	**49**	**226862**
Total Students	**4182**	**4135**	**12578**	**12781**	**4391**	**3805**	**21151**	**51**	**20721**	**49**	**41872**

Table 6: Stage 1 subjects (10 credits)
Number of results for students in the Northern Territory, by learning area, 2010

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Creative Arts	0	0	107	58	27	13	134	65	71	35	205
Creative Arts: Modified	0	0	1	0	0	0	1	100	0	0	1
Dance	40	4	144	32	10	2	194	84	38	16	232
Drama	18	18	88	55	13	0	119	62	73	38	192
Music											
Music Advanced	2	10	15	22	17	16	34	41	48	59	82
Music Experience	19	49	123	176	3	20	145	37	245	63	390
Visual Arts											
Visual Arts – Art	58	29	457	233	56	19	571	67	281	33	852
Visual Arts – Design	10	4	118	54	20	16	148	67	74	33	222
Total Results	**147**	**114**	**1053**	**630**	**146**	**86**	**1346**	**62**	**830**	**38**	**2176**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Accounting	20	15	40	58	15	22	75	44	95	56	170
Business and Enterprise	23	46	104	107	28	36	155	45	189	55	344
Design and Technology											
Communication Products I	19	29	60	200	11	6	90	28	235	72	325
Communication Products II	0	0	12	20	10	8	22	44	28	56	50
Material Products I	20	61	45	169	18	48	83	23	278	77	361
Material Products II	0	7	0	0	0	6	0	0	13	100	13
Systems and Control Products I	0	0	1	18	0	0	1	5	18	95	19
Information Processing and Publishing	10	13	77	111	47	52	134	43	176	57	310
Information Technology	0	0	12	100	5	43	17	11	143	89	160
Workplace Practices	36	31	38	67	12	5	86	46	103	54	189
Total Results	**128**	**202**	**389**	**850**	**146**	**226**	**663**	**34**	**1278**	**66**	**1941**
CROSS-DISCIPLINARY											
Community Studies	0	0	45	76	0	0	45	37	76	63	121
Cross-disciplinary Studies	0	0	15	7	0	0	15	68	7	32	22
Integrated Learning	0	2	215	267	74	105	289	44	374	56	663
Personal Learning Plan	162	170	748	862	274	272	1184	48	1304	52	2488
Total Results	**162**	**172**	**1023**	**1212**	**348**	**377**	**1533**	**47**	**1761**	**53**	**3294**
ENGLISH											
English	147	154	975	849	181	180	1303	52	1183	48	2486
English as a Second Language	16	32	85	126	0	0	101	39	158	61	259
English Pathways	16	42	128	272	21	22	165	33	336	67	501
English Pathways: Modified	0	0	0	1	0	0	0	0	1	100	1
Literacy for Work and Community Life	31	33	57	132	20	35	108	35	200	65	308
Total Results	**210**	**261**	**1245**	**1380**	**222**	**237**	**1677**	**47**	**1878**	**53**	**3555**

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
HEALTH AND PHYSICAL EDUCATION											
Child Studies	0	0	188	25	0	0	188	88	25	12	213
Food and Hospitality	65	47	210	179	14	6	289	55	232	45	521
Health	12	28	89	106	0	0	101	43	134	57	235
Outdoor Education	20	29	72	118	6	11	98	38	158	62	256
Physical Education	38	85	280	788	48	113	366	27	986	73	1352
Total Results	**135**	**189**	**839**	**1216**	**68**	**130**	**1042**	**40**	**1535**	**60**	**2577**
HUMANITIES AND SOCIAL SCIENCES											
Aboriginal Studies	0	0	16	15	0	0	16	52	15	48	31
Ancient Studies	0	0	38	33	0	0	38	54	33	46	71
Economics	23	11	22	18	2	7	47	57	36	43	83
Geography	0	0	38	44	24	27	62	47	71	53	133
History	41	36	134	119	45	20	220	56	175	44	395
Legal Studies	31	25	142	91	38	36	211	58	152	42	363
Media Studies	10	29	19	38	12	7	41	36	74	64	115
Philosophy	0	0	18	13	3	1	21	60	14	40	35
Religion Studies	126	183	0	0	8	7	134	41	190	59	324
Society and Culture	0	0	23	13	8	0	31	70	13	30	44
Tourism	16	5	22	19	0	0	38	61	24	39	62
Women's Studies	0	0	17	1	0	0	17	94	1	6	18
Total Results	**247**	**289**	**489**	**404**	**140**	**105**	**876**	**52**	**798**	**48**	**1674**
LANGUAGES											
Australian Languages	28	0	27	13	0	0	55	81	13	19	68
Chinese (background speakers)	0	0	10	3	0	0	10	77	3	23	13
Chinese (beginners)	0	0	3	6	0	0	3	33	6	67	9
Chinese (continuers)	0	0	11	12	0	0	11	48	12	52	23
French (beginners)	0	0	5	3	0	0	5	63	3	38	8
Indonesian (beginners)	0	0	11	20	0	0	11	35	20	65	31
Indonesian (continuers)	6	13	40	32	0	0	46	51	45	49	91
Italian (beginners)	0	0	13	8	0	0	13	62	8	38	21
Italian (continuers)	0	0	9	5	0	0	9	64	5	36	14
Japanese (beginners)	0	0	24	45	0	0	24	35	45	65	69
Japanese (continuers)	2	2	45	21	5	4	52	66	27	34	79
Language and Culture	0	0	0	1	0	0	0	0	1	100	1
Modern Greek (continuers)	0	0	0	7	0	0	0	0	7	100	7
Spanish (beginners)	0	0	35	4	0	0	35	90	4	10	39
Total Results	**36**	**15**	**233**	**180**	**5**	**4**	**274**	**58**	**199**	**42**	**473**
MATHEMATICS											
Mathematical Applications	80	81	437	449	71	63	588	50	593	50	1181
Mathematics	89	120	467	548	105	134	661	45	802	55	1463
Mathematics Pathways	4	12	227	312	17	21	248	42	345	58	593
Numeracy for Work and Community Life	44	63	51	91	35	29	130	42	183	58	313
Total Results	**217**	**276**	**1182**	**1400**	**228**	**247**	**1627**	**46**	**1923**	**54**	**3550**

Table 6: Stage 1 subjects (10 credits) — Number of results in NT *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
SCIENCES											
Biology	70	58	327	241	94	54	491	58	353	42	844
Chemistry	36	42	237	281	33	61	306	44	384	56	690
Nutrition	0	0	72	70	30	6	102	57	76	43	178
Physics	26	72	116	288	15	70	157	27	430	73	587
Psychology	26	7	283	112	58	29	367	71	148	29	515
Scientific Studies	23	19	179	182	4	2	206	50	203	50	409
Total Results	181	198	1214	1174	234	222	1629	51	1594	49	3223
Grand Total	1463	1716	7667	8446	1537	1634	10667	47	11796	53	22463
Total Students	259	284	1538	1675	329	328	2126	48	2287	52	4413

Table 7: Number of students in South Australia and the Northern Territory gaining a result at Stage 1 for community learning, by name of program, 2010

Name of Program	Number of Credits	Number of Students
SOUTH AUSTRALIA		
Australian Air Force Cadets	20	3
Australian Army Cadets	10	6
Australian Business Week	10	71
Australian Guild of Music and Speech	10	1
Australian Music Examinations Board	10	40
Choices for Indigenous Students	10	4
Duke of Edinburgh's Award	10	282
Duke of Edinburgh's Award	20	24
Guides Australia	30	8
Operation Flinders	20	63
Royal Life Saving Society Australia	10	53
SA Country Fire Service	20	54
SA State Emergency Service	20	2
SA Tall Ships Inc.	10	24
Scouts Australia	30	4
St John Ambulance Australia Cadets	10	18
The Equestrian Federation of Australia	10	1
Young Achievement Australia	10	1
Total Students		**582**
Total Credits		**8290**

Name of Program	Number of Credits	Number of Students
NORTHERN TERRITORY		
Australian Air Force Cadets	20	3
Australian Army Cadets	10	1
Australian Army Cadets	20	1
Australian Music Examinations Board	10	2
Duke of Edinburgh's Award	10	29
Duke of Edinburgh's Award	20	6
Guides Australia	30	1
Royal Life Saving Society Australia	10	13
SA Country Fire Service	20	1
St John Ambulance Australia Cadets	10	1
Young Achievement Australia	10	1
Total Students		**54**
Total Credits		**720**

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

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

Table 8a: Stage 1 subjects (20 credits)
Graded results distribution for students in South Australia, by learning area, 2010

Subject	A	B	C	D	E	N	Total
ARTS							
Creative Arts	12	16	9	2	2	0	41
Dance	14	5	0	0	0	0	19
Drama	1	2	0	0	0	0	3
Music							
Music Advanced	31	21	14	3	5	0	74
Music Experience	4	5	4	0	0	0	13
Visual Arts							
Visual Arts – Art	11	9	9	6	3	5	43
Visual Arts – Design	0	2	0	0	0	0	2
Total Results	**73**	**60**	**36**	**11**	**10**	**5**	**195**
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Accounting	14	12	3	0	0	0	29
Business and Enterprise	4	5	5	3	5	0	22
Design and Technology							
Communication Products	0	1	2	0	0	0	3
Material Products	16	36	50	11	4	0	117
Systems and Control Products	8	25	49	12	12	0	106
Information Processing and Publishing	6	2	0	0	0	0	8
Workplace Practices	23	42	34	7	7	2	115
Total Results	**71**	**123**	**143**	**33**	**28**	**2**	**400**
CROSS-DISCIPLINARY							
Community Studies	22	40	153	9	6	3	233
Cross-disciplinary Studies	1	28	59	20	28	10	146
Integrated Learning	35	38	69	20	4	2	168
Total Results	**58**	**106**	**281**	**49**	**38**	**15**	**547**
ENGLISH							
English	45	138	112	4	3	1	303
English as a Second Language	21	46	85	6	8	0	166
English Pathways	0	17	49	4	14	0	84
Literacy for Work and Community Life	0	11	21	7	10	39	88
Total Results	**66**	**212**	**267**	**21**	**35**	**40**	**641**
HEALTH AND PHYSICAL EDUCATION							
Child Studies	0	2	2	4	1	0	9
Food and Hospitality	2	15	6	4	2	0	29
Health	14	8	14	6	2	1	45
Total Results	**16**	**25**	**22**	**14**	**5**	**1**	**83**

Table 8a: Stage 1 subjects (20 credits) — Graded results distribution in SA *continued*

Subject	A	B	C	D	E	N	Total
HUMANITIES AND SOCIAL SCIENCES							
Ancient Studies	0	1	2	1	0	0	4
Economics	0	0	0	0	1	0	1
Geography	0	0	0	0	1	0	1
Legal Studies	1	7	0	1	0	0	9
Religion Studies	152	201	162	44	18	4	581
Total Results	**153**	**209**	**164**	**46**	**20**	**4**	**596**
LANGUAGES							
Arabic (continuers)	5	1	0	0	0	0	6
Chinese (background speakers)	0	1	0	0	0	0	1
Chinese (continuers)	1	1	1	0	0	0	3
French (continuers)	4	6	2	0	0	1	13
German (continuers)	15	10	4	0	0	0	29
Indonesian (continuers)	6	1	0	0	0	0	7
Japanese (beginners)	0	0	1	0	0	0	1
Japanese (continuers)	4	4	3	0	0	0	11
Maltese (continuers)	1	1	0	0	0	0	2
Modern Greek (continuers)	4	6	4	0	0	0	14
Russian (continuers)	4	0	0	0	0	0	4
Ukrainian (continuers)	2	0	1	0	0	0	3
Vietnamese (background speakers)	2	1	0	0	0	0	3
Vietnamese (continuers)	12	9	6	0	0	0	27
Total Results	**60**	**41**	**22**	**0**	**0**	**1**	**124**
MATHEMATICS							
Mathematical Applications	1	0	0	0	0	0	1
Mathematics	25	8	4	0	0	0	37
Mathematics Pathways	0	3	4	2	2	0	11
Total Results	**26**	**11**	**8**	**2**	**2**	**0**	**49**
SCIENCES							
Agriculture and Horticulture	4	4	4	4	0	0	16
Biology	0	0	1	0	0	0	1
Chemistry	1	4	11	3	5	0	24
Scientific Studies	68	107	88	37	20	4	324
Total Results	**73**	**115**	**104**	**44**	**25**	**4**	**365**
Grand Total	**596**	**902**	**1047**	**220**	**163**	**72**	**3000**

Table 8b: Stage 1 subjects (20 credits)
Non-graded results distribution for students in South Australia, 2010

Subject	Completed	Not Completed	Total
Business and Enterprise: Modified	108	4	112
Creative Arts: Modified	62	0	62
Cross-disciplinary Studies: Modified	13	2	15
English Pathways: Modified	126	1	127
Health: Modified	199	4	203
Language and Culture: Modified	8	0	8
Mathematics Pathways: Modified	90	1	91
Scientific Studies: Modified	34	0	34
Society and Culture: Modified	45	0	45
Total Results	**685**	**12**	**697**

Table 9: Stage 1 subjects (20 credits)
Graded results distribution for students in the Northern Territory, by learning area, 2010

Subject	A	B	C	D	E	N	Total
ARTS							
Drama	1	1	2	0	0	0	4
Total Results	**1**	**1**	**2**	**0**	**0**	**0**	**4**
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Design and Technology							
Material Products	3	3	5	3	1	0	15
Total Results	**3**	**3**	**5**	**3**	**1**	**0**	**15**
CROSS-DISCIPLINARY							
Community Studies	6	13	38	1	1	0	59
Integrated Learning	2	15	19	0	0	0	36
Total Results	**8**	**28**	**57**	**1**	**1**	**0**	**95**
HEALTH AND PHYSICAL EDUCATION							
Outdoor Education	1	4	2	2	0	2	11
Total Results	**1**	**4**	**2**	**2**	**0**	**2**	**11**
LANGUAGES							
Modern Greek (continuers)	5	1	0	2	0	0	8
Total Results	**5**	**1**	**0**	**2**	**0**	**0**	**8**
Grand Total	**18**	**37**	**66**	**8**	**2**	**2**	**133**

Table 10a: Stage 1 subjects (10 credits)
Graded results distribution for students in South Australia, by learning area, 2010

Subject	A	B	C	D	E	N	Total
ARTS							
Creative Arts	260	357	294	137	54	25	1127
Dance	139	249	183	78	44	13	706
Drama	700	972	700	196	100	42	2710
Music							
Music Advanced	515	559	257	42	24	12	1409
Music Experience	214	339	263	93	46	36	991
Visual Arts							
Visual Arts – Art	1215	1744	1839	795	436	178	6207
Visual Arts – Design	713	1072	989	423	240	86	3523
Total Results	**3756**	**5292**	**4525**	**1764**	**944**	**392**	**16673**
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Accounting	366	437	306	106	66	5	1286
Business and Enterprise	775	1043	992	332	173	71	3386
Design and Technology							
Communication Products I	664	883	802	414	211	119	3093
Communication Products II	109	193	130	62	53	19	566
Material Products I	492	1227	1469	552	292	113	4145
Material Products II	161	491	557	238	99	40	1586
Systems and Control Products I	172	317	358	141	78	34	1100
Systems and Control Products II	22	55	36	17	9	0	139
Information Processing and Publishing	561	852	809	330	163	91	2806
Information Technology	329	667	691	241	152	32	2112
Workplace Practices	531	929	1054	315	193	117	3139
Total Results	**4182**	**7094**	**7204**	**2748**	**1489**	**641**	**23358**
CROSS-DISCIPLINARY							
Community Studies	564	814	1327	333	220	117	3375
Cross-disciplinary Studies	146	252	153	62	12	10	635
Integrated Learning	2042	3003	3033	1175	612	267	10132
Personal Learning Plan	3694	7629	9479	446	652	421	22321
Total Results	**6446**	**11698**	**13992**	**2016**	**1496**	**815**	**36463**
ENGLISH							
English	4908	10531	8655	612	616	393	25715
English as a Second Language	341	842	934	129	52	27	2325
English Pathways	220	1144	2031	251	225	211	4082
Literacy for Work and Community Life	138	583	1319	172	131	93	2436
Total Results	**5607**	**13100**	**12939**	**1164**	**1024**	**724**	**34558**
HEALTH AND PHYSICAL EDUCATION							
Child Studies	367	711	571	202	118	61	2030
Food and Hospitality	805	2021	2030	734	379	164	6133
Health	245	420	388	165	127	36	1381
Outdoor Education	424	715	508	176	88	26	1937
Physical Education	1356	3964	3202	954	389	157	10022
Total Results	**3197**	**7831**	**6699**	**2231**	**1101**	**444**	**21503**

Table 10a: Stage 1 subjects (10 credits) — Graded results distribution in SA *continued*

Subject	A	B	C	D	E	N	Total
HUMANITIES AND SOCIAL SCIENCES							
Aboriginal Studies	6	32	19	19	12	0	88
Ancient Studies	193	273	235	89	58	27	875
Australian and International Politics	30	33	6	0	1	1	71
Economics	212	360	275	67	23	3	940
Geography	295	514	444	138	64	27	1482
History	707	1170	1028	332	155	66	3458
Legal Studies	572	904	747	223	156	65	2667
Media Studies	171	305	260	98	42	9	885
Philosophy	132	121	83	43	11	7	397
Religion Studies	1327	2391	1958	370	155	29	6230
Society and Culture	194	346	335	140	76	27	1118
Tourism	248	527	498	200	119	52	1644
Women's Studies	17	16	8	4	2	0	47
Total Results	**4104**	**6992**	**5896**	**1723**	**874**	**313**	**19902**
LANGUAGES							
Arabic (beginners)	2	0	0	0	0	0	2
Arabic (continuers)	6	4	2	1	0	1	14
Auslan (continuers)	2	1	4	1	2	0	10
Australian Languages	0	2	1	0	0	0	3
Bosnian (continuers)	4	1	0	0	0	0	5
Chinese (background speakers)	152	192	145	28	15	16	548
Chinese (beginners)	3	3	2	1	1	0	10
Chinese (continuers)	113	92	25	10	7	1	248
Croatian (continuers)	1	1	0	0	0	0	2
French (beginners)	28	30	9	7	1	0	75
French (continuers)	192	218	83	16	0	0	509
German (beginners)	8	6	3	0	1	2	20
German (continuers)	145	128	60	15	3	4	355
Hindi (continuers)	0	2	0	0	0	0	2
Hungarian (continuers)	2	4	0	0	0	0	6
Indonesian (beginners)	24	17	6	0	1	0	48
Indonesian (continuers)	31	65	38	11	3	0	148
Italian (beginners)	51	40	19	8	3	4	125
Italian (continuers)	170	201	90	11	2	3	477
Japanese (background speakers)	5	3	9	1	0	0	18
Japanese (beginners)	73	44	23	13	14	9	176
Japanese (continuers)	176	153	108	21	10	2	470
Khmer (continuers)	2	8	0	0	0	0	10
Korean (background speakers)	11	17	8	1	0	0	37
Language and Culture	5	0	1	3	0	0	9
Latin (continuers)	2	1	0	0	0	0	3
Modern Greek (continuers)	23	18	25	2	0	0	68
Persian (background speakers)	25	30	15	7	8	2	87
Polish (continuers)	11	11	3	0	0	0	25
Russian (background speakers)	1	2	0	0	0	0	3
Russian (continuers)	1	3	1	0	0	0	5

Table 10a: Stage 1 subjects (10 credits) — Graded results distribution in SA *continued*

Subject	A	B	C	D	E	N	Total
Serbian (continuers)	0	1	0	1	0	0	2
Spanish (beginners)	50	60	37	8	3	1	159
Spanish (continuers)	41	29	26	2	1	1	100
Vietnamese (background speakers)	19	30	14	0	0	2	65
Vietnamese (continuers)	19	28	15	5	1	0	68
Total Results	**1398**	**1445**	**772**	**173**	**76**	**48**	**3912**
MATHEMATICS							
Mathematical Applications	1526	4034	5713	1477	1193	309	14252
Mathematics	4000	5825	5839	1202	579	92	17537
Mathematics Pathways	223	715	1205	329	230	113	2815
Numeracy for Work and Community Life	216	625	1177	241	236	195	2690
Total Results	**5965**	**11199**	**13934**	**3249**	**2238**	**709**	**37294**
SCIENCES							
Agriculture and Horticulture	174	385	401	161	76	18	1215
Biology	1584	3215	3204	1028	489	129	9649
Chemistry	1766	2815	2239	697	300	49	7866
Geology	2	6	14	9	7	3	41
Nutrition	58	146	163	86	31	27	511
Physics	1653	2585	2108	686	330	57	7419
Psychology	798	1345	1172	368	262	53	3998
Scientific Studies	134	374	453	171	80	38	1250
Total Results	**6169**	**10871**	**9754**	**3206**	**1575**	**374**	**31949**
Grand Total	**40824**	**75522**	**75715**	**18274**	**10817**	**4460**	**225612**

Table 10b: Stage 1 subjects (10 credits)
Non-graded results distribution for students in South Australia, 2010

Subject	Completed	Not Completed	Total
MODIFIED SUBJECTS			
Business and Enterprise: Modified	65	1	66
Creative Arts: Modified	68	2	70
Cross-disciplinary Studies: Modified	132	4	136
English Pathways: Modified	149	5	154
Health: Modified	185	2	187
Language and Culture: Modified	17	2	19
Mathematics Pathways: Modified	225	5	230
Personal Learning Plan: Modified	257	2	259
Scientific Studies: Modified	85	0	85
Society and Culture: Modified	44	0	44
Total Results	**1227**	**23**	**1250**

Table 11a: Stage 1 subjects (10 credits)
Graded results distribution for students in the Northern Territory, by learning area, 2010

Subject	A	B	C	D	E	N	Total
ARTS							
Creative Arts	62	57	48	21	5	12	205
Dance	63	84	49	22	8	6	232
Drama	43	70	51	12	11	5	192
Music							
Music Advanced	13	50	16	3	0	0	82
Music Experience	71	125	110	55	18	11	390
Visual Arts							
Visual Arts – Art	161	234	281	110	49	17	852
Visual Arts – Design	37	74	60	32	17	2	222
Total Results	**450**	**694**	**615**	**255**	**108**	**53**	**2175**
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Accounting	30	54	67	15	4	0	170
Business and Enterprise	36	126	111	37	22	12	344
Design and Technology							
Communication Products I	70	81	92	35	32	15	325
Communication Products II	19	18	8	5	0	0	50
Material Products I	38	97	139	47	22	18	361
Material Products II	3	3	3	2	2	0	13
Systems and Control Products I	1	7	7	3	1	0	19
Information Processing and Publishing	57	89	90	29	36	9	310
Information Technology	31	57	49	12	8	3	160
Workplace Practices	13	29	48	28	18	53	189
Total Results	**298**	**561**	**614**	**213**	**145**	**110**	**1941**
CROSS-DISCIPLINARY							
Community Studies	7	20	79	8	7	0	121
Cross-disciplinary Studies	8	12	2	0	0	0	22
Integrated Learning	83	200	239	72	36	33	663
Personal Learning Plan	290	588	1258	86	144	122	2488
Total Results	**388**	**820**	**1578**	**166**	**187**	**155**	**3294**
ENGLISH							
English	318	1068	940	66	79	15	2486
English as a Second Language	23	97	122	4	4	9	259
English Pathways	31	131	227	46	41	25	501
Literacy for Work and Community Life	12	66	142	23	15	50	308
Total Results	**384**	**1362**	**1431**	**139**	**139**	**99**	**3554**
HEALTH AND PHYSICAL EDUCATION							
Child Studies	16	85	82	22	5	3	213
Food and Hospitality	46	129	208	81	49	8	521
Health	18	74	78	35	23	7	235
Outdoor Education	36	76	90	29	20	5	256
Physical Education	111	451	527	164	57	42	1352
Total Results	**227**	**815**	**985**	**331**	**154**	**65**	**2577**

Table 11a: Stage 1 subjects (10 credits) — Graded results distribution in NT *continued*

Subject	A	B	C	D	E	N	Total
HUMANITIES AND SOCIAL SCIENCES							
Aboriginal Studies	1	6	17	2	4	1	31
Ancient Studies	3	12	16	15	11	14	71
Economics	14	31	31	4	2	1	83
Geography	13	41	46	21	8	4	133
History	68	154	122	37	10	4	395
Legal Studies	67	99	109	44	36	8	363
Media Studies	14	46	33	8	9	5	115
Philosophy	5	9	14	3	3	1	35
Religion Studies	55	86	121	35	25	2	324
Society and Culture	8	12	14	7	2	1	44
Tourism	3	13	22	14	8	2	62
Women's Studies	8	2	2	2	3	1	18
Total Results	**259**	**511**	**547**	**192**	**121**	**44**	**1674**
LANGUAGES							
Australian Languages	6	9	20	2	7	24	68
Chinese (background speakers)	5	7	1	0	0	0	13
Chinese (beginners)	2	4	3	0	0	0	9
Chinese (continuers)	9	5	5	4	0	0	23
French (beginners)	4	4	0	0	0	0	8
Indonesian (beginners)	10	6	3	7	0	5	31
Indonesian (continuers)	26	44	17	0	2	2	91
Italian (beginners)	6	8	4	1	2	0	21
Italian (continuers)	5	5	2	2	0	0	14
Japanese (beginners)	20	16	10	8	11	4	69
Japanese (continuers)	28	35	8	7	0	1	79
Language and Culture	1	0	0	0	0	0	1
Modern Greek (continuers)	2	2	1	2	0	0	7
Spanish (beginners)	12	13	7	5	1	1	39
Total Results	**136**	**158**	**81**	**38**	**23**	**37**	**473**
MATHEMATICS							
Mathematical Applications	53	314	472	184	126	32	1181
Mathematics	206	416	582	162	86	11	1463
Mathematics Pathways	15	162	231	77	80	28	593
Numeracy for Work and Community Life	13	61	95	42	51	51	313
Total Results	**287**	**953**	**1380**	**465**	**343**	**122**	**3550**
SCIENCES							
Biology	110	288	294	104	46	2	844
Chemistry	119	229	231	71	38	2	690
Nutrition	24	63	61	24	5	1	178
Physics	84	211	205	57	26	4	587
Psychology	79	166	142	62	54	12	515
Scientific Studies	42	128	174	36	14	15	409
Total Results	**458**	**1085**	**1107**	**354**	**183**	**36**	**3223**
Grand Total	**2887**	**6959**	**8338**	**2153**	**1403**	**721**	**22461**

Table 11b: Stage 1 subjects (10 credits)
Non-graded results distribution for students in the Northern Territory, 2010

Subject	Completed	Not Completed	Total
MODIFIED SUBJECTS			
Creative Arts: Modified	1	0	1
English Pathways: Modified	1	0	1
Total Results	**2**	**0**	**2**

Stage 2

Table 1: Number of students receiving a result in at least one Stage 2 subject, 2010

	F	%	M	%	Total
South Australia	9304	53	8133	47	17437
Northern Territory	848	52	775	48	1623
Asia	968	56	773	44	1741
Total Students	**11120**	**53**	**9681**	**47**	**20801**

Table 2: Number of students receiving a result in at least one Stage 2 subject, 1998–2010

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
South Australia	15190	15562	15950	16439	16806	16703	16642	16658	16886	17101	17086	17692	17437
Northern Territory	1247	1233	1269	1431	1410	1485	1576	1520	1582	1660	1611	1652	1623
Asia	923	947	988	1005	1069	1219	1298	1288	1734	1491	1847	1806	1741
Total Students	**17360**	**17742**	**18207**	**18875**	**19285**	**19407**	**19516**	**19466**	**20202**	**20252**	**20544**	**21150**	**20801**

Table 3: Number of South Australian schools offering 2-unit Stage 2 subjects, by learning area, 2010

Subject	Cath	Govt	Indp	Total
ARTS				
Art Practical	23	99	34	156
Broadcasting and Multimedia (VET)				
Broadcasting and Multimedia A	1	1	1	3
Broadcasting and Multimedia B	1	3	1	5
Craft Practical	1	16	1	18
Dance	0	15	5	20
Dance Studies	0	5	4	9
Design Practical	17	54	17	88
Drama	16	27	16	59
Drama Studies	19	28	26	73
Visual Arts Studies	23	49	26	98
Total	**28**	**105**	**43**	**176**
ENGLISH				
Communication for the Hearing-impaired	0	1	0	1
English as a Second Language	10	27	1	38
English as Second Language Studies	12	27	15	54
English Communications	28	116	46	190
English Studies	26	48	33	107
Total	**28**	**117**	**46**	**191**
HEALTH AND PERSONAL DEVELOPMENT				
Community Services and Health (VET)				
Community Services and Health A	0	4	0	4
Community Services and Health B	0	4	1	5
Community Studies				
Arts and the Community	13	55	5	73
Business and the Community	4	19	3	26
Communication and the Community	9	51	8	68
Design, Construction, and the Community	11	37	1	49
Environment and the Community	3	17	4	24
Foods and the Community	9	36	4	49
Health, Recreation, and the Community	13	61	13	87
Lifestyle and the Community	7	46	3	56
Mathematics and the Community	7	38	5	50
Science and the Community	7	28	4	39
Technology and the Community	7	37	9	53
Work and the Community	16	52	8	76
Health Education				
Health Studies	0	18	1	19

Subject	Cath	Govt	Indp	Total
Home Economics				
Early Childhood Studies	15	63	15	93
Food and Hospitality Studies	17	93	26	136
Nutrition Studies	4	5	3	12
Textile Studies	1	3	3	7
Hospitality (VET)				
Hospitality – Kitchen Operations A	3	1	0	4
Hospitality – Kitchen Operations B	1	0	0	1
Integrated Learning				
Integrated Learning I	0	24	3	27
Integrated Learning II	7	26	3	36
Nutrition	6	20	5	31
Outdoor and Environmental Education				
Outdoor and Environmental Studies	2	5	3	10
Physical Education	28	79	36	143
Sport and Recreation (VET)				
Sport and Recreation A	0	5	1	6
Sport and Recreation B	0	12	0	12
Work Education				
Vocational Studies A	23	82	17	122
Vocational Studies B	9	45	7	61
Total	**30**	**126**	**42**	**198**
LANGUAGES				
Arabic (continuers)	0	1	2	3
Auslan (continuers)	0	1	0	1
Bosnian (continuers)	0	1	0	1
Chinese (background speakers)	3	10	8	21
Chinese (beginners)	0	0	1	1
Chinese (continuers)	2	5	3	10
Croatian (continuers)	0	1	0	1
Filipino (continuers)	0	1	0	1
French (continuers)	4	6	8	18
German (beginners)	0	1	0	1
German (continuers)	0	7	14	21
Hindi (continuers)	0	0	2	2
Hungarian (continuers)	0	1	0	1
Indonesian (beginners)	1	0	0	1
Indonesian (continuers)	2	3	2	7
Italian (beginners)	0	1	0	1
Italian (continuers)	15	6	0	21
Japanese (background speakers)	0	1	0	1
Japanese (beginners)	0	2	1	3
Japanese (continuers)	4	9	7	20

Table 3: Number of SA schools offering 2-unit Stage 2 subjects *continued*

Subject	Cath	Govt	Indp	Total
Khmer (continuers)	0	1	0	1
Korean (background speakers)	0	1	0	1
Maltese (continuers)	0	0	1	1
Modern Greek (continuers)	0	5	3	8
Persian (background speakers)	0	1	0	1
Polish (continuers)	0	1	2	3
Portuguese (continuers)	0	0	1	1
Romanian (continuers)	0	1	0	1
Russian (background speakers)	0	0	1	1
Russian (continuers)	0	0	1	1
Serbian (continuers)	0	1	0	1
Spanish (beginners)	0	2	0	2
Spanish (continuers)	0	4	0	4
Tamil (continuers)	0	1	0	1
Ukrainian (continuers)	0	0	1	1
Vietnamese (background speakers)	1	3	1	5
Vietnamese (continuers)	1	2	2	5
Total	**18**	**29**	**41**	**88**

MATHEMATICS

Subject	Cath	Govt	Indp	Total
Mathematical Applications	28	101	43	172
Mathematical Methods	15	24	21	60
Mathematical Studies	27	72	38	137
Specialist Mathematics	21	35	25	81
Total	**28**	**110**	**45**	**183**

SCIENCE

Subject	Cath	Govt	Indp	Total
Biology	28	83	41	152
Chemistry	28	57	36	121
Contemporary Issues and Science	9	14	3	26
Geology	2	7	1	10
Physics	24	61	32	117
Psychology	19	38	20	77
Seafood Operations (VET)				
Seafood Operations A	0	1	0	1
Seafood Operations B	0	1	0	1
Total	**28**	**96**	**42**	**166**

SOCIETY AND ENVIRONMENT

Subject	Cath	Govt	Indp	Total
Aboriginal Studies	1	8	1	10
Accounting Studies	18	19	13	50
Agricultural and Horticultural Science	2	6	5	13
Agriculture and Horticulture				
Agricultural and Horticultural Applied Technologies	0	2	0	2
Agricultural and Horticultural Management	0	8	1	9

Subject	Cath	Govt	Indp	Total
Agricultural and Horticultural Principles	0	2	2	4
Agricultural and Horticultural Studies	1	10	1	12
Australian and International Politics	0	5	3	8
Australian History	2	5	1	8
Business Services (VET)				
Business Services A	0	3	0	3
Business Services B	0	1	0	1
Business Studies	26	48	32	106
Classical Studies	7	8	8	23
Economics	13	8	13	34
Financial Services (VET)				
Financial Services A	0	0	1	1
Financial Services B	0	0	2	2
Geography	16	31	23	70
Justice in Society				
Justice in Society	1	7	0	8
Legal Studies	18	28	17	63
Media Studies	4	24	4	32
Modern History	21	50	36	107
Philosophy	2	6	3	11
Religions in Australia	8	0	2	10
Retail (VET)				
Retail A	0	2	0	2
Retail B	0	1	0	1
Small Business Enterprise	7	15	0	22
Studies of Religion	3	0	0	3
Studies of Societies	19	47	12	78
Sustainable Futures				
Sustainable Futures I	0	3	1	4
Sustainable Futures II	0	3	1	4
Tourism	15	55	14	84
Women's Studies	2	10	0	12
Total	**28**	**109**	**45**	**182**

TECHNOLOGY

Subject	Cath	Govt	Indp	Total
Automotive Technology (VET)				
Automotive Technology A	2	0	0	2
Design and Technology				
Communication Products A	10	48	11	69
Communication Products B	5	18	2	25
Material Products A	13	78	17	108
Material Products B	2	32	6	40
Systems and Control Products A	3	12	1	16
Systems and Control Products B	1	5	1	7
Design and Technology Studies	5	12	11	28

Table 3: Number of SA schools offering 2-unit Stage 2 subjects *continued*

Subject	Cath	Govt	Indp	Total
Electrotechnology (VET)				
Electrotechnology A	2	1	0	3
General Construction (VET)				
General Construction A	3	0	0	3
Information Technology (VET)				
Information Technology A	0	6	1	7
Information Technology B	0	6	1	7
Information Technology Studies	11	14	13	38
Information Technology Systems	2	6	1	9
Manufacturing and Engineering (VET)				
Engineering Applications A	3	1	0	4
Total	**25**	**103**	**33**	**161**
VARIOUS LEARNING AREAS				
Extension Studies				
Extension Studies A	2	11	1	14
Extension Studies B	1	9	1	11
Total	**2**	**12**	**1**	**15**
Total Number of Schools	**30**	**130**	**64**	**224**

Table 4a: Number of Northern Territory schools offering
2-unit Stage 2 subjects, by learning area, 2010

Subject	Cath	Govt	Indp	Total
ARTS				
Art Practical	3	9	3	15
Craft Practical	0	3	0	3
Dance	0	2	0	2
Dance Studies	0	2	0	2
Design Practical	1	3	0	4
Drama	2	4	2	8
Drama Studies	1	1	1	3
Visual Arts Studies	0	2	1	3
Total	**3**	**9**	**3**	**15**

Subject	Cath	Govt	Indp	Total
ENGLISH				
English as a Second Language	1	5	0	6
English as Second Language Studies	1	2	0	3
English Communications	3	9	3	15
English Studies	3	7	3	13
Total	**3**	**10**	**3**	**16**

Subject	Cath	Govt	Indp	Total
HEALTH AND PERSONAL DEVELOPMENT				
Community Studies				
Arts and the Community	0	3	1	4
Business and the Community	0	2	0	2
Communication and the Community	0	4	2	6
Design, Construction, and the Community	0	3	0	3
Environment and the Community	0	1	2	3
Foods and the Community	0	2	0	2
Health, Recreation, and the Community	0	4	1	5
Lifestyle and the Community	0	5	0	5
Mathematics and the Community	1	4	2	7
Science and the Community	0	1	1	2
Technology and the Community	0	5	0	5
Work and the Community	0	5	0	5
Health Education				
Health Studies	0	1	0	1
Home Economics				
Early Childhood Studies	0	3	0	3
Food and Hospitality Studies	0	4	1	5
Nutrition Studies	1	1	0	2
Integrated Learning				
Integrated Learning I	1	6	1	8
Integrated Learning II	1	8	1	10
Nutrition	0	2	0	2
Physical Education	2	7	3	12

Subject	Cath	Govt	Indp	Total
Sport and Recreation (VET)				
Sport and Recreation A	0	1	0	1
Sport and Recreation B	1	0	0	1
Work Education				
Vocational Studies A	3	11	2	16
Vocational Studies B	2	4	0	6
Total	**3**	**12**	**4**	**19**

Subject	Cath	Govt	Indp	Total
LANGUAGES				
Chinese (background speakers)	0	1	0	1
Chinese (continuers)	0	1	0	1
French (beginners)	0	1	0	1
French (continuers)	0	1	0	1
German (continuers)	0	1	0	1
Indonesian (beginners)	0	2	0	2
Indonesian (continuers)	1	1	0	2
Japanese (beginners)	0	1	0	1
Japanese (continuers)	0	1	1	2
Spanish (beginners)	0	1	0	1
Total	**1**	**3**	**1**	**5**

Subject	Cath	Govt	Indp	Total
MATHEMATICS				
Mathematical Applications	3	8	3	14
Mathematical Methods	2	5	3	10
Mathematical Studies	2	7	3	12
Specialist Mathematics	0	3	1	4
Total	**3**	**9**	**3**	**15**

Subject	Cath	Govt	Indp	Total
SCIENCE				
Biology	3	8	3	14
Chemistry	3	6	3	12
Contemporary Issues and Science	2	6	0	8
Physics	2	5	2	9
Psychology	1	6	2	9
Total	**3**	**9**	**3**	**15**

Subject	Cath	Govt	Indp	Total
SOCIETY AND ENVIRONMENT				
Aboriginal Studies	0	2	1	3
Accounting Studies	2	3	1	6
Australian and International Politics	0	0	1	1
Australian History	1	2	0	3
Business Services (VET)				
Business Services B	0	1	0	1
Business Studies	2	5	2	9
Economics	1	4	1	6
Geography	0	4	3	7
Legal Studies	1	5	2	8

Table 4a: Number of NT schools offering 2-unit Stage 2 subjects *continued*

Subject	Cath	Govt	Indp	Total
Media Studies	0	2	1	3
Modern History	2	5	1	8
Philosophy	0	1	0	1
Religions in Australia	2	0	0	2
Small Business Enterprise	0	3	0	3
Studies of Religion	2	0	0	2
Studies of Societies	0	1	0	1
Sustainable Futures				
Sustainable Futures I	0	1	0	1
Sustainable Futures II	0	1	1	2
Tourism	1	4	1	6
Women's Studies	0	1	0	1
Total	**3**	**9**	**3**	**15**

TECHNOLOGY

Subject	Cath	Govt	Indp	Total
Design and Technology				
Communication Products A	2	5	1	8
Communication Products B	0	1	1	2
Material Products A	2	2	1	5
Material Products B	1	1	0	2
Systems and Control Products A	0	1	0	1
Design and Technology Studies	0	1	1	2
Information Technology Studies	0	2	1	3
Information Technology Systems	0	0	1	1
Total	**3**	**7**	**3**	**13**

VARIOUS LEARNING AREAS

Subject	Cath	Govt	Indp	Total
Extension Studies				
Extension Studies A	0	1	0	1
Total	**0**	**1**	**0**	**1**
Total Number of Schools	**3**	**13**	**4**	**20**

Table 4b: Number of Asian schools offering 2-unit Stage 2 subjects, by learning area, 2010

Subject	Total
ENGLISH	
English as Second Language Studies	7
English Studies	1
Total	**7**
LANGUAGES	
Malay (background speakers)	2
Total	**2**
MATHEMATICS	
Mathematical Studies	7
Specialist Mathematics	7
Total	**7**
SCIENCE	
Biology	6
Chemistry	7
Physics	7
Psychology	4
Total	**7**
SOCIETY AND ENVIRONMENT	
Accounting Studies	6
Economics	6
Legal Studies	5
Total	**6**
TECHNOLOGY	
Information Technology Studies	3
Total	**3**
Total Number of Schools	**7**

Table 5: Number of South Australian and Northern Territory schools offering 1-unit Stage 2 subjects, by learning area, 2010

Subject	South Australia				Northern Territory				Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
ARTS									
Art Practical	0	10	1	11	0	0	0	0	11
Craft Practical	0	2	0	2	0	1	0	1	3
Design Practical	0	4	0	4	0	0	0	0	4
Drama	0	1	0	1	0	0	0	0	1
Music									
Composing and Arranging	5	11	16	32	0	2	1	3	35
Ensemble Performance	18	51	29	98	1	5	2	8	106
Music in Context	2	7	4	13	0	1	0	1	14
Music Individual Study	11	41	13	65	0	3	0	3	68
Music Technology	5	11	7	23	0	0	1	1	24
Musicianship	10	20	18	48	1	1	0	2	50
Performance Special Study	3	10	18	31	0	0	0	0	31
Solo Performance	23	54	32	109	2	4	2	8	117
Total	**26**	**67**	**36**	**129**	**2**	**6**	**3**	**11**	**140**
ENGLISH									
English Communications	1	3	1	5	0	0	0	0	5
Total	**1**	**3**	**1**	**5**	**0**	**0**	**0**	**0**	**5**
HEALTH AND PERSONAL DEVELOPMENT									
Community Studies									
Arts and the Community I	7	23	4	34	0	3	0	3	37
Arts and the Community II	3	16	2	21	0	2	1	3	24
Business and the Community I	1	7	1	9	0	1	0	1	10
Business and the Community II	0	1	1	2	0	0	0	0	2
Communication and the Community I	0	14	2	16	1	0	2	3	19
Communication and the Community II	0	8	1	9	0	1	2	3	12
Design, Construction, and the Community I	5	27	3	35	0	1	0	1	36
Design, Construction, and the Community II	4	11	1	16	0	0	0	0	16
Environment and the Community I	0	5	1	6	1	0	1	2	8
Environment and the Community II	1	0	0	1	0	1	0	1	2
Foods and the Community I	4	22	3	29	0	1	0	1	30
Foods and the Community II	4	8	1	13	0	0	0	0	13
Health, Recreation, and the Community I	7	27	2	36	1	3	1	5	41
Health, Recreation, and the Community II	7	12	2	21	0	2	1	3	24
Lifestyle and the Community I	4	23	3	30	1	1	0	2	32
Lifestyle and the Community II	3	14	2	19	0	1	0	1	20
Mathematics and the Community I	6	10	5	21	0	0	1	1	22
Mathematics and the Community II	4	4	3	11	0	0	1	1	12
Science and the Community I	1	7	0	8	0	0	0	0	8
Science and the Community II	1	3	0	4	0	0	0	0	4
Technology and the Community I	2	26	3	31	1	2	2	5	36
Technology and the Community II	4	7	2	13	0	1	0	1	14
Work and the Community I	5	20	2	27	1	2	0	3	30
Work and the Community II	5	17	4	26	0	0	0	0	26

Table 5: Number of SA and NT schools offering 1-unit Stage 2 subjects *continued*

Subject	South Australia				Northern Territory				Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
Health Education									
Health Education I	0	6	0	6	0	1	0	1	7
Health Education II	0	4	0	4	0	1	0	1	5
Home Economics									
Early Childhood Studies	0	5	0	5	0	1	0	1	6
Food and Hospitality Studies	2	11	1	14	1	1	0	2	16
Nutrition Studies	2	8	0	10	1	0	0	1	11
Textile Studies	0	1	0	1	0	1	0	1	2
Integrated Learning									
Integrated Learning II	0	1	1	2	0	0	0	0	2
Outdoor and Environmental Education									
Outdoor Education I	4	16	1	21	1	3	1	5	26
Outdoor Education II	4	16	1	21	1	3	1	5	26
Work Education									
Work Studies A	5	18	1	24	0	0	0	0	24
Work Studies B	5	16	1	22	0	0	0	0	22
Total	**19**	**81**	**14**	**114**	**2**	**8**	**3**	**13**	**127**
LANGUAGES									
Australian Languages									
Language Revival I	0	0	0	0	0	1	0	1	1
Language Revival II	0	0	0	0	0	1	0	1	1
Total	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**1**	**1**
MATHEMATICS									
Mathematical Applications	4	11	5	20	1	3	0	4	24
Total	**4**	**11**	**5**	**20**	**1**	**3**	**0**	**4**	**24**
SCIENCE									
Psychology	0	1	0	1	0	0	0	0	1
Total	**0**	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**1**
SOCIETY AND ENVIRONMENT									
Agriculture and Horticulture									
Agricultural and Horticultural Management I	0	2	0	2	0	0	0	0	2
Agricultural and Horticultural Management II	0	3	0	3	0	0	0	0	3
Agricultural and Horticultural Studies I	0	2	0	2	0	0	0	0	2
Agricultural and Horticultural Studies II	0	1	0	1	0	0	0	0	1
Business Studies	0	2	0	2	0	0	0	0	2
Justice in Society									
Justice in Society II	0	1	0	1	0	0	0	0	1
Religions in Australia	2	0	0	2	0	0	0	0	2
Total	**2**	**8**	**0**	**10**	**0**	**0**	**0**	**0**	**10**

Table 5: Number of SA and NT schools offering 1-unit Stage 2 subjects *continued*

Subject	South Australia				Northern Territory				Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
TECHNOLOGY									
Design and Technology									
Communication Products A	0	1	0	1	0	0	0	0	1
Material Products A	0	9	1	10	0	0	0	0	10
Material Products B	0	9	1	10	0	0	0	0	10
Systems and Control Products A	0	4	0	4	0	0	0	0	4
Systems and Control Products B	0	3	0	3	0	0	0	0	3
Information Processing and Publishing									
Business Documents	4	26	6	36	0	1	2	3	39
Desktop Publishing	17	67	21	105	1	2	0	3	108
Electronic Publishing	11	17	11	39	1	0	2	3	42
Personal Documents	4	38	7	49	0	1	0	1	50
Total	**18**	**77**	**22**	**117**	**1**	**2**	**2**	**5**	**122**
Total Number of Schools	**29**	**107**	**41**	**177**	**3**	**10**	**4**	**17**	**194**

Table 6: Stage 2 subjects (2 units)
Number of results for students in South Australia, by learning area, 2010

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Art Practical	74	28	354	137	148	51	576	73	216	27	792
Broadcasting and Multimedia (VET)											
Broadcasting and Multimedia A	1	3	1	8	0	12	2	8	23	92	25
Broadcasting and Multimedia B	3	10	2	33	0	2	5	10	45	90	50
Craft Practical	2	0	54	17	10	2	66	78	19	22	85
Dance	0	0	56	5	11	0	67	93	5	7	72
Dance Studies	0	0	25	6	24	1	49	88	7	13	56
Design Practical	69	57	143	147	65	61	277	51	265	49	542
Drama	39	17	61	42	25	16	125	63	75	38	200
Drama Studies	100	30	178	66	191	91	469	71	187	29	656
Visual Arts Studies	156	75	373	109	281	72	810	76	256	24	1066
Total Results	**444**	**220**	**1247**	**570**	**755**	**308**	**2446**	**69**	**1098**	**31**	**3544**
ENGLISH											
Communication for the Hearing-impaired	0	0	4	0	0	0	4	100	0	0	4
English as a Second Language	59	24	122	185	1	0	182	47	209	53	391
English as Second Language Studies	79	95	176	192	129	122	384	48	409	52	793
English Communications	834	612	2262	1584	1102	879	4198	58	3075	42	7273
English Studies	278	222	491	266	488	294	1257	62	782	38	2039
Total Results	**1250**	**953**	**3055**	**2227**	**1720**	**1295**	**6025**	**57**	**4475**	**43**	**10500**
HEALTH AND PERSONAL DEVELOPMENT											
Community Services and Health (VET)											
Community Services and Health A	0	0	17	3	0	0	17	85	3	15	20
Community Services and Health B	0	0	18	0	1	0	19	100	0	0	19
Community Studies											
Arts and the Community	24	21	154	103	9	2	187	60	126	40	313
Business and the Community	6	2	28	15	1	2	35	65	19	35	54
Communication and the Community	35	17	87	67	8	6	130	59	90	41	220
Design, Construction, and the Community	12	22	24	67	1	0	37	29	89	71	126
Environment and the Community	5	1	15	11	1	3	21	58	15	42	36
Foods and the Community	11	10	59	34	7	7	77	60	51	40	128
Health, Recreation, and the Community	31	27	98	133	11	21	140	44	181	56	321
Lifestyle and the Community	12	9	108	48	8	2	128	68	59	32	187
Mathematics and the Community	7	9	47	67	4	2	58	43	78	57	136
Science and the Community	5	4	36	29	2	2	43	55	35	45	78
Technology and the Community	14	17	37	83	4	9	55	34	109	66	164
Work and the Community	57	80	151	158	14	12	222	47	250	53	472
Health Education											
Health Studies	0	0	205	58	37	12	242	78	70	22	312
Home Economics											
Early Childhood Studies	264	8	899	39	228	17	1391	96	64	4	1455
Food and Hospitality Studies	299	99	948	496	316	115	1563	69	710	31	2273
Nutrition Studies	63	8	61	40	19	9	143	72	57	29	200
Textile Studies	7	0	8	1	11	0	26	96	1	4	27

	Cath		Govt		Indp		Total				Grand Total
Subject	F	M	F	M	F	M	F	%	M	%	
Hospitality (VET)											
Hospitality – Kitchen Operations A	6	5	1	0	0	0	7	58	5	42	12
Hospitality – Kitchen Operations B	7	1	0	0	0	0	7	88	1	13	8
Integrated Learning											
Integrated Learning I	0	0	89	99	1	12	90	45	111	55	201
Integrated Learning II	17	181	127	215	3	14	147	26	410	74	557
Nutrition	73	53	339	113	117	34	529	73	200	27	729
Outdoor and Environmental Education											
Outdoor and Environmental Studies	3	8	10	19	11	24	24	32	51	68	75
Physical Education	318	405	488	877	332	458	1138	40	1740	60	2878
Sport and Recreation (VET)											
Sport and Recreation A	0	0	6	22	0	13	6	15	35	85	41
Sport and Recreation B	0	0	23	38	0	0	23	38	38	62	61
Work Education											
Vocational Studies A	128	260	656	654	111	110	895	47	1024	53	1919
Vocational Studies B	54	53	299	291	55	38	408	52	382	48	790
Total Results	**1458**	**1300**	**5038**	**3780**	**1312**	**924**	**7808**	**57**	**6004**	**43**	**13812**
LANGUAGES											
Arabic (continuers)	0	0	1	6	1	6	2	14	12	86	14
Auslan (continuers)	0	0	1	0	0	0	1	100	0	0	1
Bosnian (continuers)	0	0	6	5	0	0	6	55	5	45	11
Chinese (background speakers)	25	15	93	123	31	42	149	45	180	55	329
Chinese (beginners)	0	0	0	0	8	2	8	80	2	20	10
Chinese (continuers)	13	0	35	20	13	12	61	66	32	34	93
Croatian (continuers)	0	0	2	2	0	0	2	50	2	50	4
Filipino (continuers)	0	0	6	5	0	0	6	55	5	45	11
French (continuers)	28	2	42	7	68	15	138	85	24	15	162
German (beginners)	0	0	3	2	0	0	3	60	2	40	5
German (continuers)	0	0	36	24	67	38	103	62	62	38	165
Hindi (continuers)	0	0	0	0	3	3	3	50	3	50	6
Hungarian (continuers)	0	0	3	3	0	0	3	50	3	50	6
Indonesian (beginners)	8	1	0	0	0	0	8	89	1	11	9
Indonesian (continuers)	5	3	16	10	12	7	33	62	20	38	53
Italian (beginners)	0	0	3	4	0	0	3	43	4	57	7
Italian (continuers)	93	50	35	16	0	0	128	66	66	34	194
Japanese (background speakers)	0	0	11	5	0	0	11	69	5	31	16
Japanese (beginners)	0	0	17	13	7	0	24	65	13	35	37
Japanese (continuers)	21	12	64	33	41	15	126	68	60	32	186
Khmer (continuers)	0	0	4	2	0	0	4	67	2	33	6
Korean (background speakers)	0	0	16	22	0	0	16	42	22	58	38
Maltese (continuers)	0	0	0	0	4	0	4	100	0	0	4
Modern Greek (continuers)	0	0	22	12	13	6	35	66	18	34	53
Persian (background speakers)	0	0	48	29	0	0	48	62	29	38	77
Polish (continuers)	0	0	11	3	1	3	12	67	6	33	18
Portuguese (continuers)	0	0	0	0	2	2	2	50	2	50	4
Romanian (continuers)	0	0	1	0	0	0	1	100	0	0	1

Table 6: Stage 2 subjects (2 units) — Number of results in SA *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Russian (background speakers)	0	0	0	0	2	0	2	100	0	0	2
Russian (continuers)	0	0	0	0	3	0	3	100	0	0	3
Serbian (continuers)	0	0	1	1	0	0	1	50	1	50	2
Spanish (beginners)	0	0	19	7	0	0	19	73	7	27	26
Spanish (continuers)	0	0	25	12	0	0	25	68	12	32	37
Tamil (continuers)	0	0	3	2	0	0	3	60	2	40	5
Ukrainian (continuers)	0	0	0	0	2	0	2	100	0	0	2
Vietnamese (background speakers)	9	3	23	14	2	5	34	61	22	39	56
Vietnamese (continuers)	7	2	6	4	22	9	35	70	15	30	50
Total Results	**209**	**88**	**553**	**386**	**302**	**165**	**1064**	**62**	**639**	**38**	**1703**
MATHEMATICS											
Mathematical Applications	361	315	692	821	498	474	1551	49	1610	51	3161
Mathematical Methods	122	187	167	170	261	188	550	50	545	50	1095
Mathematical Studies	250	404	564	900	373	601	1187	38	1905	62	3092
Specialist Mathematics	74	177	160	393	98	265	332	28	835	72	1167
Total Results	**807**	**1083**	**1583**	**2284**	**1230**	**1528**	**3620**	**43**	**4895**	**57**	**8515**
SCIENCE											
Biology	520	265	1045	559	753	389	2318	66	1213	34	3531
Chemistry	249	243	464	524	379	407	1092	48	1174	52	2266
Contemporary Issues and Science	72	26	57	53	10	11	139	61	90	39	229
Geology	13	21	34	44	0	11	47	38	76	62	123
Physics	97	319	260	736	172	491	529	25	1546	75	2075
Psychology	340	106	842	322	527	122	1709	76	550	24	2259
Seafood Operations (VET)											
Seafood Operations A	0	0	0	3	0	0	0	0	3	100	3
Seafood Operations B	0	0	2	10	0	0	2	17	10	83	12
Total Results	**1291**	**980**	**2704**	**2251**	**1841**	**1431**	**5836**	**56**	**4662**	**44**	**10498**
SOCIETY AND ENVIRONMENT											
Aboriginal Studies	20	0	53	15	13	5	86	81	20	19	106
Accounting Studies	135	178	170	181	112	158	417	45	517	55	934
Agricultural and Horticultural Science	2	14	33	12	19	38	54	46	64	54	118
Agriculture and Horticulture											
Agricultural and Horticultural Applied Technologies	0	0	4	9	0	0	4	31	9	69	13
Agricultural and Horticultural Management	0	0	16	14	2	1	18	55	15	45	33
Agricultural and Horticultural Principles	0	0	3	6	3	10	6	27	16	73	22
Agricultural and Horticultural Studies	1	10	29	22	6	8	36	47	40	53	76
Australian and International Politics	0	0	24	25	37	21	61	57	46	43	107
Australian History	32	7	56	33	6	9	94	66	49	34	143
Business Services (VET)											
Business Services A	0	0	10	6	0	0	10	63	6	38	16
Business Services B	0	0	6	5	0	0	6	55	5	45	11
Business Studies	349	383	485	440	383	384	1217	50	1207	50	2424

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
Classical Studies	52	25	79	39	64	43	195	65	107	35	302
Economics	49	162	45	83	91	134	185	33	379	67	564
Financial Services (VET)											
Financial Services A	0	0	0	0	0	1	0	0	1	100	1
Financial Services B	0	0	0	0	9	9	9	50	9	50	18
Geography	81	110	196	234	179	266	456	43	610	57	1066
Justice in Society											
Justice in Society	1	4	38	29	0	0	39	54	33	46	72
Legal Studies	177	161	261	195	133	116	571	55	472	45	1043
Media Studies	80	31	152	157	27	62	259	51	250	49	509
Modern History	161	168	359	336	337	223	857	54	727	46	1584
Philosophy	17	32	61	53	18	15	96	49	100	51	196
Religions in Australia	134	56	0	0	18	20	152	67	76	33	228
Retail (VET)											
Retail A	0	0	12	5	0	0	12	71	5	29	17
Retail B	0	0	1	1	0	0	1	50	1	50	2
Small Business Enterprise	52	50	60	89	0	0	112	45	139	55	251
Studies of Religion	10	5	0	0	0	0	10	67	5	33	15
Studies of Societies	391	175	541	289	152	70	1084	67	534	33	1618
Sustainable Futures											
Sustainable Futures I	0	0	12	7	3	5	15	56	12	44	27
Sustainable Futures II	0	0	16	9	3	1	19	66	10	34	29
Tourism	244	159	641	316	189	74	1074	66	549	34	1623
Women's Studies	52	0	202	8	0	0	254	97	8	3	262
Total Results	**2040**	**1730**	**3565**	**2618**	**1804**	**1673**	**7409**	**55**	**6021**	**45**	**13430**
TECHNOLOGY											
Automotive Technology (VET)											
Automotive Technology A	1	18	0	0	0	0	1	5	18	95	19
Design and Technology											
Communication Products A	84	85	356	187	68	55	508	61	327	39	835
Communication Products B	19	40	100	116	7	19	126	42	175	58	301
Material Products A	7	169	51	479	26	147	84	10	795	90	879
Material Products B	0	25	17	177	1	32	18	7	234	93	252
Systems and Control Products A	0	30	5	96	0	4	5	4	130	96	135
Systems and Control Products B	0	9	2	47	0	10	2	3	66	97	68
Design and Technology Studies	34	39	50	70	24	90	108	35	199	65	307
Electrotechnology (VET)											
Electrotechnology A	1	30	0	7	0	0	1	3	37	97	38
General Construction (VET)											
General Construction A	0	62	0	0	0	0	0	0	62	100	62
Information Technology (VET)											
Information Technology A	0	0	2	20	0	2	2	8	22	92	24
Information Technology B	0	0	5	20	0	1	5	19	21	81	26
Information Technology Studies	24	94	19	115	22	142	65	16	351	84	416
Information Technology Systems	0	4	5	24	2	4	7	18	32	82	39

Table 6: Stage 2 subjects (2 units) — Number of results in SA *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Manufacturing and Engineering (VET)											
Engineering Applications A	0	26	0	1	0	0	0	0	27	100	27
Total Results	**170**	**631**	**612**	**1359**	**150**	**506**	**932**	**27**	**2496**	**73**	**3428**
VARIOUS LEARNING AREAS											
Extension Studies											
Extension Studies A	4	2	30	24	1	3	35	55	29	45	64
Extension Studies B	5	2	11	17	0	1	16	44	20	56	36
Total Results	**9**	**4**	**41**	**41**	**1**	**4**	**51**	**51**	**49**	**49**	**100**
Grand Total	**7678**	**6989**	**18398**	**15516**	**9115**	**7834**	**35191**	**54**	**30339**	**46**	**65530**

Table 7a: Stage 2 subjects (2 units)
Number of results for students in the Northern Territory, by learning area, 2010

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Art Practical	10	5	72	39	24	3	106	69	47	31	153
Craft Practical	0	0	9	3	0	0	9	75	3	25	12
Dance	0	0	18	11	0	0	18	62	11	38	29
Dance Studies	0	0	13	1	0	0	13	93	1	7	14
Design Practical	3	1	10	5	0	0	13	68	6	32	19
Drama	3	0	19	12	5	3	27	64	15	36	42
Drama Studies	6	0	4	2	5	3	15	75	5	25	20
Visual Arts Studies	0	0	20	6	4	1	24	77	7	23	31
Total Results	**22**	**6**	**165**	**79**	**38**	**10**	**225**	**70**	**95**	**30**	**320**
ENGLISH											
English as a Second Language	3	10	22	38	0	0	25	34	48	66	73
English as Second Language Studies	5	2	39	46	0	0	44	48	48	52	92
English Communications	47	43	246	170	75	48	368	59	261	41	629
English Studies	30	16	109	83	25	16	164	59	115	41	279
Total Results	**85**	**71**	**416**	**337**	**100**	**64**	**601**	**56**	**472**	**44**	**1073**
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Arts and the Community	0	0	8	5	1	1	9	60	6	40	15
Business and the Community	0	0	2	2	0	0	2	50	2	50	4
Communication and the Community	0	0	10	16	2	2	12	40	18	60	30
Design, Construction, and the Community	0	0	1	4	0	0	1	20	4	80	5
Environment and the Community	0	0	0	1	2	6	2	22	7	78	9
Foods and the Community	0	0	2	4	0	0	2	33	4	67	6
Health, Recreation, and the Community	0	0	10	32	1	1	11	25	33	75	44
Lifestyle and the Community	0	0	11	18	0	0	11	38	18	62	29
Mathematics and the Community	0	8	5	9	6	6	11	32	23	68	34
Science and the Community	0	0	2	1	0	1	2	50	2	50	4
Technology and the Community	0	0	1	5	0	0	1	17	5	83	6
Work and the Community	0	0	6	11	0	0	6	35	11	65	17
Health Education											
Health Studies	0	0	12	6	0	0	12	67	6	33	18
Home Economics											
Early Childhood Studies	0	0	65	7	0	0	65	90	7	10	72
Food and Hospitality Studies	0	0	45	38	5	3	50	55	41	45	91
Nutrition Studies	11	2	8	4	0	0	19	76	6	24	25
Integrated Learning											
Integrated Learning I	17	9	22	34	7	11	46	46	54	54	100
Integrated Learning II	9	8	37	65	5	5	51	40	78	60	129
Nutrition	0	0	63	32	0	0	63	66	32	34	95
Physical Education	6	15	49	64	16	20	71	42	99	58	170
Sport and Recreation (VET)											
Sport and Recreation A	0	0	0	10	0	0	0	0	10	100	10
Sport and Recreation B	0	14	0	0	0	0	0	0	14	100	14

Table 7a: Stage 2 subjects (2 units) — Number of results in NT *continued*

	Cath		Govt		Indp		Total				Grand Total
Subject	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**%**	**M**	**%**	
Work Education											
Vocational Studies A	5	16	70	101	15	12	90	41	129	59	219
Vocational Studies B	4	10	16	14	0	0	20	45	24	55	44
Total Results	**52**	**82**	**445**	**483**	**60**	**68**	**557**	**47**	**633**	**53**	**1190**
LANGUAGES											
Chinese (background speakers)	0	0	7	6	0	0	7	54	6	46	13
Chinese (continuers)	0	0	2	2	0	0	2	50	2	50	4
French (beginners)	0	0	5	2	0	0	5	71	2	29	7
French (continuers)	0	0	5	3	0	0	5	63	3	38	8
German (continuers)	0	0	3	8	0	0	3	27	8	73	11
Indonesian (beginners)	0	0	14	3	0	0	14	82	3	18	17
Indonesian (continuers)	2	6	8	9	0	0	10	40	15	60	25
Japanese (beginners)	0	0	4	1	0	0	4	80	1	20	5
Japanese (continuers)	0	0	8	2	6	0	14	88	2	13	16
Spanish (beginners)	0	0	5	2	0	0	5	71	2	29	7
Total Results	**2**	**6**	**61**	**38**	**6**	**0**	**69**	**61**	**44**	**39**	**113**
MATHEMATICS											
Mathematical Applications	29	29	115	91	41	13	185	58	133	42	318
Mathematical Methods	18	10	106	64	33	24	157	62	98	38	255
Mathematical Studies	5	8	66	95	22	25	93	42	128	58	221
Specialist Mathematics	0	0	12	29	2	6	14	29	35	71	49
Total Results	**52**	**47**	**299**	**279**	**98**	**68**	**449**	**53**	**394**	**47**	**843**
SCIENCE											
Biology	26	10	125	49	37	9	188	73	68	27	256
Chemistry	12	16	81	68	13	12	106	52	96	48	202
Contemporary Issues and Science	15	2	38	25	0	0	53	66	27	34	80
Physics	4	10	28	70	9	21	41	29	101	71	142
Psychology	9	5	89	41	30	11	128	69	57	31	185
Total Results	**66**	**43**	**361**	**253**	**89**	**53**	**516**	**60**	**349**	**40**	**865**
SOCIETY AND ENVIRONMENT											
Aboriginal Studies	0	0	22	11	1	1	23	66	12	34	35
Accounting Studies	10	5	23	11	4	4	37	65	20	35	57
Australian and International Politics	0	0	0	0	3	1	3	75	1	25	4
Australian History	8	6	17	6	0	0	25	68	12	32	37
Business Services (VET)											
Business Services B	0	0	5	0	0	0	5	100	0	0	5
Business Studies	10	9	61	34	17	10	88	62	53	38	141
Economics	4	3	25	29	4	10	33	44	42	56	75
Geography	0	0	25	21	18	9	43	59	30	41	73
Legal Studies	10	2	49	22	4	7	63	67	31	33	94
Media Studies	0	0	13	15	4	4	17	47	19	53	36
Modern History	8	9	43	24	3	7	54	57	40	43	94

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Philosophy	0	0	7	12	0	0	7	37	12	63	19
Religions in Australia	17	15	0	0	0	0	17	53	15	47	32
Small Business Enterprise	0	0	15	17	0	0	15	47	17	53	32
Studies of Religion	25	17	0	0	0	0	25	60	17	40	42
Studies of Societies	0	0	12	9	0	0	12	57	9	43	21
Sustainable Futures											
Sustainable Futures I	0	0	2	1	0	0	2	67	1	33	3
Sustainable Futures II	0	0	5	7	2	1	7	47	8	53	15
Tourism	9	0	33	0	6	3	48	94	3	6	51
Women's Studies	0	0	8	1	0	0	8	89	1	11	9
Total Results	**101**	**66**	**365**	**220**	**66**	**57**	**532**	**61**	**343**	**39**	**875**
TECHNOLOGY											
Design and Technology											
Communication Products A	8	16	29	23	3	1	40	50	40	50	80
Communication Products B	0	0	0	11	7	1	7	37	12	63	19
Material Products A	3	3	1	5	0	2	4	29	10	71	14
Material Products B	3	3	1	12	0	0	4	21	15	79	19
Systems and Control Products A	0	0	0	8	0	0	0	0	8	100	8
Design and Technology Studies	0	0	5	20	8	3	13	36	23	64	36
Information Technology Studies	0	0	4	30	4	5	8	19	35	81	43
Information Technology Systems	0	0	0	0	1	3	1	25	3	75	4
Total Results	**14**	**22**	**40**	**109**	**23**	**15**	**77**	**35**	**146**	**65**	**223**
VARIOUS LEARNING AREAS											
Extension Studies											
Extension Studies A	0	0	3	2	0	0	3	60	2	40	5
Total Results	**0**	**0**	**3**	**2**	**0**	**0**	**3**	**60**	**2**	**40**	**5**
Grand Total	**394**	**343**	**2155**	**1800**	**480**	**335**	**3029**	**55**	**2478**	**45**	**5507**

Table 7b: Stage 2 subjects (2 units)
Number of results for students in Asia, by learning area, 2010

	F	%	M	%	Grand Total
		Total			
ENGLISH					
English as Second Language Studies	966	56	767	44	1733
English Studies	1	33	2	67	3
Total Results	**967**	**56**	**769**	**44**	**1736**
LANGUAGES					
Malay (background speakers)	42	63	25	37	67
Total Results	**42**	**63**	**25**	**37**	**67**
MATHEMATICS					
Mathematical Studies	940	56	752	44	1692
Specialist Mathematics	190	37	326	63	516
Total Results	**1130**	**51**	**1078**	**49**	**2208**
SCIENCE					
Biology	450	66	232	34	682
Chemistry	566	54	475	46	1041
Physics	453	48	486	52	939
Psychology	277	65	148	35	425
Total Results	**1746**	**57**	**1341**	**43**	**3087**
SOCIETY AND ENVIRONMENT					
Accounting Studies	355	61	231	39	586
Economics	415	61	264	39	679
Legal Studies	147	64	84	36	231
Total Results	**917**	**61**	**579**	**39**	**1496**
TECHNOLOGY					
Information Technology Studies	35	35	66	65	101
Total Results	**35**	**35**	**66**	**65**	**101**
Grand Total	**4837**	**56**	**3858**	**44**	**8695**

**Table 8: Number of students in South Australia and the Northern Territory
receiving a result in at least one 2-unit Stage 2 subject, 2010**

School Sector	South Australia			Northern Territory			Grand Total
	F	M	Total	F	M	Total	
Catholic	1917	1906	3823	119	126	245	4068
Government	6040	5149	11189	661	640	1301	12490
Independent	2316	1972	4288	137	118	255	4543
Total	**10273**	**9027**	**19300**	**917**	**884**	**1801**	**21101**

Table 9: Stage 2 subjects (2 units)
Number of scored and levelled subject results for students in South Australia and the Northern Territory, 2010

School Sector	South Australia			Northern Territory			Grand Total
	F	M	Total	F	M	Total	
SCORED RESULTS							
Catholic	7450	6626	14076	394	335	729	14805
Government	17505	14626	32131	2097	1682	3779	35910
Independent	9045	7738	16783	468	318	786	17569
Total	**34000**	**28990**	**62990**	**2959**	**2335**	**5294**	**68284**
LEVELLED RESULTS							
Catholic	228	363	591	0	8	8	599
Government	893	890	1783	58	118	176	1959
Independent	70	96	166	12	17	29	195
Total	**1191**	**1349**	**2540**	**70**	**143**	**213**	**2753**

Note: Levelled results are reported to students as satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM) without an accompanying score out of 20 or a grade.

Table 10: Stage 2 subjects (1 unit)
Number of results for students in South Australia, by learning area, 2010

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Art Practical	0	0	12	2	0	1	12	80	3	20	15
Craft Practical	0	0	3	3	0	0	3	50	3	50	6
Design Practical	0	0	4	1	0	0	4	80	1	20	5
Drama	0	0	0	1	0	0	0	0	1	100	1
Music											
Composing and Arranging	2	14	8	16	14	23	24	31	53	69	77
Ensemble Performance	58	44	130	152	94	50	282	53	246	47	528
Music in Context	18	6	22	22	25	15	65	60	43	40	108
Music Individual Study	17	13	44	60	10	18	71	44	91	56	162
Music Technology	9	14	4	15	3	31	16	21	60	79	76
Musicianship	26	30	65	68	102	67	193	54	165	46	358
Performance Special Study	2	10	13	17	22	10	37	50	37	50	74
Solo Performance	70	50	147	135	129	76	346	57	261	43	607
Total Results	**202**	**181**	**452**	**492**	**399**	**291**	**1053**	**52**	**964**	**48**	**2017**
ENGLISH											
English Communications	0	1	3	1	0	1	3	50	3	50	6
Total Results	**0**	**1**	**3**	**1**	**0**	**1**	**3**	**50**	**3**	**50**	**6**
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Arts and the Community I	8	1	48	15	5	6	61	73	22	27	83
Arts and the Community II	5	3	16	7	0	2	21	64	12	36	33
Business and the Community I	1	0	14	10	1	0	16	62	10	38	26
Business and the Community II	0	0	1	0	1	0	2	100	0	0	2
Communication and the Community I	0	0	14	37	3	1	17	31	38	69	55
Communication and the Community II	0	0	6	6	1	0	7	54	6	46	13
Design, Construction, and the Community I	5	11	42	48	1	3	48	44	62	56	110
Design, Construction, and the Community II	2	4	6	21	0	1	8	24	26	76	34
Environment and the Community I	0	0	3	3	1	1	4	50	4	50	8
Environment and the Community II	1	1	0	0	0	0	1	50	1	50	2
Foods and the Community I	4	14	61	35	1	5	66	55	54	45	120
Foods and the Community II	3	14	12	17	1	0	16	34	31	66	47
Health, Recreation, and the Community I	6	6	33	61	0	3	39	36	70	64	109
Health, Recreation, and the Community II	10	4	9	10	1	1	20	57	15	43	35
Lifestyle and the Community I	3	4	50	55	4	2	57	48	61	52	118
Lifestyle and the Community II	5	3	19	14	3	2	27	59	19	41	46
Mathematics and the Community I	12	27	22	14	4	1	38	48	42	53	80
Mathematics and the Community II	8	26	10	2	2	1	20	41	29	59	49
Science and the Community I	1	0	8	6	0	0	9	60	6	40	15
Science and the Community II	1	0	12	6	0	0	13	68	6	32	19
Technology and the Community I	1	7	19	45	0	4	20	26	56	74	76
Technology and the Community II	4	5	2	7	0	2	6	30	14	70	20

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Work and the Community I	20	5	40	60	4	2	64	49	67	51	131
Work and the Community II	10	6	19	17	3	3	32	55	26	45	58
Health Education											
Health Education I	0	0	15	13	0	0	15	54	13	46	28
Health Education II	0	0	13	10	0	0	13	57	10	43	23
Home Economics											
Early Childhood Studies	0	0	15	0	0	0	15	100	0	0	15
Food and Hospitality Studies	7	11	58	53	1	0	66	51	64	49	130
Nutrition Studies	7	12	45	43	0	0	52	49	55	51	107
Textile Studies	0	0	5	0	0	0	5	100	0	0	5
Integrated Learning											
Integrated Learning II	0	0	0	5	0	2	0	0	7	100	7
Outdoor and Environmental Education											
Outdoor Education I	3	50	39	155	5	9	47	18	214	82	261
Outdoor Education II	3	41	34	146	5	8	42	18	195	82	237
Work Education											
Work Studies A	38	27	63	61	0	6	101	52	94	48	195
Work Studies B	36	20	54	40	0	6	90	58	66	42	156
Total Results	**204**	**302**	**807**	**1022**	**47**	**71**	**1058**	**43**	**1395**	**57**	**2453**
MATHEMATICS											
Mathematical Applications	4	2	7	15	6	5	17	44	22	56	39
Total Results	**4**	**2**	**7**	**15**	**6**	**5**	**17**	**44**	**22**	**56**	**39**
SCIENCE											
Psychology	0	0	1	1	0	0	1	50	1	50	2
Total Results	**0**	**0**	**1**	**1**	**0**	**0**	**1**	**50**	**1**	**50**	**2**
SOCIETY AND ENVIRONMENT											
Agriculture and Horticulture											
Agricultural and Horticultural Management I	0	0	3	1	0	0	3	75	1	25	4
Agricultural and Horticultural Management II	0	0	2	1	0	0	2	67	1	33	3
Agricultural and Horticultural Studies I	0	0	1	5	0	0	1	17	5	83	6
Agricultural and Horticultural Studies II	0	0	0	3	0	0	0	0	3	100	3
Business Studies	0	0	0	2	0	0	0	0	2	100	2
Justice in Society											
Justice in Society II	0	0	3	0	0	0	3	100	0	0	3
Religions in Australia	41	0	0	0	0	0	41	100	0	0	41
Total Results	**41**	**0**	**9**	**12**	**0**	**0**	**50**	**81**	**12**	**19**	**62**

Table 10: Stage 2 subjects (1 unit) — Number of results in SA *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
TECHNOLOGY											
Design and Technology											
Communication Products A	0	0	0	5	0	0	0	0	5	100	5
Material Products A	0	0	3	55	1	1	4	7	56	93	60
Material Products B	0	0	4	51	1	1	5	9	52	91	57
Systems and Control Products A	0	0	0	28	0	0	0	0	28	100	28
Systems and Control Products B	0	0	1	17	0	0	1	6	17	94	18
Information Processing and Publishing											
Business Documents	37	21	223	120	37	23	297	64	164	36	461
Desktop Publishing	182	81	547	319	172	69	901	66	469	34	1370
Electronic Publishing	137	52	108	87	71	41	316	64	180	36	496
Personal Documents	39	6	316	180	80	15	435	68	201	32	636
Total Results	**395**	**160**	**1202**	**862**	**362**	**150**	**1959**	**63**	**1172**	**37**	**3131**
Grand Total	**846**	**646**	**2481**	**2405**	**814**	**518**	**4141**	**54**	**3569**	**46**	**7710**

Table 11: Stage 2 subjects (1 unit)
Number of results for students in the Northern Territory, by learning area, 2010

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Craft Practical	0	0	1	2	0	0	1	33	2	67	3
Music											
Composing and Arranging	0	0	1	5	1	0	2	29	5	71	7
Ensemble Performance	1	1	5	9	3	1	9	45	11	55	20
Music in Context	0	0	9	5	0	0	9	64	5	36	14
Music Individual Study	0	0	5	5	0	0	5	50	5	50	10
Music Technology	0	0	0	0	2	2	2	50	2	50	4
Musicianship	3	6	14	8	0	0	17	55	14	45	31
Solo Performance	6	2	8	10	2	1	16	55	13	45	29
Total Results	10	9	43	44	8	4	61	52	57	48	118
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Arts and the Community I	0	0	5	6	0	0	5	45	6	55	11
Arts and the Community II	0	0	2	1	0	1	2	50	2	50	4
Business and the Community I	0	0	2	0	0	0	2	100	0	0	2
Communication and the Community I	1	0	0	0	2	5	3	38	5	63	8
Communication and the Community II	0	0	0	2	2	4	2	25	6	75	8
Design, Construction, and the Community I	0	0	1	1	0	0	1	50	1	50	2
Environment and the Community I	0	1	0	0	0	1	0	0	2	100	2
Environment and the Community II	0	0	0	1	0	0	0	0	1	100	1
Foods and the Community I	0	0	1	1	0	0	1	50	1	50	2
Health, Recreation, and the Community I	2	2	3	6	0	1	5	36	9	64	14
Health, Recreation, and the Community II	0	0	1	5	0	1	1	14	6	86	7
Lifestyle and the Community I	1	1	3	3	0	0	4	50	4	50	8
Lifestyle and the Community II	0	0	0	1	0	0	0	0	1	100	1
Mathematics and the Community I	0	0	0	0	3	5	3	38	5	63	8
Mathematics and the Community II	0	0	0	0	2	4	2	33	4	67	6
Technology and the Community I	0	1	0	3	1	4	1	11	8	89	9
Technology and the Community II	0	0	1	0	0	0	1	100	0	0	1
Work and the Community I	3	1	3	1	0	0	6	75	2	25	8
Health Education											
Health Education I	0	0	8	4	0	0	8	67	4	33	12
Health Education II	0	0	8	5	0	0	8	62	5	38	13
Home Economics											
Early Childhood Studies	0	0	1	0	0	0	1	100	0	0	1
Food and Hospitality Studies	12	6	0	2	0	0	12	60	8	40	20
Nutrition Studies	10	6	0	0	0	0	10	63	6	38	16
Textile Studies	0	0	0	2	0	0	0	0	2	100	2
Outdoor and Environmental Education											
Outdoor Education I	5	11	14	34	2	7	21	29	52	71	73
Outdoor Education II	5	9	14	36	2	7	21	29	52	71	73
Total Results	39	38	67	114	14	40	120	38	192	62	312

Table 11: Stage 2 subjects (1 unit) — Number of results in NT *continued*

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
LANGUAGES											
Australian Languages											
Language Revival I	0	0	1	0	0	0	1	100	0	0	1
Language Revival II	0	0	1	0	0	0	1	100	0	0	1
Total Results	**0**	**0**	**2**	**0**	**0**	**0**	**2**	**100**	**0**	**0**	**2**
MATHEMATICS											
Mathematical Applications	1	0	1	3	0	0	2	40	3	60	5
Total Results	**1**	**0**	**1**	**3**	**0**	**0**	**2**	**40**	**3**	**60**	**5**
TECHNOLOGY											
Information Processing and Publishing											
Business Documents	0	0	11	4	8	5	19	68	9	32	28
Desktop Publishing	3	1	15	17	0	0	18	50	18	50	36
Electronic Publishing	4	1	0	0	8	6	12	63	7	37	19
Personal Documents	0	0	5	17	0	0	5	23	17	77	22
Total Results	**7**	**2**	**31**	**38**	**16**	**11**	**54**	**51**	**51**	**49**	**105**
Grand Total	**57**	**49**	**144**	**199**	**38**	**55**	**239**	**44**	**303**	**56**	**542**

Table 12: Number of students in South Australia and the Northern Territory receiving a result in at least one 1-unit Stage 2 subject, 2010

School Sector	South Australia F	South Australia M	South Australia Total	Northern Territory F	Northern Territory M	Northern Territory Total	Grand Total
Catholic	429	311	740	34	31	65	805
Government	1299	1232	2531	79	114	193	2724
Independent	425	265	690	19	23	42	732
Total	**2153**	**1808**	**3961**	**132**	**168**	**300**	**4261**

Table 13: Stage 2 subjects (1 unit)
Number of scored and levelled subject results in South Australia and the Northern Territory, 2010

School Sector	South Australia			Northern Territory			Grand Total
	F	M	Total	F	M	Total	
SCORED RESULTS							
Catholic	736	505	1241	50	43	93	1334
Government	2015	1909	3924	122	168	290	4214
Independent	778	478	1256	28	29	57	1313
Total	**3529**	**2892**	**6421**	**200**	**240**	**440**	**6861**
LEVELLED RESULTS							
Catholic	110	141	251	7	6	13	264
Government	466	496	962	22	31	53	1015
Independent	36	40	76	10	26	36	112
Total	**612**	**677**	**1289**	**39**	**63**	**102**	**1391**

Note: Levelled results are reported to students as satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM) without an accompanying score out of 20 or a grade.

Table 14: Number of students in South Australia and the Northern Territory receiving a Stage 2 result in 1 unit of community learning, by name of program, 2010

Name of Program	Number of Students
SOUTH AUSTRALIA	
Australian Music Examinations Board	39
Scouts Australia	4
Australian Guild of Music and Speech	4
Duke of Edinburgh's Award	14
Guides Australia	8
Royal Life Saving Society Australia	18
South Australian Total	**87**
NORTHERN TERRITORY	
Australian Music Examinations Board	1
Guides Australia	1
Royal Life Saving Society Australia	2
Trinity College London	1
Northern Territory Total	**5**
Grand Total	**92**

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

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Partial Assessm't F	Partial Assessm't M	Total F	Total M	Grand Total
ARTS															
Art Practical	108	25	203	56	235	88	76	53	60	41	0	0	682	263	945
Broadcasting and Multimedia (VET)															
Broadcasting and Multimedia B	1	15	0	16	4	6	0	2	0	6	0	0	5	45	50
Craft Practical	7	1	28	3	21	10	7	3	12	5	0	0	75	22	97
Dance	11	1	21	4	38	7	11	2	4	2	0	0	85	16	101
Dance Studies	14	2	21	3	15	2	8	1	2	0	2	0	62	8	70
Drama	18	8	36	22	58	30	12	12	28	18	0	0	152	90	242
Drama Studies	71	17	172	48	156	68	53	31	21	13	11	15	484	192	676
Design Practical	59	41	96	57	87	99	24	40	24	34	0	0	290	271	561
Visual Arts Studies	156	25	278	62	284	105	82	44	28	22	6	5	834	263	1097
Total	**445**	**135**	**855**	**271**	**898**	**415**	**273**	**188**	**179**	**141**	**19**	**20**	**2669**	**1170**	**3839**
ENGLISH															
Communication for the Hearing-impaired	1	0	2	0	1	0	0	0	0	0	0	0	4	0	4
English Communications	1412	664	1990	1356	796	878	229	258	139	180	0	0	4566	3336	7902
English Studies	368	160	704	425	277	238	55	57	17	15	1	4	1422	899	2321
English as a Second Language	40	21	91	87	59	120	11	18	6	11	0	0	207	257	464
English as Second Language Studies	448	279	579	488	296	298	53	130	8	25	10	4	1394	1224	2618
Total	**2269**	**1124**	**3366**	**2356**	**1429**	**1534**	**348**	**463**	**170**	**231**	**11**	**8**	**7593**	**5716**	**13309**
HEALTH AND PERSONAL DEVELOPMENT															
Community Services and Health (VET)															
Community Services and Health B	6	0	8	0	4	0	0	0	1	0	0	0	19	0	19
Health Education															
Health Studies	37	1	90	24	76	24	32	16	19	11	0	0	254	76	330
Home Economics															
Early Childhood Studies	212	3	545	20	549	29	97	7	53	12	0	0	1456	71	1527
Food and Hospitality Studies	240	34	717	210	535	375	94	83	27	49	0	0	1613	751	2364
Nutrition Studies	20	4	76	16	57	34	7	9	2	0	0	0	162	63	225
Textile Studies	6	0	11	0	8	1	1	0	0	0	0	0	26	1	27
Hospitality (VET)															
Hospitality – Kitchen Operations B	3	0	1	0	3	1	0	0	0	0	0	0	7	1	8
Integrated Learning															
Integrated Learning I	21	14	52	35	39	82	13	18	11	16	0	0	136	165	301
Integrated Learning II	37	17	64	127	68	217	16	75	13	52	0	0	198	488	686
Nutrition	120	10	205	58	164	96	75	50	17	13	11	5	592	232	824
Outdoor and Environmental Education															
Outdoor and Environmental Studies	8	10	11	18	5	20	0	3	0	0	0	0	24	51	75
Physical Education	199	266	377	609	341	528	198	300	81	102	13	34	1209	1839	3048

Table 15: Stage 2 subjects (2 units) — Grade distribution *continued*

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Partial Assessm't F	Partial Assessm't M	Total F	Total M	Grand Total
Sport and Recreation (VET)															
Sport and Recreation B	17	17	3	21	2	12	1	1	0	1	0	0	23	52	75
Work Education															
Vocational Studies A	390	287	414	570	130	222	31	43	20	31	0	0	985	1153	2138
Vocational Studies B	149	103	157	145	85	105	22	30	15	23	0	0	428	406	834
Total	**1465**	**766**	**2731**	**1853**	**2066**	**1746**	**587**	**635**	**259**	**310**	**24**	**39**	**7132**	**5349**	**12481**

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Partial Assessm't F	Partial Assessm't M	Total F	Total M	Grand Total
LANGUAGES															
Auslan (continuers)	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1
Arabic (continuers)	0	3	1	4	1	2	0	2	0	0	0	1	2	12	14
Bosnian (continuers)	1	1	2	0	2	2	1	1	0	1	0	0	6	5	11
Chinese (background speakers)	50	17	68	67	31	60	5	22	1	11	1	9	156	186	342
Chinese (beginners)	4	0	3	1	1	1	0	0	0	0	0	0	8	2	10
Chinese (continuers)	33	8	11	21	12	3	5	2	2	0	0	0	63	34	97
Croatian (continuers)	0	0	0	0	2	2	0	0	0	0	0	0	2	2	4
Filipino (continuers)	0	0	3	1	2	2	1	0	0	2	0	0	6	5	11
French (beginners)	0	0	1	1	4	0	0	1	0	0	0	0	5	2	7
French (continuers)	64	12	45	7	24	6	9	2	1	0	0	0	143	27	170
German (beginners)	1	0	1	2	1	0	0	0	0	0	0	0	3	2	5
German (continuers)	37	21	46	29	18	11	5	8	0	1	0	0	106	70	176
Hindi (continuers)	0	0	2	2	0	1	1	0	0	0	0	0	3	3	6
Hungarian (continuers)	2	2	1	0	0	0	0	0	0	1	0	0	3	3	6
Indonesian (beginners)	3	0	3	1	5	0	5	3	6	0	0	0	22	4	26
Indonesian (continuers)	19	9	13	13	9	9	0	4	1	0	1	0	43	35	78
Italian (beginners)	1	1	2	1	0	1	0	1	0	0	0	0	3	4	7
Italian (continuers)	47	21	53	24	25	18	3	3	0	0	0	0	128	66	194
Japanese (background speakers)	2	0	7	0	2	4	0	0	0	0	0	1	11	5	16
Japanese (beginners)	7	4	8	2	6	4	4	2	3	2	0	0	28	14	42
Japanese (continuers)	44	21	49	25	30	11	11	5	5	0	1	0	140	62	202
Khmer (continuers)	1	0	1	1	0	0	1	1	1	0	0	0	4	2	6
Korean (background speakers)	4	1	10	11	2	6	0	0	0	0	0	4	16	22	38
Modern Greek (continuers)	10	5	11	4	10	5	4	3	0	1	0	0	35	18	53
Malay (background speakers)	27	14	11	5	4	6	0	0	0	0	0	0	42	25	67
Maltese (continuers)	0	0	2	0	2	0	0	0	0	0	0	0	4	0	4
Portuguese (continuers)	0	0	1	2	0	0	1	0	0	0	0	0	2	2	4
Persian (background speakers)	10	5	13	5	13	7	5	5	6	2	1	5	48	29	77
Polish (continuers)	5	3	6	3	1	0	0	0	0	0	0	0	12	6	18
Romanian (continuers)	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Russian (background speakers)	1	0	1	0	0	0	0	0	0	0	0	0	2	0	2
Russian (continuers)	3	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Serbian (continuers)	0	0	1	0	0	1	0	0	0	0	0	0	1	1	2
Spanish (beginners)	7	2	8	3	7	2	2	1	0	1	0	0	24	9	33

Table 15: Stage 2 subjects (2 units) — Grade distribution *continued*

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Partial Assessm't F	Partial Assessm't M	Total F	Total M	Grand Total
Spanish (continuers)	8	6	8	4	5	2	3	0	1	0	0	0	25	12	37
Tamil (continuers)	1	0	1	2	0	0	1	0	0	0	0	0	3	2	5
Ukrainian (continuers)	1	0	1	0	0	0	0	0	0	0	0	0	2	0	2
Vietnamese (background speakers)	10	8	9	2	7	6	5	5	3	1	0	0	34	22	56
Vietnamese (continuers)	21	8	11	4	1	1	2	2	0	0	0	0	35	15	50
Total	**425**	**172**	**414**	**247**	**228**	**173**	**74**	**73**	**30**	**23**	**4**	**20**	**1175**	**708**	**1883**

MATHEMATICS															
Mathematical Applications	358	176	556	433	497	557	211	328	114	249	0	0	1736	1743	3479
Mathematical Methods	176	100	237	196	194	210	75	98	22	31	3	8	707	643	1350
Mathematical Studies	693	826	738	832	554	736	167	245	61	125	7	21	2220	2785	5005
Specialist Mathematics	196	385	220	447	82	234	28	96	9	27	1	7	536	1196	1732
Total	**1423**	**1487**	**1751**	**1908**	**1327**	**1737**	**481**	**767**	**206**	**432**	**11**	**36**	**5199**	**6367**	**11566**

SCIENCE															
Biology	671	258	1007	503	828	447	334	225	97	58	19	22	2956	1513	4469
Chemistry	466	417	693	655	414	433	150	171	36	64	5	5	1764	1745	3509
Contemporary Issues and Science	20	3	72	24	68	46	19	24	13	20	0	0	192	117	309
Geology	5	4	23	20	12	26	4	16	2	6	1	4	47	76	123
Physics	382	605	356	716	215	534	55	205	13	60	2	13	1023	2133	3156
Psychology	457	95	680	181	606	238	257	166	85	57	29	18	2114	755	2869
Seafood Operations (VET)															
Seafood Operations B	1	2	0	6	0	0	0	0	1	2	0	0	2	10	12
Total	**2002**	**1384**	**2831**	**2105**	**2143**	**1724**	**819**	**807**	**247**	**267**	**56**	**62**	**8098**	**6349**	**14447**

SOCIETY AND ENVIRONMENT															
Aboriginal Studies	12	2	44	10	37	14	15	3	1	3	0	0	109	32	141
Accounting Studies	207	164	245	212	214	218	105	127	29	37	9	10	809	768	1577
Agricultural and Horticultural Science	6	7	21	23	11	16	13	11	3	6	0	1	54	64	118
Agriculture and Horticulture															
Agricultural and Horticultural Applied Technologies	0	1	4	6	0	2	0	0	0	0	0	0	4	9	13
Agricultural and Horticultural Management	3	0	5	4	5	7	5	3	0	1	0	0	18	15	33
Agricultural and Horticultural Principles	1	2	2	4	3	8	0	2	0	0	0	0	6	16	22
Agricultural and Horticultural Studies	6	2	15	10	7	7	3	9	5	12	0	0	36	40	76
Australian and International Politics	23	9	23	10	11	17	3	7	0	2	4	2	64	47	111
Australian History	22	6	39	16	42	12	11	20	3	4	2	3	119	61	180
Business Services (VET)															
Business Services B	1	1	5	2	4	1	1	1	0	0	0	0	11	5	16
Business Studies	209	104	478	395	442	514	120	166	56	81	0	0	1305	1260	2565
Classical Studies	49	17	79	38	47	33	15	12	4	5	1	2	195	107	302

Table 15: Stage 2 subjects (2 units) — Grade distribution *continued*

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Partial Assessm't F	Partial Assessm't M	Total F	Total M	Grand Total
Economics	155	155	241	255	155	179	69	66	9	23	4	7	633	685	1318
Financial Services (VET)															
Financial Services B	3	3	5	4	1	2	0	0	0	0	0	0	9	9	18
Geography	82	82	183	216	152	218	63	92	19	22	0	10	499	640	1139
Justice in Society															
Justice in Society	2	2	20	7	14	13	2	6	1	5	0	0	39	33	72
Legal Studies	193	134	237	173	208	163	107	80	26	27	10	10	781	587	1368
Media Studies	53	32	112	102	85	88	15	35	11	12	0	0	276	269	545
Modern History	238	112	370	265	214	251	60	97	20	21	9	21	911	767	1678
Philosophy	23	21	31	36	31	39	11	5	7	11	0	0	103	112	215
Religions in Australia	52	35	55	30	32	14	18	5	12	7	0	0	169	91	260
Retail (VET)															
Retail B	0	1	1	0	0	0	0	0	0	0	0	0	1	1	2
Small Business Enterprise	38	25	54	60	24	56	7	7	4	8	0	0	127	156	283
Studies of Religion	6	2	11	3	15	9	2	8	1	0	0	0	35	22	57
Studies of Societies	167	47	421	158	384	238	78	59	46	41	0	0	1096	543	1639
Sustainable Futures															
Sustainable Futures I	3	0	4	4	3	5	1	4	6	0	0	0	17	13	30
Sustainable Futures II	3	1	12	6	9	8	1	1	1	2	0	0	26	18	44
Tourism	170	49	314	131	412	198	163	118	63	56	0	0	1122	552	1674
Women's Studies	41	4	94	3	98	2	18	0	11	0	0	0	262	9	271
Total	**1768**	**1020**	**3125**	**2183**	**2660**	**2332**	**906**	**944**	**338**	**386**	**39**	**66**	**8836**	**6931**	**15767**

TECHNOLOGY															
Design and Technology															
Communication Products A	161	61	206	120	115	110	42	37	24	39	0	0	548	367	915
Communication Products B	50	23	34	68	24	49	16	24	9	23	0	0	133	187	320
Material Products A	25	112	30	278	18	264	10	92	5	59	0	0	88	805	893
Material Products B	4	31	5	93	9	70	4	30	0	25	0	0	22	249	271
Systems and Control Products A	1	23	2	51	2	35	0	14	0	15	0	0	5	138	143
Systems and Control Products B	0	8	0	22	0	19	1	10	1	7	0	0	2	66	68
Design and Technology Studies	20	20	58	82	31	71	8	31	4	18	0	0	121	222	343
Information Technology (VET)															
Information Technology B	0	3	4	7	1	9	0	1	0	1	0	0	5	21	26
Information Technology Studies	10	57	37	129	42	150	12	81	5	35	2	0	108	452	560
Information Technology Systems	0	0	5	6	1	16	2	10	0	3	0	0	8	35	43
Total	**271**	**338**	**381**	**856**	**243**	**793**	**95**	**330**	**48**	**225**	**2**	**0**	**1040**	**2542**	**3582**

Table 15: Stage 2 subjects (2 units) — Grade distribution *continued*

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Partial Assessm't F	Partial Assessm't M	Total F	Total M	Grand Total
VARIOUS LEARNING AREAS															
Extension Studies															
Extension Studies A	10	6	12	7	7	7	3	7	6	4	0	0	38	31	69
Extension Studies B	1	1	6	6	5	7	1	3	3	3	0	0	16	20	36
Total	**11**	**7**	**18**	**13**	**12**	**14**	**4**	**10**	**9**	**7**	**0**	**0**	**54**	**51**	**105**
Grand Total	**10079**	**6433**	**15472**	**11792**	**11006**	**10468**	**3587**	**4217**	**1486**	**2022**	**166**	**251**	**41796**	**35183**	**76979**

Note: Results are reported as either a grade between A and E, or partial assessment. Partial assessments are recorded for students who present only a school assessment or an examination assessment.

Table 16: Stage 2 subjects (1 unit)
Grade distribution, by learning area, 2010

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Total F	Total M	Grand Total
ARTS													
Art Practical	2	0	3	0	3	2	0	1	4	0	12	3	15
Craft Practical	0	0	0	0	1	2	0	2	3	1	4	5	9
Drama	0	0	0	0	0	0	0	0	0	1	0	1	1
Design Practical	0	0	1	0	2	0	0	0	1	1	4	1	5
Music													
Composing and Arranging	8	28	12	17	4	7	1	3	1	3	26	58	84
Ensemble Performance	92	77	124	112	65	50	8	14	2	4	291	257	548
Music in Context	22	15	21	14	20	12	8	7	3	0	74	48	122
Music Individual Study	28	29	23	28	17	22	6	13	2	4	76	96	172
Music Technology	4	12	6	22	7	15	1	6	0	7	18	62	80
Musicianship	54	43	57	49	65	56	26	18	8	13	210	179	389
Performance Special Study	21	17	13	10	3	10	0	0	0	0	37	37	74
Solo Performance	103	85	152	110	89	62	18	14	0	3	362	274	636
Total	**334**	**306**	**412**	**362**	**276**	**238**	**68**	**78**	**24**	**37**	**1114**	**1021**	**2135**
ENGLISH													
English Communications	0	0	0	1	3	2	0	0	0	0	3	3	6
Total	**0**	**0**	**0**	**1**	**3**	**2**	**0**	**0**	**0**	**0**	**3**	**3**	**6**
HEALTH AND PERSONAL DEVELOPMENT													
Health Education													
Health Education I	5	1	6	5	5	6	5	0	2	5	23	17	40
Health Education II	6	2	3	4	6	6	3	2	3	1	21	15	36
Home Economics													
Early Childhood Studies	2	0	7	0	6	0	1	0	0	0	16	0	16
Food and Hospitality Studies	13	5	26	15	31	35	6	10	2	7	78	72	150
Nutrition Studies	9	5	31	16	17	29	5	9	0	2	62	61	123
Textile Studies	0	0	2	0	3	2	0	0	0	0	5	2	7
Integrated Learning													
Integrated Learning II	0	0	0	1	0	2	0	3	0	1	0	7	7
Outdoor and Environmental Education													
Outdoor Education I	16	26	26	97	20	84	5	36	1	23	68	266	334
Outdoor Education II	20	25	20	90	18	74	3	32	2	26	63	247	310
Work Education													
Work Studies A	30	11	37	38	22	22	6	12	6	11	101	94	195
Work Studies B	33	8	26	24	22	20	7	8	2	6	90	66	156
Total	**134**	**83**	**184**	**290**	**150**	**280**	**41**	**112**	**18**	**82**	**527**	**847**	**1374**
LANGUAGES													
Australian Languages													
Language Revival I	0	0	1	0	0	0	0	0	0	0	1	0	1
Language Revival II	1	0	0	0	0	0	0	0	0	0	1	0	1
Total	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**2**

Subject	A F	A M	B F	B M	C F	C M	D F	D M	E F	E M	Total F	Total M	Grand Total
MATHEMATICS													
Mathematical Applications	0	1	4	3	6	5	5	9	4	7	19	25	44
Total	**0**	**1**	**4**	**3**	**6**	**5**	**5**	**9**	**4**	**7**	**19**	**25**	**44**
SCIENCE													
Psychology	0	0	0	0	0	1	1	0	0	0	1	1	2
Total	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**0**	**0**	**0**	**1**	**1**	**2**
SOCIETY AND ENVIRONMENT													
Agriculture and Horticulture													
Agricultural and Horticultural Management I	2	0	0	1	0	0	1	0	0	0	3	1	4
Agricultural and Horticultural Management II	1	0	0	0	1	1	0	0	0	0	2	1	3
Agricultural and Horticultural Studies I	0	0	0	1	0	1	0	2	1	1	1	5	6
Agricultural and Horticultural Studies II	0	0	0	0	0	0	0	1	0	2	0	3	3
Business Studies	0	0	0	1	0	1	0	0	0	0	0	2	2
Justice in Society													
Justice in Society II	0	0	1	0	1	0	1	0	0	0	3	0	3
Religions in Australia	13	0	11	0	10	0	4	0	3	0	41	0	41
Total	**16**	**0**	**12**	**3**	**12**	**3**	**6**	**3**	**4**	**3**	**50**	**12**	**62**
TECHNOLOGY													
Design and Technology													
Communication Products A	0	2	0	2	0	1	0	0	0	0	0	5	5
Material Products A	0	1	0	17	3	24	1	7	0	7	4	56	60
Material Products B	0	1	2	18	2	21	1	6	0	6	5	52	57
Systems and Control Products A	0	0	0	2	0	12	0	7	0	7	0	28	28
Systems and Control Products B	0	0	0	8	1	4	0	1	0	4	1	17	18
Information Processing and Publishing													
Business Documents	103	19	94	47	71	43	29	30	19	34	316	173	489
Desktop Publishing	250	46	325	144	207	174	76	71	61	52	919	487	1406
Electronic Publishing	84	22	118	54	81	67	34	28	11	16	328	187	515
Personal Documents	125	17	145	65	97	60	32	43	41	33	440	218	658
Total	**562**	**108**	**684**	**357**	**462**	**406**	**173**	**193**	**132**	**159**	**2013**	**1223**	**3236**
Grand Total	**1047**	**498**	**1297**	**1016**	**909**	**935**	**294**	**395**	**182**	**288**	**3729**	**3132**	**6861**

Table 17: Stage 2 subjects (2 units) with levelled results
Results distribution, by learning area, 2010

Subject	SA F	SA M	RA F	RA M	RNM F	RNM M	Total F	Total M	Grand Total
ARTS									
Broadcasting and Multimedia (VET)									
Broadcasting and Multimedia A	2	20	0	2	0	1	2	23	25
Total	**2**	**20**	**0**	**2**	**0**	**1**	**2**	**23**	**25**
HEALTH AND PERSONAL DEVELOPMENT									
Community Services and Health (VET)									
Community Services and Health A	14	3	1	0	2	0	17	3	20
Community Studies									
Arts and the Community	183	114	6	12	7	6	196	132	328
Business and the Community	33	16	3	3	1	2	37	21	58
Communication and the Community	133	94	7	9	2	5	142	108	250
Design, Construction, and the Community	36	85	1	6	1	2	38	93	131
Environment and the Community	21	20	1	2	1	0	23	22	45
Foods and the Community	68	47	9	6	2	2	79	55	134
Health, Recreation, and the Community	141	173	8	29	2	12	151	214	365
Lifestyle and the Community	126	69	10	7	3	1	139	77	216
Mathematics and the Community	56	83	9	13	4	5	69	101	170
Science and the Community	35	35	8	2	2	0	45	37	82
Technology and the Community	51	96	2	13	3	5	56	114	170
Work and the Community	217	241	5	13	6	7	228	261	489
Hospitality (VET)									
Hospitality – Kitchen Operations A	7	5	0	0	0	0	7	5	12
Sport and Recreation (VET)									
Sport and Recreation A	6	37	0	6	0	2	6	45	51
Total	**1127**	**1118**	**70**	**121**	**36**	**49**	**1233**	**1288**	**2521**
SCIENCE									
Seafood Operations (VET)									
Seafood Operations A	0	3	0	0	0	0	0	3	3
Total	**0**	**3**	**0**	**0**	**0**	**0**	**0**	**3**	**3**
SOCIETY AND ENVIRONMENT									
Business Services (VET)									
Business Services A	10	4	0	2	0	0	10	6	16
Financial Services (VET)									
Financial Services A	0	0	0	1	0	0	0	1	1
Retail (VET)									
Retail A	12	3	0	2	0	0	12	5	17
Total	**22**	**7**	**0**	**5**	**0**	**0**	**22**	**12**	**34**

Table 17: Stage 2 subjects (2 units) with levelled results — Results distribution *continued*

Subject	SA F	SA M	RA F	RA M	RNM F	RNM M	Total F	Total M	Grand Total
TECHNOLOGY									
Automotive Technology (VET)									
Automotive Technology A	0	16	1	1	0	1	1	18	19
Electrotechnology (VET)									
Electrotechnology A	1	27	0	10	0	0	1	37	38
General Construction (VET)									
General Construction A	0	57	0	4	0	1	0	62	62
Information Technology (VET)									
Information Technology A	0	13	2	7	0	2	2	22	24
Manufacturing and Engineering (VET)									
Engineering Applications A	0	27	0	0	0	0	0	27	27
Total	**1**	**140**	**3**	**22**	**0**	**4**	**4**	**166**	**170**
Grand Total	**1152**	**1288**	**73**	**150**	**36**	**54**	**1261**	**1492**	**2753**

Notes: Levelled results are reported to students as satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM) without an accompanying score out of 20 or a grade.

The South Australian Matriculation program offered by schools in Asia does not include subjects with levelled results.

Table 18: Stage 2 subjects (1 unit) with levelled results
Results distribution, by learning area, 2010

Subject	SA		RA		RNM		Total		Grand Total
	F	M	F	M	F	M	F	M	
HEALTH AND PERSONAL DEVELOPMENT									
Community Studies									
Arts and the Community I	57	20	8	3	1	5	66	28	94
Arts and the Community II	23	12	0	2	0	0	23	14	37
Business and the Community I	12	8	4	1	2	1	18	10	28
Business and the Community II	2	0	0	0	0	0	2	0	2
Communication and the Community I	14	29	3	4	3	10	20	43	63
Communication and the Community II	6	10	2	1	1	1	9	12	21
Design, Construction, and the Community I	44	54	2	5	3	4	49	63	112
Design, Construction, and the Community II	7	19	0	2	1	5	8	26	34
Environment and the Community I	3	6	1	0	0	0	4	6	10
Environment and the Community II	1	2	0	0	0	0	1	2	3
Foods and the Community I	59	41	2	6	6	8	67	55	122
Foods and the Community II	14	24	2	7	0	0	16	31	47
Health, Recreation, and the Community I	41	62	3	7	0	10	44	79	123
Health, Recreation, and the Community II	20	18	0	1	1	2	21	21	42
Lifestyle and the Community I	51	45	8	11	2	9	61	65	126
Lifestyle and the Community II	25	18	1	2	1	0	27	20	47
Mathematics and the Community I	33	42	4	5	4	0	41	47	88
Mathematics and the Community II	20	33	2	0	0	0	22	33	55
Science and the Community I	9	5	0	1	0	0	9	6	15
Science and the Community II	13	5	0	1	0	0	13	6	19
Technology and the Community I	18	51	1	5	2	8	21	64	85
Technology and the Community II	7	12	0	1	0	1	7	14	21
Work and the Community I	63	47	4	6	3	16	70	69	139
Work and the Community II	28	22	3	3	1	1	32	26	58
Total	**570**	**585**	**50**	**74**	**31**	**81**	**651**	**740**	**1391**
Grand Total	**570**	**585**	**50**	**74**	**31**	**81**	**651**	**740**	**1391**

Notes: Levelled results are reported to students as satisfactory achievement (SA), recorded achievement (RA), or requirements not met (RNM) without an accompanying score out of 20 or a grade.

The South Australian Matriculation program offered by schools in Asia does not include subjects with levelled results.

Table 19: Number of students completing all requirements of the SACE*, 1998–2010

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
SOUTH AUSTRALIA													
Female	5836	6015	6173	6186	6307	6292	6428	6316	6726	6713	6790	6865	**6975**
Male	4400	4544	4650	4739	4795	4778	4899	5188	5441	5343	5447	5656	**5717**
Total	**10236**	**10559**	**10823**	**10925**	**11102**	**11070**	**11327**	**11504**	**12167**	**12056**	**12237**	**12521**	**12692**
NORTHERN TERRITORY													
Female	408	457	478	487	484	444	491	506	505	526	534	573	**578**
Male	309	313	303	334	335	365	365	417	428	459	486	476	**463**
Total	**717**	**770**	**781**	**821**	**819**	**809**	**856**	**923**	**933**	**985**	**1020**	**1049**	**1041**
ASIA													
Female	448	483	483	548	587	654	706	674	895	778	981	961	**945**
Male	303	345	363	372	427	513	517	565	761	657	793	767	**709**
Total	**751**	**828**	**846**	**920**	**1014**	**1167**	**1223**	**1239**	**1656**	**1435**	**1774**	**1728**	**1654**
Grand Total	**11704**	**12157**	**12450**	**12666**	**12935**	**13046**	**13406**	**13666**	**14756**	**14476**	**15031**	**15298**	**15387**

*Students in the Northern Territory are awarded the NTCE; students in Asia undertake studies in the South Australian Matriculation program.

Table 20: Number of students receiving an Australian Tertiary Admissions Rank (ATAR)*, 2010

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1351	1062	2624	1890	1748	1357	5723	4309	10032
Northern Territory	63	52	295	205	80	51	438	308	746
Asia	0	0	161	113	787	601	948	714	1662
Grand Total	**1414**	**1114**	**3080**	**2208**	**2615**	**2009**	**7109**	**5331**	**12440**

*During 2009 and 2010, all Australian states and territories (except Queensland) introduced the ATAR to describe their year 12 rank. For South Australian and Northern Territory students this represents a change in name only as there is no change from the way in which the previous tertiary entrance rank (TER) was calculated. The ATAR is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student performance from year to year.

Table 21: Number of students receiving a TAFE SA Selection Score*, 2010

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1551	1308	3416	2652	1892	1541	6859	5501	12360
Northern Territory	76	68	393	299	93	59	562	426	988
Asia	0	0	161	113	787	601	948	714	1662
Grand Total	**1627**	**1376**	**3970**	**3064**	**2772**	**2201**	**8369**	**6641**	**15010**

*For TAFE courses that use a score based on performance in the SACE, the TAFE SA Selection Score is calculated by totalling the tertiary entrance points for the best three full-year (or equivalent) Stage 2 subjects. The total is then reported to students in the score range 0 to 60 to one decimal place.

Table 22: Number of students fulfilling the Higher Education Selection Subjects (HESS) requirement for all courses at The University of Adelaide, Flinders University, and the University of South Australia, 2010

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1337	1036	2498	1778	1715	1325	5550	4139	9689
Northern Territory	46	27	255	173	67	44	368	244	612
Asia	0	0	161	113	787	601	948	714	1662
Grand Total	**1383**	**1063**	**2914**	**2064**	**2569**	**1970**	**6866**	**5097**	**11963**