ANNUAL REPORT

31 December 2011

Government
of South Australia

SACE
Board of SA

Thursday 29 March 2012

To the Honourable Grace Portolesi, MP
Minister for Education and Child Development

Dear Minister

I am pleased to submit the 2011 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 (2011).

This report documents the activities and achievements of the SACE Board of South Australia for the period 1 January 2011 to 31 December 2011.

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 2011 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 2011.

The year 2011 was critical for the SACE Board as it marked the final stage of implementation of the new South Australian Certificate of Education (SACE). At the end of 2011 the first cohort of students graduated with the new certificate. It was a year in which the planning, hard work, dedication, and commitment in the years leading up to implementation of the new SACE were fully realised.

I am confident that the young people graduating with the SACE at the end of 2011 will demonstrate the qualities and values underpinning the new senior secondary certificate: flexibility, excellence in learning, the capacity to embrace a range of opportunities leading to future career and study goals, the ability to work with new and yet-to-be developed technological and information tools, and the capacity to contribute to society in a multiplicity of ways. These young people will be, in all senses of the phrase, 'global citizens'.

Throughout 2011, staff of the Office of the SACE Board worked closely and tirelessly with schools, school leaders, educators, trainers, the business community, and other key stakeholders to ensure that the SACE reflects their needs and requirements and is a high-quality certificate.

This included providing a significant number of professional development workshops for teachers, forums for leaders that encouraged networking and sharing of information and ideas between schools and school leaders, and opportunities for consultation and feedback from key stakeholders on SACE policies and procedures. Thank you to all who engaged in the consultation process. Our young people will benefit from this hard work as we move into the years ahead.

In October 2011, the Board congratulated the Hon. Jay Weatherill MP on his appointment as Premier of South Australia, and welcomed the Hon. Grace Portolesi MP as the newly appointed Minister for Education and Child Development. In November, I extended an invitation to the Minister to attend the first Board meeting for 2012, to be held in February. The Minister visited the Office of the SACE Board in December in order to witness, firsthand, the procedures and preparation leading up to the provision of students' results at the end of 2011.

Among the many highlights of our work in 2011 were the Merit Ceremony, held in the grounds of Government House, the SACE Art Show, and, most notably, the 2011 results release, which saw a record proportion of students who enrolled in Year 12 complete their SACE. The marking of student work and preparation of results for each student is a mammoth task, made even larger in 2011 with the introduction of new quality assurance procedures and new data systems for managing the full range of student results for the new SACE. 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 grateful thanks to all involved in this achievement.

During 2011 new arrangements were planned for the Merit Ceremony. Notable among the changes was the introduction of the Governor of South Australia SACE Awards. These prestigious awards will recognise overall excellence in achieving the SACE. The students who receive this special commendation will have demonstrated the most outstanding academic and personal achievements in the SACE and also the qualities young people need for community life, citizenship, and work. A panel, comprising His Excellency Rear Admiral Kevin Scarce AC CSC RANR, the Governor of South Australia, and leaders from the school sectors, vocational educational and training, and business will select the award recipients from among the most outstanding students who completed the SACE in 2011. The SACE Board appreciates the Governor's personal commitment and engagement with the selection and presentation processes.

The year 2012 will be a significant and important year for the SACE Board as it begins the process of consolidating the SACE while also addressing the ongoing need to monitor and improve the SACE so it best addresses students' needs. The SACE First Year Evaluation will be

an important part of this process. The evaluation will begin early in 2012 and will provide important information to the Board on how the SACE can best provide students with the knowledge and capabilities for life and learning in the twenty-first century.

Research continues to show that completing a senior secondary certificate is the best means of ensuring success in further study and employment. Young people who are equipped with the fundamental skills of literacy, numeracy, evaluation, analysis, and research, as well as skills and understanding in specific disciplines, have the necessary means for making their way in the world and enjoying a quality of life that can easily be taken for granted. I am particularly proud that the new SACE was developed with this outcome in mind: that all young people, no matter what their aspirations and ambitions,

should be able to successfully complete their senior secondary education and proceed to further study and rewarding employment.

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; 2011 was a very busy and demanding year.

Allan Dooley
Presiding Member

CHIEF EXECUTIVE'S STATEMENT

2011 was the final year of the implementation of the 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 2010, when the majority of the new SACE Stage 1 subjects were introduced, the SACE Board focused on the implementation of Stage 2 of the new SACE 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, cultural, 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 2011, 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 2012 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 2012, 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 2011 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.

The significant achievements of the SACE Board and schools in 2011 culminated in successful SACE outcomes for students.

I am particularly proud that, in 2011, a total of 12 367 or 91.6% of students completed Year 12, an increase of 1.4% on 2010. In addition, the proportion of students gaining an Australian Tertiary Admission Rank (ATAR) for entrance to university increased 3.3% to 85.9%.

It was also very heartening that the 2011 results showed a dramatic increase in the success of Aboriginal students. The proportion of Aboriginal students who commenced Year 12 and successfully completed their SACE increased 5.8% to 84.3%, with a record 57.6% receiving an ATAR — an increase of 17% on 2010. These statistics underscore the value of offering success to all, and as a community we should take pride in the steps we are taking together to ensure this.

One of the key changes to the SACE is the capacity for students to undertake significantly more, and higher-level vocational education and training (VET) as part of their SACE. This change was introduced to provide flexibility and options for students to successfully complete their SACE and commence a pathway towards a vocational career while still at school.

A total of 37.7% of students completed their SACE with a VET component, across 405 different VET qualifications. Of these, 440 students completed their SACE having undertaken a traineeship or a school-based apprenticeship in industries important to South Australia's economic future, such as electrotechnology, construction, and community services.

We look forward to 2012 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 Child Development as well as non-government schools, including those linked with Catholic Education South Australia and the Association of Independent Schools of SA. Through negotiated arrangements, the Board offers its subjects and assessment services to schools in the Northern Territory that deliver the Northern Territory Certificate of Education and 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 2011, 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 advises and assures the Board on the SACE Board of South Australia's policies and procedures for fulfilling its legislative, governance, and organisational responsibilities for the accreditation of SACE subjects, the recognition of other learning, and the determination of the requirements for achieving 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 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 services that assure the quality of school and external assessment practices, and provides subject-based support to teachers and schools
- Human Resources and Corporate Services, which provides strategic and operational human resource management, financial management, administration, and other corporate services

- Information Services, which develops and maintains appropriate information technology resources, collects and manages data in relation to the participation and performance of students in the SACE, and manages student registration, subject enrolment, and the accurate processing of results data
- Moderation Services, which provides 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.
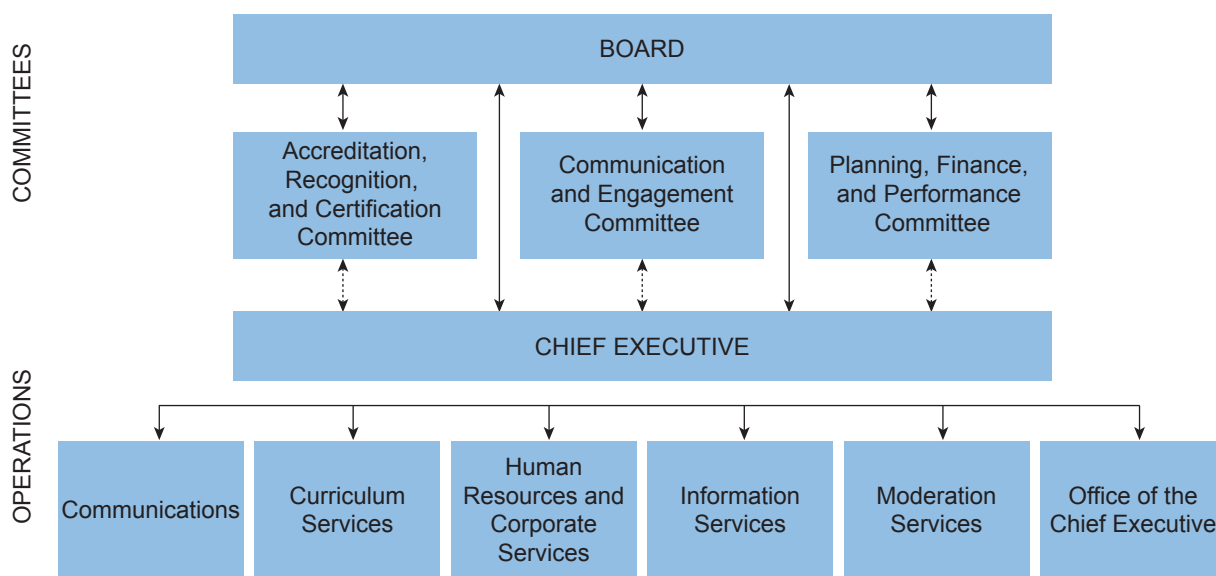
Figure 1 Operational and committee structure of the SACE Board of South Australia.

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 2011 Strategic Plan:

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

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

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

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

The SACE Board 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.

A new strategic plan for 2012–16 was endorsed by the Board in September 2011. This remains closely aligned with South Australia's Strategic Plan.

Our Vision

The Board's vision is to build an internationally respected certificate of education that 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 2011, 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 2011.

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 that promote the diversity of learners, recognise the different places in which they learn, and ensure consistent and transparent standards are applied to assessments.

2011 was the final year of the new SACE implementation. The new strategic plan for 2012–16 reflects the vision of 2009–11 as an ongoing mission to build an internationally respected certificate of education that gives students the capabilities to move successfully into further study or work as confident and responsible citizens.

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.

INITIATIVES AND ACHIEVEMENTS

Changes for Students

First Cohort Completing the New SACE

Students studying Stage 2 (Year 12) in 2011 were the first to complete the new South Australian Certificate of Education (SACE). These students experienced a number of changes from the previous cohort and have:

- studied two new compulsory subjects: the Personal Learning Plan (at Stage 1) and the Research Project (at Stage 2)
- had their work assessed against performance standards resulting in subject grades on a scale of A (highest) to E (lowest) at Stage 1, and A+ (highest) to E– (lowest) at Stage 2
- been required to demonstrate a minimum standard (C grade) in literacy, numeracy, and the Personal Learning Plan, and a minimum standard (C– grade) in the Research Project
- had access to new learning options, such as local programs, that can be recognised towards the SACE.

In addition, the introduction at Stage 2 of modified subjects, designed to provide better options for students with an identified intellectual disability, meant that the SACE was accessible to a wider range of students.

Research Project

The Research Project is a significant new element of Stage 2 (Year 12) of the SACE and was introduced in 2011. The Research Project is a 10-credit (single-semester) subject designed to build on and extend students' academic knowledge and skills by providing them with the opportunity to investigate, problem-solve, and evaluate a topic of interest. It builds skills for tertiary study, the workplace, and life in the twenty-first century.

The Research Project is a compulsory subject in the new SACE. Students must achieve a C– grade or better in the Research Project to be eligible to achieve the SACE. Students have the opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

In 2011, 15 025 South Australian students completed the Stage 2 Research Project. Those students who received a result at the end of Semester 1 had the option to improve their grade by re-enrolling in the Research Project in Semester 2. Students could either undertake a new research topic or revise aspects of their previous research topic. Of the 11 569 students who received a result in Semester 1, 785 chose to re-enrol in the Research Project in Semester 2.

The subject outline for the Stage 2 Research Project: Modified was also implemented in 2011. Of 128 students who enrolled in the Research Project: Modified in 2011, 126 students achieved a result of 'Completed'.

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 2011, the SACE Board implemented the new policy for the Recognition Arrangements for Vocational Education and Training (VET) in the

Stage 2 Research Project* — Graded results distribution for students in South Australia, the Northern Territory, and Asia, 2011

	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Total
RP A	0	11	24	54	109	210	309	471	293	99	49	16	17	17	22	89	1790
RP B	244	1078	1606	1821	2046	2078	2195	2083	1031	258	79	53	35	40	26	214	14 887
Total	244	1089	1630	1875	2155	2288	2504	2554	1324	357	128	69	52	57	48	303	16 677

Note: Results are reported either as a grade between A+ and E–, or as N (no result).
* The Research Project has two variants: A and B.

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

SACE. The policy aims to assist students to build coherent and meaningful pathways in the SACE through VET and encourage students to complete, or make significant progress towards completing, VET qualifications. As such, the new policy enables VET, from 2011 onwards, to contribute towards the SACE compulsory requirement for 60 credits at Stage 2.

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 and provides links to other, industry-specific information.

Modified Subjects

Modified subjects 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 modified subjects were offered at Stage 2 for the first time 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
• Research Project: Modified
• Scientific Studies: Modified
• Society and Culture: Modified.

A number of meetings were held in 2011 to support teachers to deliver modified subjects. These meetings included:

• Two planning workshops, which focused on assessment design and the development of learning and assessment plans; thirty-one teachers attended the planning workshops.
• Two clarifying forums to support teachers to develop a shared understanding of assessment decisions with reference to personal learning goals and capabilities; thirty-three teachers attended these forums.
• Two review meetings to ensure that teachers' assessment decisions were consistent across the state; fifty-four teachers attended the review meetings.

In November 2011, the SACE Board approved a proposal to publicly recognise students who complete the SACE entirely through the study of modified subjects, and who have demonstrated personal achievements that go beyond expectation. The Excellence in Modified Subjects Award will be presented in 2012.

Initiatives to Support SACE Implementation

Leaders Forums

Since late 2008, the SACE Board has held forums for principals and school leaders, which are designed to facilitate information sharing, discussion, and networking, and to provide school leaders with up-to-date information on SACE policies and procedures.

In 2011, forums were held in March and September. On each occasion, three face-to-face forums were held in metropolitan and rural locations, and another forum was held via videoconference to ensure leaders from remote schools had an opportunity to participate.

The issues covered by the forums included:
• SACE Board and schools working together; key directions and priorities for 2011
• Operational and management issues associated with the Research Project
• SACE Board and schools' shared responsibilities for assessment
• Information and data about the 2011 SACE results that will be provided to schools
• SACE Merits for 2011
• Construction of the Australian Tertiary Admission Rank and the TAFE SA Selection Score.

At the first series of forums, held in March 2011, a total of 440 principals and leaders from the three school sectors participated at one of the three venues (Allan Scott Park, Morphettville; Sfera's Conference Centre, Modbury; and the Vine Inn, Nuriootpa) or via videoconference.

At the second series of forums, held in September 2011, a total of 408 principals and leaders from the three school sectors participated at one of the three venues (Allan Scott Park, Morphettville; Sfera's Conference Centre, Modbury; and the Clare Country Club) or via videoconference.

Teacher Engagement Strategy

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

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

In 2011, professional development programs focused on using the performance standards to assess SACE Stage 2 subjects. These programs included planning and clarifying forums, and workshops on implementing the revised Personal Learning Plan and developing flexible SACE curriculum options. A range of exemplars and support materials for use in these programs were developed through a collaboration between officers of the SACE Board and the SACE Project Office, and teachers from all school sectors.

Many teachers identified their participation in the July and November moderation and marking processes as contributing significantly to their professional development. Moderation of school assessments and marking of external assessments was conducted for each subject and included panels of trained teachers and other subject experts managing final assessment processes.

SACE Project Office Implementation Officers and SACE Board Curriculum and Moderation Officers facilitated both general SACE and subject-based professional development activities. Feedback from teachers and school leaders was used to identify future professional development needed to ensure the ongoing success of SACE implementation.

Stage 2 Planning and Clarifying Forums

In the planning phase, Stage 2 teachers in all subjects developed learning and assessment plans. Plans were submitted by principals for approval in December 2010, February 2011, and July 2011. The SACE Board approved and provided feedback on 5656 learning and assessment plans.

Stage 2 clarifying support provided opportunities for teachers to share their understanding and interpretation of the performance standards for a subject and the design of assessment tasks. Two hundred and fourteen clarifying forums were conducted covering sixty-four subjects.

Twenty-two forums focused on the Research Project. Commencing at the beginning of March and concluding at the end of April 2011, these one-day meetings enabled teachers to discuss the standards in each of the assessment types: Folio, Research Outcome, and Evaluation. A second round of clarifying forums for the Research Project was held in August and September 2011.

For the remaining subjects, clarifying forums were held between April and the end of June. These were usually half-day events, and the majority were held in the metropolitan area; seventy-five forums were held in rural areas. Clarifying forums were also held in the Northern Territory and in Malaysia and China.

All participants were provided with extensive examples of student work as a basis for their discussion. Exemplar materials included written and non-written examples of evidence of student learning. Exemplar materials were posted onto the SACE website. Teachers were able to continue their discussions using online forums via the SACE website.

In 2011, 4189 teachers attended the clarifying forums. This included approximately 3000 teachers from the metropolitan area, and approximately 1200 teachers from country areas in South Australia. At these meetings, 2141 teachers were from government schools, 1087 from independent schools, 886 from Catholic schools, and 75 from other educational and training organisations.

Exemplars and Support Materials

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

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

During 2011, to support teachers of Stage 2 subjects, an additional 550 individual documents were made available on the SACE website and in booklet format (for use at clarifying forums).

Existing support materials for both Stage 1 and Stage 2 subjects were revised to incorporate subject changes for 2012.

Standards Leadership Teams

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

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

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

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

In 2011, the SACE Board appointed 180 community and/or teaching experts to eighty Standards Leadership Teams.

The Standards Leadership Teams provide expert advice on subjects and their assessment. In collaboration with SACE Board Officers, the Chief Assessors and Chief Supervisors provide leadership to activities that support each of the four phases of the quality assurance cycle: planning, clarifying, confirming, and improving.

Systems Changes

The Stage 2 results release in 2011 marked the successful completion of major changes to key systems supporting the new SACE.

Vocational Education and Training Results

DATEX Online was changed so that schools could enter students' VET results. VET qualifications count towards SACE completion and students' Australian Tertiary Admission Rank.

Research Project Assessment Type 3

Schools were given access to the SACE Board's secure file transfer system to enable teachers to upload each student's Assessment Type 3: Evaluation for the Research Project B. The uploaded student work was stored in a database so the SACE Board could verify, if necessary, that evidence submitted for external assessment was the student's own work.

Transition Strategy

In 2011, the SACE Board put in place a Transition Strategy that allowed students who had intended to complete the SACE in 2010 but were not able to do so, to complete the requirements for the new SACE in 2011.

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

Key elements of the strategy included:
• identification of scenarios in which students could potentially be negatively affected
• specific arrangements to mitigate transition impacts for affected 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 believed they were disadvantaged or if special circumstances applied.

In 2011, 228 students were granted exemption status for the Research Project as part of the transition arrangements. Of these, 226 completed other outstanding SACE requirements and were awarded the SACE.

Entrance Score for Further Education

TAFE SA Selection Score

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

From 2011, to obtain a TAFE SA Selection Score, students who complete their SACE must, while complying with rules regarding subject combinations, gain at Stage 2:

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

This mixture of SACE subjects and other recognised courses allows students to use the flexible options of the new SACE for TAFE entry. In 2011, 11 595 obtained a TAFE SA Selection Score.

University Aggregate

To obtain an Australian Tertiary Admission Rank (ATAR) in 2011, students who complete the SACE must gain a university aggregate. To obtain a university aggregate, students must, as well as complying with rules regarding subject combinations and completing any prerequisite subjects for their course of choice, 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.

Australian Tertiary Admission Rank

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

The structure of the university aggregate allows students to use the flexible options of the new SACE for university entry. In 2011, 10 624 students obtained a university aggregate and an ATAR.

Governor of South Australia
Commendation

Outstanding achievement in 2011
South Australian Certificate of Education

Sam Smart

His Excellency Rear Admiral Kevin Scarce AC CSC RANR
Governor of South Australia

Allan Dooley
Presiding Member
SACE Board of South Australia

Government of South Australia   SACE Board of SA

Merits in the SACE

Merits have historically been awarded to the top 1–2% of the cohort in each SACE subject. To maintain consistency with previous years in the awarding of Merit Certificates, a category of A+ called an 'A+ with Merit' was introduced. A panel determined the level that represented exceptional achievement in each subject, and students who demonstrated achievement at this level were awarded an A+ with Merit.

A new award called the 'Governor of South Australia SACE Award' was introduced in 2011 for students who complete the SACE, to acknowledge overall excellence in the SACE.

Students can receive the award for:

• achieving an A+ with Merit in five Year 12 subjects including the Research Project
• demonstrating excellence in their SACE studies and in one or more of the SACE capabilities of communication, learning, personal development, citizenship, and work. Each school in South Australia was invited to nominate one student to receive the award on this basis. The recipients were selected by a panel that comprised His Excellency Rear Admiral Kevin Scarce AC CSC RANR, the Governor of South Australia, and leaders from the school sectors, vocational education and training, and business.

Twenty-five students will be awarded the Governor of South Australia SACE Award based on their achievements in 2011.

The Governor of South Australia Aboriginal Student SACE Award was also introduced in 2011 for Aboriginal students who complete the SACE. It will be awarded to the Aboriginal student with the highest overall achievement in the SACE.

Merit Certificates and Governor of South Australia SACE Awards will be presented to South Australian students at the SACE Merit Ceremony 2012.

CURRICULUM, ASSESSMENT, AND STANDARDS

SACE Policy Framework

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.

All policies are revised annually. In 2011, two additional policies — the SACE Assessment and Quality Assurance of Board-accredited Subjects and the Merit Policy — were finalised for web publication.

The SACE Assessment Responsibilities: SACE Board and Schools Code of Practice defines the responsibilities of the SACE Board and schools in managing school and external assessments of student learning in the SACE. In 2011, this code was finalised and distributed to schools.

Policy circulars summarise the key features of the SACE and are derived from the more detailed and extensive policy statements. An additional policy circular — Stage 2 Assessment and Quality Assurance — was developed in 2011 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.

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 are reviewed and updated for annual publication. The reviewed subject outlines for 2012 were published online in Term 4 of 2011.

Performance Standards

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

Each level of achievement describes the knowledge, skills, and understanding that teachers 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.

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 subject outlines describe how the five capabilities — communication, citizenship, personal development, work, and learning — relate to each subject. Some subjects may focus more on some capabilities than on others.

Literacy and Numeracy

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

- a range of Board-accredited English 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).

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

To meet the numeracy requirement, students must complete 10 credits from the range of mathematics subjects and/or courses at a level of satisfactory achievement (a C grade) or better.

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

In South Australia in 2011, of those students who undertook at least 20 credits of English subjects, 93% achieved a C grade or better and thereby met the SACE literacy requirement. Similarly, of those students who undertook at least 10 credits of mathematics subjects, 89% achieved a C grade or better and thereby met the SACE numeracy requirement.

The Board-accredited English Pathways: Modified subject outline and Mathematics Pathways: Modified subject outline enable students with an identified intellectual disability to meet the literacy and numeracy requirements of the SACE.

Personal Learning Plan

The Personal Learning Plan was introduced 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 is a compulsory subject in the SACE. Students must achieve a C grade or better in the Personal Learning Plan to be eligible to achieve the SACE. Of the 20 693 students who enrolled in the Stage 1 Personal Learning Plan in 2011, 19 602 (95%) achieved a C grade or better.

The Board-accredited subject, Personal Learning Plan: Modified enables students with an identified intellectual disability to meet the requirements of the SACE. Of the 189 students who enrolled in the Personal Learning Plan: Modified in 2011, 187 students achieved a result of 'Completed' (compared with 257 out of 259 students who enrolled in 2010).

As part of the regular SACE Board program of subject accreditation and evaluation, the Personal Learning Plan and the Personal Learning Plan: Modified were evaluated and prepared for re-accreditation.

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

The second phase of the evaluation was conducted in 2011 and involved an online survey of students who had studied the Personal Learning Plan in South Australia or the Northern Territory.

Common feedback from teachers, students, and parents about the benefits of studying the

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
2011	3814	7358	8474	374	452	407	20879

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

Personal Learning Plan included that students:

- identified plans and goals for their future
- developed the ability to make informed subject choices
- developed work skills and made career decisions.

The Personal Learning Plan Curriculum Leaders Group analysed all the feedback and developed recommendations for a number of improvements to the design of the Personal Learning Plan subject outline, which were forwarded to the Board for their consideration, including:

- using clearer language
- adding specific content about 'plans and planning'
- clarifying the assessment types and the performance standards.

In July 2011, the Board re-accredited the subject outlines for the Stage 1 Personal Learning Plan and the Stage 1 Personal Learning Plan: Modified. The revised subject outlines were available to schools in Term 3 and accompanied by professional development workshops and support materials to enable teachers to update their programs in time for the 2012 school year.

Local Programs

Nine subject outlines in 2011 assisted schools to develop local programs in each of the learning areas at Stage 1 and at Stage 2.

Through local programs, schools are 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 2011, 152 students studied local programs at either Stage 1 or Stage 2.

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.

Modified subjects in each of the learning areas were introduced at Stage 1 in 2010 and at Stage 2 in 2011, including the Research Project: Modified (Stage 2 only).

In 2011, seventy-one students completed the SACE by studying at least one modified subject at Stage 1 or Stage 2.

Collaborative Curriculum and Assessment Framework for Languages

The SACE Board continued its commitment to the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), a national languages sharing arrangement under the auspices of the Australasian Curriculum, Assessment and Certification Authorities (ACACA). The hosting of this arrangement is rotated between New South Wales, South Australia, and Victoria. In 2011, South Australia hosted the national arrangement on behalf of the participating ACACA authorities, including the annual CCAFL conference.

One hundred and forty-nine students in South Australia out of 1481 students across Australia studied a language supported by CCAFL.

In 2011, twenty-eight nationally assessed languages were offered under the CCAFL arrangements. In addition thirteen locally assessed languages (including Australian Languages) and thirteen interstate assessed languages were available at Stage 2.

Recognition of Other Learning

Vocational Education and Training

The year 2011 was the first year of implementation of the new policy, 'Recognition Arrangements for Vocational Education and Training (VET) in the SACE'.

Following workshops in 2010 for schools and school stakeholders, SACE Officers attended regional and sector meetings of VET coordinators to assist in clarifying the new policy. Additionally, VET information was communicated at SACE leaders forums, SACE coordinator conferences, and 'VET in DATEX' information sessions.

In 2011, 37.7% of students who completed the SACE included VET in their studies. Four hundred and ten different VET qualifications were undertaken by these students across more than thirty different industry areas.

Of the students who completed the SACE and included VET in their studies, more than 440 were identified by schools to the SACE Board as undertaking their VET as part of a school-based apprenticeship or traineeship. These school-based apprenticeships or traineeships were across eighty-six different VET qualifications in twenty-five different industry areas.

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

In 2011, ninety community-developed programs had been approved for recognition towards the SACE. These programs were listed in *Recognition of Community Learning: Guidelines 2011*. No new community-developed programs were approved in 2011.

In 2011, 1556 students were granted recognition towards their SACE for achievements in a community-developed program.

Self-directed Community Learning

In 2011, 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 2011* to assist students and assessors in preparing for the interviews.

In 2011, 252 students were granted recognition towards their SACE for self-directed community learning.

Curriculum of Other Authorities

The SACE Board recognises learning from appropriate courses that are accredited and quality assured by schools, institutions, authorities, or organisations in other Australian states or overseas. The SACE Board has recognition arrangements for students who successfully undertake the International Baccalaureate Diploma Programme (IBDP), languages courses delivered by the School of

Languages, South Australian Department of Education and Child Development (DECD), interstate and overseas secondary school qualifications, and university studies comprising a semester or full-year undergraduate course.

In 2011:

- 112 students were granted recognition towards their SACE for IBDP courses
- 8 students were granted recognition towards their SACE for courses delivered by the School of Languages
- 194 students were granted recognition towards their SACE for studies undertaken towards interstate and/or overseas secondary school qualifications
- 38 students were granted recognition towards their SACE for university studies comprising a semester or full-year undergraduate course.

Assessment

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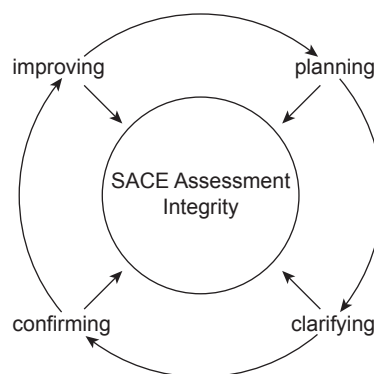
In the planning phase, teaching and learning opportunities were devised to enable students to demonstrate their learning against all aspects and levels of the performance standards.

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 grade 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 Stage 2 subjects was marked by at least one external marker appointed by the SACE Board.

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

Planning and Clarifying Forums

Planning and clarifying support was available to teachers of the compulsory Stage 1 subjects (Stage 1 English and mathematics subjects and the Personal Learning Plan) and all Stage 2 subjects. The support was provided in a variety of formats, including forums and online. Support was available at a range of metropolitan and regional locations and at various times (including school holidays) to meet the needs of teachers.

Stage 1 planning support assisted teachers to develop learning and assessment plans and effective assessment tasks and programs. In 2011, seventy-six teachers participated in planning support activities.

Stage 1 clarifying support 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 2011, 152 teachers accessed clarifying support.

Stage 2 planning support assisted teachers to develop learning and assessment plans and effective assessment tasks and programs. Planning forums were provided for the Research Project, Visual Arts, and Design and Technology subjects; 399 teachers attended the forums.

Stage 2 clarifying support provided opportunities for teachers to share their understanding and interpretation of the performance standards for a subject and the design of assessment tasks. In 2011, 4189 teachers attended forums in sixty-four subjects.

Assessment and Reporting Model

The SACE Board's Assessment and Reporting model was maintained for Stage 1 subjects and implemented for Stage 2 subjects 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 in 2011 was the use of performance standards for Stage 2. The standards were provided in each subject outline and described in detail the level of achievement required to obtain each grade from A+ to E–.

Stage 1

At Stage 1, schools are responsible for assessing student performance. In 2011, 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 results for Stage 1 Material Products and Stage 1 Tourism to support teachers in applying the performance standards consistently. Results for Tourism were monitored in twenty-four schools and results for Material Products were monitored in twenty-eight schools. The information gained through monitoring is used by the SACE Board to identify improvement strategies.

Moderation

In 2011, 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 Curriculum and Moderation Officer or SACE Project Implementation Officer. Two hundred and eleven schools participated in the 2011 Personal Learning Plan moderation process.

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 commenced.

In Semester 1, 696 teachers were involved in moderation for English and mathematics subjects, and in Semester 2, 220 teachers were involved.

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

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

In 2011, schools were responsible for assessing the school assessment component. The document *SACE Assessment and Reporting: Guidelines for Teachers 2011* provided detailed guidance for teachers. The SACE Board was responsible for moderating the results for the school assessment component and for assessing the external assessment component.

Results were added to the database throughout the year, as assessment tasks — or groups of assessment tasks — were completed. The Stage 2 assessment processes involved a large number of teachers and SACE Board staff.

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

Moderation

As part of the final school assessment process, moderation was held at a central venue for all subjects. The moderation of practical school assessments in Physical Education and Visual Arts subjects was conducted by visits to schools and other venues (on-site moderation).

Final moderation (central) required the collection of samples of student work from schools. It occurred at the end of Semester 1 for the Research Project and Community Studies and at the end of Semester 2 for all subjects.

The largest final moderation process occurred at the end of 2011 with more than 9850 bags of student work being processed. Final moderation

was undertaken by more than 1150 moderators in sixty-four subjects at the Magill Campus of the University of South Australia and at the SACE Board of South Australia and was completed in early December.

In 2011, quality assurance for Stage 2 moderation outcomes was achieved through a range of activities. Benchmarking materials and explicit procedures were used for training chief supervisors and moderators in the application of the grade level performance standards before final moderation commenced. This contributed to consistent outcomes for students' results in all subjects.

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

Examinations

The Stage 2 external examinations commenced on Monday 17 October 2011 with an interstate assessed language examination, Chinese (beginners). The nationally assessed languages examinations were held on Monday 24 October 2011. These languages were offered collaboratively by the state curriculum and assessment authorities. Examinations involving the majority of students commenced on Monday 31 October 2011 and concluded on Wednesday 16 November 2011.

Students studying Mathematical Applications sat for their examinations on Thursday 9 June 2011, and on Friday 4 November 2011. To accommodate the external examination at the end of each semester, schools selected two topics for Semester 1 and two different topics for Semester 2.

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

Investigations

In 2011, thirty-five 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 2011, the Stage 2 results release to students in South Australia, the Northern Territory, and Asia marked the successful culmination of the implementation of the new SACE 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 21 December. On the day of the results release, 11 018 students used this online results facility.

In 2011, 12 367 students successfully completed their senior secondary certificate, and 732 students achieved an A+ with Merit in one or more subjects.

Special Provisions

The Special Provisions in Curriculum and Assessment Policy and Procedures aims 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 2011, 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 2011, 895 students from 163 schools in South Australia and the Northern Territory were granted special provisions for external assessment. Twenty-two students from three schools in Asia were also granted special provisions.

Acknowledging Student Achievements

Art Show

The twenty-ninth annual SACE Board Art Show was held from 21 March to 27 April 2011 at the Light Square Gallery, Adelaide College of the Arts. Selected for exhibition were 148 works by 119 students from sixty-three schools. The works displayed the broadest interpretation of the 2011 subject outlines for Visual Arts — Art, Creative Arts, and Visual Arts — Design at Stage 2. 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 5000 people visited the exhibition. Following the exhibition, selected works were hung in the offices of the SACE Board, the SACE Project 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 2010, a total of 873 students achieved outstanding scores in at least one subject, including 745 from South Australia, 44 from Northern Territory, and 84 from schools in Asia.

On Tuesday 8 February 2011, 745 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 1038 Merit Certificates for outstanding achievement in the 2010 assessments.

Twenty-four 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 Honourable Jay Weatherill MP, Minister for Education, presented the Tennyson Medal for English to Mr Thomas Chong Ern Khoo and Merit Certificates to the thirty-seven students with outstanding achievements in three subjects. Mr Allan Dooley, the Presiding Member of the SACE Board of South Australia, presented Merit Certificates to the 139 students with outstanding achievements in two subjects. Mr Lawrence Ben responded on behalf of all students.

The following special guests presented Merit Certificates to 544 students who achieved an outstanding result in one subject:

- Arts: Adam Cook, Artistic Director, State Theatre Company of South Australia
- English: Rosanna Mangiarelli, Presenter, *Today Tonight*, Channel 7

- Health and Personal Development: Jon Lamb, Presenter, ABC Adelaide, and Mark Aiston, Sports Presenter, Channel 10
- Languages: Maarten de Weerd, Presenter, 5EBI-FM Multicultural Youth Program, *My Radio*
- Mathematics: Dr Alison Wolff, Senior Lecturer in Pure Mathematics, The University of Adelaide
- Science: Dr Chris Wong, Intern, Royal Adelaide Hospital
- Society and Environment: Professor Mike Young, Executive Director, The Environment Institute, The University of Adelaide, and Chris Wilson, Lecturer and Academic Adviser, Yunggorendi, Flinders University
- Technology: Steve Adcock, Chief Executive Officer, The Technology Industry Association.

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

The Board expresses its appreciation to the following organisations for their support of the 2011 Merit Ceremony: Adelaide City Council, BankSA, Knispel Fruit Juices Pty Ltd (Nippy's), Santos Ltd, St John Ambulance Australia SA Inc., and Regency International Centre, TAFE SA, Hospitality Division.

COLLABORATION AND PARTNERSHIPS

Consultation, Engagement, and Partnership

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 2011, the SACE Board established or participated in several committees to facilitate consultation and engagement with different groups, including:

- SACE Review Implementation Steering Committee
- Senior Officers Group
- SACE Principals Partnership Strategy Group
- SACE Curriculum Leaders Groups
- Training and Skills Commission–SACE Board Working Group
- Joint Chairs Group (Training and Skills Commission and SACE Board of SA)
- Training Guarantee for SACE Students Reference Group
- Australian Education Union (SA Branch)–SACE Board Working Group
- Freedom of Information Working Group
- Parents Associations–SACE Board Consultative Group
- South Australian Tertiary Admissions Centre
- Aboriginal Education Strategy.

Details of the outcomes of these collaborations follow.

SACE Review Implementation Steering Committee

Established in 2006 the primary purpose of the SACE Review Implementation Steering Committee is to provide advice to the Minister for Education on the development and implementation of the new SACE and to administer and monitor the SACE implementation budget.

In 2011, membership of the SACE Review Implementation Steering Committee included:

- Chief Executive Officer, Department of Education and Child Development
- Director, Catholic Education South Australia
- Chief Executive, Association of Independent Schools of South Australia
- Chief Executive Officer, Department of Further Education, Employment, Science and Technology
- nominee of Northern Territory Minister for Education, Northern Territory Department of Employment
- Chief Executive, SACE Board of South Australia
- Director, SACE Project Office
- nominee of SA Vice-Chancellors Committee representing the South Australian university sector
- nominee of the Northern Territory university sector.

The terms of reference for the Steering Committee included:

- to monitor and oversee SACE implementation plans and provide advice to the Minister for Education about long-term (post-2011) implications of the implementation of the new SACE
- to ensure that, wherever possible, implementation occurred through a unified approach with consistency across the schooling sectors and the education and training sectors.

Together with the conclusion of the initial phases of implementing the new SACE, the work of the Steering Committee was drawn to a close at the end of 2011.

Senior Officers Group

The heads of each school sector nominated a Senior Officer to support the development of appropriate communication and strategies for implementing the decisions and directions of the SACE Review Implementation Steering Committee.

The Senior Officers Group held monthly meetings and provided critical liaison and support between the school sectors, other stakeholders, the SACE Board, and the SACE Project Office throughout the implementation period from 2007 to 2011.

The objectives of the Senior Officers Group included:

• promoting initiatives and programs focused on the implementation of the new SACE as agreed by the SACE Review Implementation Steering Committee

• promoting and facilitating activities that were consistent with the SACE Board of South Australia's decisions regarding the SACE

• providing implementation progress reports to the SACE Review Implementation Steering Committee

• supporting school sector communication and consistent approaches to the implementation of the new SACE

• providing advice to the SACE Project Office and the SACE Board in relation to the development and implementation of professional development programs to support the new SACE.

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 policies that underpin 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 Child Development — South Australian Secondary Principals' Association (three representatives)

• Department of Education and Child Development — Area Schools (two representatives)

• Department of Education and Training, Northern Territory (two representatives).

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 that have 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 2011, the group met four times, once per term. The group contributed to the work of the SACE Board by providing feedback on significant policy areas and on the implementation of Stage 2 of the SACE in 2011.

Specifically, the group contributed to the achievement of the following outcomes:

- procedures and protocols for managing assessment-related grievances, appeals, and investigations
- implementation of the Stage 2 Research Project in 2011
- evaluation of the Stage 1 Personal Learning Plan
- subject enrolment patterns
- moderation and quality assurance procedures for Stage 2 of the SACE
- proposed changes to the awarding of Merit Certificates following the implementation of the new SACE
- implications of the removal of the SACE Board's 'exempt' status under freedom of information legislation.

In addition to regular face-to-face meetings, members of the SACE Principals Partnership Strategy Group contributed to the work of the SACE Board in specialised capacities, including assisting with planning for SACE leaders forums, held in May and September.

SACE Curriculum Leaders Groups

During 2011, most Curriculum Leaders Groups met to:

- prepare exemplar materials especially non-written materials, for the Stage 2 clarifying forums, and for online publication
- source student materials for annotated student work samples.

Members of the 2011 Curriculum Leaders Groups (at 31 December 2011) are listed in Appendix C.

Training and Skills Commission–SACE Board Working Group

A memorandum of agreement established between the SACE Board of South Australia and the Training and Skills Commission sets out the respective roles and responsibilities of each in regard to vocational education and training undertaken by students as part of their SACE.

In 2009, a Training and Skills Commission–SACE Board Working Group was formed to provide a forum for collaborative advice, discussion, and strategic planning in the context of the respective legislative responsibilities of the SACE Board and the Training and Skills Commission for vocational education and training (VET). The SACE Board, as the accrediting and certifying authority for the senior secondary certificate, recognises any VET that students undertake by granting credit towards the SACE for successfully completed VET units. The Training and Skills Commission, as the training regulator, establishes and monitors compliance requirements for the VET sector.

In 2011, the working group comprised nominees of:

- the Training and Skills Commission
- the Quality and Tertiary Education Policy directorate of the Department of Further Education, Employment, Science and Technology (DFEEST)
- the Workforce Planning and Policy directorate of DFEEST
- the Department of Education and Children's Services (from October 2011, the Department of Education and Child Development)
- the Association of Independent Schools of South Australia
- Catholic Education South Australia
- SA Unions
- Business SA.

In 2011, the focus of the group reflected the progressive development and implementation of the Recognition of Vocational Education and Training policy and procedures for the SACE, including providing advice on operational matters, for example:

- how the working group could contribute to 'Skills for All VET in SACE' initiatives
- relevant links with the SACE Board's VET Recognition Register, in particular, links to external information and advice (e.g. industry, labour market, and careers information)
- implications for data recording and reporting systems and associated processes as a result of the changes to regulation and recognition of VET in schools
- opportunities for data exchange between relevant organisations to ensure accurate reporting, monitoring, and evaluation of VET while minimising the reporting burden on registered training organisations (RTOs) and schools.

The working group will continue to act as a reference group for the development of the Training and Skills Commission's publication, *Guide for Schools*, which aims to inform schools and RTOs of the changes to VET in schools, including recognition of VET in the SACE, and to complement the implementation of the 'Skills for All' policy reforms.

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

A Joint Chairs Group was formed at the same time as the Training and Skills Commission–SACE Board Working Group 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 and the Chief Executive of the SACE Board of South Australia, the Director of the Office of the Training and Skills Commission, and other nominated members from the working group. The Joint Chairs Group met throughout 2011 with a focus on:

- reviewing the memorandum of agreement between the Training and Skills Commission and the SACE Board of South Australia in the context of changes to the regulatory responsibilities of the Commission from 2012
- providing strategic oversight and advice in relation to the work of the Training and Skills Commission–SACE Board Working Group.

In 2011 the group met on three occasions.

Training Guarantee for SACE Students Reference Group

In mid-2011, the SACE Board was invited to nominate a member to the Training Guarantee for SACE Students Reference Group.

This group was formed to provide policy advice in relation to the 'Skills for All' strategy, which aims to increase the number of South Australians with VET qualifications at Certificate III level or higher, and to develop smoother pathways between school and VET.

A critical feature of the strategy is the proposed 'Training Guarantee for SACE Students', which will be implemented progressively from July 2011 to June 2012. The Training Guarantee for SACE Students will:

- subsidise eligible SACE students to undertake, as part of their SACE, a substantial amount of a prescribed VET qualification that is delivered by an approved registered training organisation (RTO)
- guarantee a place with the RTO for students to complete a Certificate III qualification in the year after they complete the SACE (or an equivalent senior secondary certificate) and leave school.

Implementation of Phase 1 of the scheme commenced in Semester 2, 2011, and will continue in Semester 1, 2012. In Phase 1,

delivery was limited to TAFE SA in order to allow for operational details to be tested and refined before full implementation from July 2012. The specifications for the scheme were developed with the advice of members of the Reference Group, which includes nominees of the three school sectors and TAFE SA.

Ms Adele Broster, VET Project Officer, was the SACE Board's nominee to the Reference Group.

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

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

In 2011, the group met on three occasions. Areas of discussion included evaluation of the Stage 1 Personal Learning Plan and the progressive implementation of Stage 2 of the SACE with particular reference to:

- communication and engagement with teachers
- implications of the proposed 'Training Guarantee for SACE Students' for schools and teachers
- teacher involvement in quality assurance processes for the SACE Board
- delivery of the Stage 2 Research Project
- progress of implementation of the Senior Secondary Australian Curriculum
- National Professional Standards for Teachers.

Membership of the group included:

- the Chief Executive of the SACE Board, of South Australia (Chair)
- the Vice President of the AEU (SA Branch)
- the Director, SACE Project Office
- other SACE Board and AEU staff
- an AEU member.

Key outcomes included AEU members providing advice and feedback to the SACE Board on proposed changes to SACE Merits and Awards, SACE moderation and quality assurance processes, the evaluation of the Stage 1 Personal Learning Plan, and enhanced strategies for communication and engagement with teachers through the AEU.

Freedom of Information Working Group

Under the *Freedom of Information Act 1991*, the Senior Secondary Assessment Board of South Australia was an exempt agency. This exemption was inherited by the SACE Board of South Australia following its establishment on 1 July 2008.

In line with government policies of openness and accountability, the SACE Board undertook to review its exemption under freedom of information (FOI) legislation. In March 2011 an FOI Working Group was established to provide oversight of, and recommendations about, the removal of the SACE Board's current exempt status.

The FOI Working Group comprised the following members:

- the Chief Executive of the SACE Board of SA (Chair)
- nominees of the Catholic, government, and independent school sectors in South Australia
- nominees of the secondary principals associations from the Catholic, government, and independent school sectors in South Australia
- a nominee of the Northern Territory Department of Education and Training
- a nominee of the South Australian Tertiary Admissions Centre (SATAC)
- SACE Board Officers.

In addition, the SACE Board consulted with its key stakeholders and strategic partners through existing consultative bodies, including the Australian Education Union (SA Branch)–SACE Board Working Group and the SACE Principals Partnership Strategy Group. The SACE Board also met with parents associations to gain their feedback and advice.

The FOI Working Group met regularly throughout 2011 and established the following:

- the underpinning policy principles for the public release of SACE Board data and information
- identification of a limited set of data that is used for internal operational and quality assurance purposes that the working group believes should remain exempt under FOI legislation
- identification of SACE Board data and information that will be released via the SACE Board website
- operational protocols for public access to data and information under FOI legislation.

It is expected that the remaining work associated with the review of the SACE Board's FOI exemption will be completed in 2012. The SACE Board will then provide advice to the Minister regarding any changes to FOI legislation.

Parents Associations–SACE Board Consultative Group

The SACE Board of South Australia established the Parents Associations–SACE Board Consultative Group in 2010 as a means of consulting with, and receiving feedback from, parents associations about the issues of importance to parents of senior secondary students.

The SACE Board values the advice and feedback it received from the parents associations throughout 2011, especially in relation to:

- the Board's review of its exempt status under FOI legislation
- the implementation of Stage 2 of the SACE throughout 2011
- the outcomes of the evaluation of the Stage 1 Personal Learning Plan
- the role and purpose of the Stage 2 Research Project for senior secondary students
- perceptions and presentations of the SACE in the media.

Paul Kilvert, Chief Executive of the SACE Board, participated in a 'question and answer' style interview with the Executive Director of the Federation of Catholic School Parent Communities (SA) for the Federation's newsletter, in order to promote understanding of the SACE. Additional, similar interviews and articles on the SACE are planned for 2012, as well as regular meetings with the associations representing parents in South Australia.

South Australian Tertiary Admissions Centre

SACE certification was printed on SACE Board stationery and sent to students separately from the Tertiary Entrance Statement, which was printed on the stationery of the South Australian Tertiary Admissions Centre (SATAC).

The Tertiary Entrance Statement was completely redeveloped in 2011 to provide students with a detailed record of their scaled scores in all of their Stage 2 subject enrolments as well as more information regarding the calculation of the new university aggregate and the TAFE SA Selection Score.

Changes to the assessment model in the new SACE prompted SATAC to publish more detailed information regarding the SACE assessment model and the application of the scaling, aggregation, and Australian Tertiary Admission Rank processes to subject results.

These changes to the scores used for entrance to tertiary education required significant liaison between the SACE Board, SATAC, and other stakeholders in the tertiary sector. A large collaborative effort by the SACE Board and SATAC has been a key element in implementing and verifying the system changes required for the first year of Stage 2 of the new SACE.

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.

The SACE Aboriginal Education Strategy Steering Committee has continued to guide the implementation of the strategy. In 2011, 144 Aboriginal students were awarded the SACE. This represents 84.3% of the Aboriginal students who started Year 12 in 2011; an increase of 5.8% on 2010.

The Governor of South Australia Aboriginal Student SACE Award was introduced in 2011, and was awarded to the Aboriginal student with the highest overall achievement in the SACE.

The annual Aboriginal SACE Completers poster featuring students who successfully completed the SACE in 2010 was distributed to schools in Term 2.

The third Aboriginal Student Pathways Conference was held at Flinders University on 15 June, with Years 10, 11, and 12 Aboriginal students from forty-five schools attending.

National Collaboration

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.

The Chief Executive of the Australian Curriculum, Assessment and Reporting Authority (ACARA) is now also a member of ACACA.

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 2011 the annual conference was held in Queensland.

In 2011, 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.

In 2011, ACACA gave particular emphasis to the proposed strengthened AQF, with ACACA members contributing to the redevelopment of the AQF as it related to senior secondary certificates of education. ACACA's proposed amendments were endorsed by the the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

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 with the three school sectors. The results of this process were provided to ACARA.

The three school sectors and the SACE Board agreed to work together to develop a collaborative consultation process 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 SACE Board's subject-specific advisory groups and chief assessors, to seek feedback about curriculum and assessment issues arising from the draft content.

Communication

Communication with Students and Parents

In January 2011, the third edition of the *Achieve* magazine was distributed to all South Australian schools, targeting students in Years 10, 11, and 12, 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 provided detailed information about the Stage 1 Personal Learning Plan, vocational education and training, and the requirements of the new SACE. The January edition coincided with the first group of students to undertake Stage 2 of the new SACE, so information about the Stage 2 Research Project was also included. Schools were sent 78 197 copies to distribute to South Australian students.

The fourth edition of *Achieve* was published and distributed to schools in July 2011, with a focus on course counselling and subject selection, particularly in Stage 2 of the SACE. The July edition included eighteen different student case studies about the Stage 2 Research Project and a range of other stories and information about the SACE. Schools were sent 77 010 copies to distribute to students in Years 9, 10, and 11.

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 further article was included in *Federation News* (Quarterly newsletter of the Federation of Catholic School Parent Communities).

The content on the SACE website, including the 'Students and Families' section, was substantially revised for the 2011 school year. Content related to the previous SACE was removed, and the navigation of the site was updated to reflect the new content.

A range of supporting information was created to assist students and parents to interpret SACE results, both online and in hard copy. These materials were updated to reflect the new SACE, including the production of a new SACE certificate and Record of Achievement.

For the day of results release, to optimise access for students checking their results online,

a special version of the SACE website was created. The site provided improved access speeds, and included answers to frequently asked questions and a range of information.

A brochure entitled 'Results Information' was mailed to students who completed the SACE, together with their SACE results, and provided immediate answers to frequently asked questions about the results.

Communication with Schools

Use of the SACE website, the SACE Board's primary communication tool with teachers and schools, increased substantially in 2011 compared with 2010. Website traffic throughout the year increased 30%, from approximately 611 000 visits in 2010 to approximately 795 000 visits in 2011.

The content on the website was substantially revised for the 2011 school year, particularly in the 'Subjects' section, which is targeted primarily to SACE teachers. Content related to the previous SACE was removed, and the navigation of the site was updated to reflect the new content. The Research Project page, which provided the subject outline and support for teaching and assessment of the new Stage 2 Research Project subject, was one of the most visited pages on the website.

A Personal Learning Plan 'microsite' was created on the SACE website, as a pilot project for increasingly web-oriented presentation of curriculum and operational material. In consultation with teachers, SACE coordinators, and internal stakeholders, the subject outline information was restructured into a format more closely representing teachers' workflow throughout the teaching year. Successful elements of this format will be used to improve the presentation of information for subjects during 2012.

'SACE News', an electronic news bulletin, was sent regularly to subscribers to keep teachers and schools up-to-date with the SACE. During 2011, the number of subscribers increased from approximately 6000 to more than 8000.

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

During 2011, in response to feedback from teachers, students, and SACE coordinators, the

distribution of *Achieve* was expanded to include SACE teachers. Each teacher was sent a copy of the magazine, as well as a flyer entitled, 'Using *Achieve* in Your School'.

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

A code of practice entitled, 'SACE Assessment Responsibilities: SACE Board and Schools', was produced and distributed to all schools.

Two editions of a one-page flyer entitled 'Teacher Focus' were distributed in 2011, one on the update of the Stage 1 Personal Learning Plan subject, and the second on Stage 2 clarifying forums. Each SACE teacher received a copy.

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.

The following publications were produced and distributed to support the administration of the SACE in schools:
* *SACE Operations Manual 2011* and the accompanying loose-leaf forms
* nine learning area manuals
* sixty-five subject outlines for Stage 1 and Stage 2 subjects
* *Stage 1 Information and Guidelines 2011*
* *Stage 2 Research Project Guidelines 2011*
* Special Provisions in Curriculum and Assessment Information Booklet 2011
* *SACE Assessment and Reporting Guidelines for Teachers*
* *Recognition of Community Learning: Guidelines 2011*
* *Stage 1 and Stage 2 Modified Subjects Guidelines 2011*.

A SAM marketing booklet and a set of A4 flyers were sent to schools in Malaysia and China to support their delivery of the South Australian Matriculation.

Assessment reports for the 2010 assessment cycle were posted on the SACE website early in 2011.

The SACE Board's 2010 Annual Report was published online, and a limited number of printed copies were provided to key agencies.

Communication with Industry and Employer Groups

As part of the 2011 SACE website update, the 'Business and Community' page was updated with information reflecting the full implementation of the new SACE, with sections including:

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

The distribution of *Achieve* was expanded in 2011 to include a range of VET providers, business groups, libraries, and other community destinations. Eight hundred and thirty copies of the January edition of *Achieve* were sent to 115 institutions, and 1150 copies of the July edition were sent to 130 institutions.

Information for the Community

The following Data Information Release was added to the SACE website in 2011: South Australian Certificate of Education (SACE) Stage 2 Subject Participation Data, 2008–2011, (April 2011).

The SACE Board also responds to data requests on an annual and ad hoc basis. In 2011, 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 the Board

Five Board positions (including the three specific school sector nominated positions) and one Deputy Board position became vacant on 30 June 2011. The Minister called for nominations for the positions through the *Advertiser* on 2 April 2011 and letters sent to the designated entities defined in Schedule 1 of the *SACE Board of South Australia Act 1983*.

Nominations closed on 29 April 2011. As per the instructions in the SACE Board of South Australia Act, Board appointments were made by the Governor on the nomination of the Minister. All appointments were for a 2-year period and were announced in the *South Australian Government Gazette*, number 44, (dated 30 June 2011).

The first meeting of the renewed Board was held on 28 July 2011.

Renewal of Board Standing Committees

In October, the Board renewed the Chairs, and its own membership on its three standing committees:

- the Accreditation, Recognition, and Certification Committee
- the Communication and Engagement Committee
- the Planning, Finance, and Performance Committee.

This was undertaken through a nomination process, with the appointments determined by the Presiding Member and the Deputy Presiding Member of the Board, and the Chief Executive of the SACE Board of South Australia. These appointments were made for a 2-year period, subject to the tenure of the nominees' appointments to the Board.

In addition to Board and Deputy Board member appointments, the Board renewed three designated entity appointments for 2 years, and one additional appointment to the Accreditation, Recognition, and Certification Committee. These appointments were made to ensure continuity of the level of expertise and experience in the work of this Committee.

Strategic Plan 2012–16

The SACE Board of South Australia is an independent statutory authority established under the *SACE Board of South Australia Act 1983*, with responsibility for the accreditation, assessment, recognition, and certification of learning in the South Australian Certificate of Education (the SACE).

During 2011, the Board developed the 'SACE Board Strategic Plan 2012–2016', which outlines the Board's strategic directions for the next 5 years and reflects the Board's vision for student success through the SACE.

To this end, the strategic plan is based on key strategic priorities by which the progress of the Board, in achieving its core business, can be monitored and evaluated:

- advocating for students
- strengthening SACE innovation and relevance
- delivering quality outcomes
- building professional capacity.

The Board will seek regular feedback on its performance against the strategic plan and will use the results to improve its approaches, policies, and procedures.

Organisational Transition

Since 2007, the SACE Board and the SACE Project Office (previously known as the *future* SACE Office), have worked together to support the development and implementation of the Government's reforms to the SACE.

During 2011, in recognition of the changes to the SACE, the SACE Board of South Australia worked on aligning its resources with the organisational functions and structure for the start of 2012. The SACE Board of South Australia's structure needs to support the functions that will best deliver a quality SACE and address the needs and pathways of all students.

The transition process was conducted in close consultation with schools, the school sectors, and the SACE Board of South Australia's key stakeholders. Work on the transition will continue in 2012.

ISO Reaccreditation

In April 2011, 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.

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	100
FTEs	89.9

Gender	% Persons	% FTEs
Male	39	41.3
Female	61	58.7

	Number of Persons
Separated from the agency	5
Recruited to the agency	11
On leave without pay at 31 December	2

Status of Employees in Current Position

FTEs	Ongoing	Short-term Contract	Long-term Contract	Casual (excludes agency staff)	Total
Male	7.8	12.1	17.0	0	36.9
Female	18.5	15.9	18.6	0	53.0
Total	26.3	28.0	35.6	0	89.9

Persons	Ongoing	Short-term Contract	Long-term Contract	Casual (excludes agency staff)	Total
Male	9	13	17	0	39
Female	23	18	20	0	61
Total	32	31	37	0	100

Number of Employees by Salary Bracket

Salary Bracket	Male	Female	Total
$0–$50 399	2	12	14
$50 400–$64 099	7	14	21
$64 100–$82 099	10	14	24
$82 100–$103 599	17	20	37
$103 600 +	3	1	4
Total	39	61	100

Number of Executives by Gender, Classification

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

Performance Management

Documented Review of Individual Performance Management

Employees with . . .	% of Total Workforce
a review within the past 12 months	50.00
a review older than 12 months	32.00
no review	18.00

Leave Management

Average Days Leave Taken per Full-time Equivalent Employee

Leave Type	2008	2009	2010	2011
Sick Leave	3.5	2.5	6.5	7.4
Family Carer's Leave	0.1	1.7	1.1	1.5
Miscellaneous Special Leave	0.3	0.4	0.4	0.2

Workforce Diversity

The SACE Board of South Australia has a diverse workforce with 2.0% Aboriginal and/or Torres Strait Islander employees, 3.0% employees with a disability, and 22.0% employees who were born overseas.

In 2011, 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 – 50 399	2	14	14.2	2%
$50 400 – $64 099	0	21	0	2%
$64 100 – $82 099	0	24	0	2%
$82 100 – $103 599	0	37	0	2%
$103 600 +	0	4	0	2%
Total	2	100	2.0	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	6.4%
20–24	0	3	3	3.0	10.4%
25–29	2	3	5	5.0	11.0%
30–34	7	6	13	13.0	10.1%
35–39	8	9	17	17.0	10.3%
40–44	5	13	18	18.0	11.0%
45–49	5	9	14	14.0	11.5%
50–54	1	7	8	8.0	11.4%
55–59	4	6	10	10.0	9.4%
60–64	5	3	8	8.0	5.5%
65+	2	2	4	4.0	3.0%
Total	39	61	100	100.0	100.0

* *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 2011.

Cultural and Linguistic Diversity

	Male	Female	Total	% of Agency*	SA Community[†]
Number of employees born overseas	9	13	22	22.0	20.3%
Number of employees who speak language(s) other than English at home	2	5	7	7.0	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
Sensory	1	1	2	2.0
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	34	58	92
Compressed weeks	0	0	0
Part-time	3	14	17
Job share	1	1	2
Work from home	14	8	22

Leadership and Management Development

Leadership and Management Training Expenditure

Training and Development	Total	% of Total Salary Expenditure
Total training and development expenditure	$87 510.00	1.20%
Total leadership and management development	$8 208.00	0.11%

Accredited Training Packages by Classification

Classification	Number of Accredited Training Packages
ASO4	1
ASO5	3

Employment Opportunity Programs

Equal employment opportunity programs are an important part of the SACE Board's recruitment and selection process. During 2011 the SACE Board of South Australia employed staff though the Trainee Employment Register and continued to access the various employment registers when filling vacancies.

Occupational Health, Safety, and Injury Management

The SACE Board of South Australia had an active Occupational Health, Safety, and Welfare (OHS&W) Committee consisting of eight staff and management representatives, who met regularly throughout the year.

In 2011, the OHS&W Committee met five times and worked on a range of initiatives including:

- developing and implementing a wellbeing strategy
- training for OHS&W committee members
- training for emergency wardens
- training in 'Staying Fit for Work' for all staff
- training in manual handling for all staff
- commencing a review of all emergency procedures.

In addition, an evacuation drill was conducted.

Workstation assessments were ongoing to ensure staff safety.

OHS Notices and Corrective Action Taken

OHS legislative requirements	2011
Number of notifiable occurrences pursuant to OHS&W Regulations Part 7 Division 6	0
Number of notifiable injuries pursuant to OHS&W Regulations Part 7 Division 6	0
Number of notices served pursuant to OHS&W Act s35, s39, and s40 (default, improvement, and prohibition notices)	0

OPERATIONS MANAGEMENT REPORTING

Asbestos Management

The building owner provided the SACE Board with a current asbestos register in October 2011. This will be updated in October 2012.

Greening of Government Framework

Carbon Emissions

In 2011, 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 initiatives such as:

- transitioning to online publishing to deliver major documents to its stakeholders
- printing documents on carbon neutral paper to minimise CO_2 emissions. Emissions in 2011 were approximately 65 tonnes less than if this initiative were not in place.

Energy Efficiency

The SACE Board continued its commitment to being an energy-conscious organisation.

New computers and monitors with power management features were purchased. These features have been enabled, providing opportunities to reduce energy use further in 2012.

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

Electricity Usage

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

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
2011	919.05	8099.00

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%	
2011	1393.30	0.27	89.1	15 637.47	36%	
2014					25%	18 228.3

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

Travel and Fleet

The SACE Board continued its efforts to reduce its carbon footprint.

In 2011 a review of fleet vehicle use enabled the SACE Board to further rationalise vehicle numbers. The use of videoconferencing has allowed the SACE Board to further reduce its carbon footprint by reducing the need for staff and stakeholders to travel (by car or plane) to and from meetings, conferences, and workshops.

Motor Vehicle Fuel Usage

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

Waste

The SACE Board continued to recycle paper, toner cartridges, cardboard, cans, cartons, glass, and plastics as part of its standard operating practice.

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.

Disability Action Plans

In 2011, 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 2 as part of the new South Australian Certificate of Education. These subjects provide 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 assure the quality of assessments.

An award to recognise excellence in modified subjects was introduced in 2011. This award publicly acknowledges student(s) who have demonstrated outstanding achievement exclusively through the study of SACE modified subjects.

Freedom of Information

The SACE Board of South Australia is an exempt agency under the Regulations to the *Freedom of Information Act 1991*.

In 2011, the SACE Board established a working group to provide oversight of, and advice about, the removal of the SACE Board's exempt status under Freedom of Information legislation in mid-2012. The working group provided recommendations to the Board of the SACE Board of South Australia. Protocols and procedures for managing applications made under the Freedom of Information Act to the SACE Board will be developed early in 2012.

Whistleblowers Protection Act

The SACE Board of South Australia has appointed responsible officers for the purposes of the *Whistleblowers Protection Act 1993* (WPA) pursuant to Section 7 of the *Public Sector Act 2009*. There have been no disclosures of public interest information to a responsible officer of the SACE Board of South Australia under the WPA during the period 1 January 2011 to 31 December 2011.

FINANCIAL MANAGEMENT REPORTING

Financial Management

The major focus in 2011 has been the completion and review of a number of financial policies and procedures and the implementation of the Financial Management Compliance Program in order to meet the agency's obligations under Treasurer's Instructions 2 (Financial Management) and 28 (Financial Management Compliance Program).

This has led to the development of an Expenditure Management policy and development and review of forty procedures and guidelines covering the areas of accounts payable and receivable, taxation, income and expenditure management, asset and liability management, reporting, and budgeting.

As part of implementing the Financial Management Compliance Program the SACE Board has reviewed its policies, procedures, and guidelines, and provided evidence of systems and internal controls that ensure the accuracy and integrity of financial data and assist the Chief Executive to meet his financial responsibilities.

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.

In 2011, the SACE Board exceeded the requirement in Treasurer's Instruction 11 that a public authority pay 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 2011.

Contractual Arrangements

The SACE Board had no contractual arrangements during 2011 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 at the SACE Board during 2011. Policies and procedures that mitigate the risk of fraud occurring are in place; however, the SACE Board intends to develop a fraud policy in 2012 to assist in the prevention and detection of fraud.

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	7206	95.6	12 645 468	95.4
Paid late but within 30 days of the due date	309	4.1	602 663	4.5
Paid more than 30 days after the due date	20	0.3	10 124	0.1

Overseas Travel

Number of Employees	Destination(s)	Reasons for Travel	Total Cost* to Agency ($)
4	Malaysia	SAM professional development visit	28 106
3	Malaysia/China	SAM professional development visit	22 990
3	China	SAM professional development visit	17 285
10			68 381

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

Financial Statements for the Year Ended 31 December 2011

Statement of Comprehensive Income
For the Year Ended 31 December 2011

	Note No.	2011 $'000	2010 $'000
Expenses			
Employee benefit expenses	4	12 697	12 210
Supplies and services	5	10 205	7 862
Replacement teachers	6	1 474	1 596
Depreciation and amortisation expense	7	544	392
Total expenses		**24 920**	**22 060**
Income			
Revenue from fees and charges	8	2 571	2 601
Interest revenues	9	336	236
Net gain from the disposal of assets	10	2	–
Replacement teachers write-back	11	474	423
Other income	12	2 077	4 077
Total income		**5 460**	**7 337**
Net cost of providing services		**19 460**	**14 723**
Revenues from/Payments to SA Government			
Revenues from SA Government	13	17 354	15 375
Net result		**(2 106)**	**652**
Other comprehensive income		–	–
Total comprehensive result		**(2 106)**	**652**

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

Statement of Financial Position
As at 31 December 2011

	Note No.	2011 $'000	2010 $'000
Current Assets			
Cash and cash equivalents	15	513	1 732
Receivables	16	228	653
Other financial assets	17	5 576	5 983
Other current assets	18	168	171
Total current assets		**6 485**	**8 539**
Non-current Assets			
Plant and equipment	19	1 628	1 081
Intangible assets	20	369	74
Total non-current assets		**1 997**	**1 155**
Total assets		**8 482**	**9 694**
Current Liabilities			
Payables	21	1 326	845
Replacement teachers	22	1 087	1 155
Employee benefits	23	1 316	1 430
Total current liabilities		**3 729**	**3 430**
Non-current Liabilities			
Payables	21	173	147
Employee benefits	23	1 955	1 386
Total non-current liabilities		**2 128**	**1 533**
Total liabilities		**5 857**	**4 963**
Net assets		**2 625**	**4 731**
Equity			
Staff entitlements reserve	25	2 625	2 665
Retained earnings	25	–	2 066
Total equity		**2 625**	**4 731**
The total equity is attributable to the SA Government as owner.			
Auditor's renumeration	14		
Unrecognised contractual commitments	24		
Renumeration of Board and committee members	27		
Financial instruments/financial risk management	28		

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

Statement of Changes in Equity
For the Year Ended 31 December 2011

	Note No.	Staff Entitlements Reserve $'000	Retained Earnings $'000	Total $'000
Balance at 31 December 2009		**1 938**	**2 141**	**4 079**
Net result for 2010		–	531	531
Error correction	2(t)	–	121	121
Transfer to (from) reserve		727	(727)	–
Restated total comprehensive result 2010		**727**	**(75)**	**652**
Balance at 31 December 2010	**25**	**2 665**	**2 066**	**4 731**
Net result for 2011		–	(2 106)	(2 106)
Transfer to (from) reserve		(40)	40	–
Total comprehensive result 2011		**(40)**	**(2 066)**	**(2 106)**
Balance at 31 December 2011	**25**	**2 625**	**–**	**2 625**

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 2011

	Note No.	2011 $'000	2010 $'000
Cash Flows from Operating Activities			
Cash Outflows			
Employee benefit payments		(12 195)	(11 795)
Payments for supplies and services		(11 890)	(9 424)
GST paid to the ATO		(24)	(115)
Cash used in operations		**(24 109)**	**(21 334)**
Cash Inflows			
Fees and charges		2 709	2 727
Interest received		338	224
GST recovered from the ATO		894	351
Other receipts		2 572	4 966
Cash generated from operations		**6 513**	**8 268**
Cash flows from SA Government			
Receipts from SA Government		17 354	15 385
Cash generated from SA Government		**17 354**	**15 385**
Net cash provided by operating activities	26	**(242)**	**2 319**
Cash Flows from Investing Activities			
Cash Outflows			
Purchases of plant and equipment		(1 386)	(336)
Cash used in investing activities		**(1 386)**	**(336)**
Cash Inflows			
Proceeds from sale of plant and equipment		2	–
Cash generated from investing activities		**–**	**–**
Net cash used in investing activities		**(1 384)**	**(336)**
Net increase/(decrease) in cash and cash equivalents		**(1 626)**	**1 983**
Cash and cash equivalents at the beginning of the financial year		7 715	5 732
Cash and cash equivalents at the end of the financial year	26	**6 089**	**7 715**

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

Notes to the Financial Statements
for the Year Ended 31 December 2011

Note 1 Objectives of the SACE Board of South Australia

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

- establish a qualification to be called the South Australian Certificate of Education (SACE)
- determine the requirements for the achievement of the SACE
- accredit subjects and courses that will be recognised by the 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 $17.35 million (2010: $15.38 million).

Note 2 Summary of Significant Accounting Policies

a) Basis of Accounting

Statement of Compliance

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

Basis of Preparation

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. Management has made an assessment of the potenial impact that estimates and assumptions may have on the financial statements and considers it to be low

- accounting policies are selected and applied in a manner that ensures that the resulting financial information satisfies the concept of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events are reported

- 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 $130 744 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) Reporting Entity

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

c) Comparative Information

The presentation and classification of items in the financial 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.

d) Rounding

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

e) Taxation

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

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

f) Income and Expenses

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

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

Income

The following are specific recognition criteria.

Revenues from SA Government

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

Fees and Charges

Revenues from fees and charges are derived from the provision of goods and services 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. Interest revenue is recognised on an accrual basis.

Disposal of Non-current Assets

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

Replacement Teachers Write-back

Income from the Replacement Teachers Write-back comprises the reduction in the Replacement Teachers Liability due to unclaimed salary reimbursements. Note 11 contains further details.

The SACE Board's internal policy in the treatment of claims for temporary replacement teachers (TRTs) is not to accept any liability for charges if the claim is made more than one semester after the semester of issue. TRT write-backs occur after a minimum of 12 months from the date of TRT issue.

Other Income

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

Expenses

Employee Benefits

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. An initial expense is recognised when the TRT is issued.

g) 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.

h) 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 based on average daily balances of the interest-bearing funds.

i) 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.

j) Other Financial Assets

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

k) 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.

l) 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

m) Intangible Assets

The acquisition or internal development of software is capitalised only when the expenditure meets the definition criteria (identifiability, control, and the existence of future economic benefits) and recognition criteria (probability of future economic benefits and cost can be reliably measured) and when the amount of expenditure is greater than or equal to $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[*] 138 are expensed.

n) Payables

Payables include creditors, accrued expenses, and employment oncosts.

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 Treasurer's 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 $124 000 in unpaid payroll tax relating to December 2011.

o) 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.

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[*]AASB is the Australian Accounting Standards Board.

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 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.

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

p) 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.

q) 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.

r) Unrecognised Contractual Commitments

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

s) Events after the Balance Period

Adjustments are made to amounts recognised in the financial statements, where an event occurs after 30 June and before the date the financial statements are authorised for issue, where those events provide information about conditions that existed at 31 December.

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

t) Prior Period Changes in Accounting Estimates and Errors

The major prior period adjustments to accounting estimates and errors were made for government computing charges (accrual adjustment) and for long-service leave payroll oncosts (error). The total effect of these comparative changes was to restate the prior period net result upwards by $121 000, from $531 000 to $652 000.

Note 3 New and revised accounting standards and policies

In accordance with amendments to APS4.8 within Accounting Policy Framework II, *General Purpose Financial Statements Framework*, effective 1 July 2010, the SACE Board has disclosed all employees whose normal remuneration is equal to or greater than the base executive level remuneration. Previously APS4.8 within Accounting Policy Framework II required the SACE Board to disclose all employees whose remuneration was equal to or greater than $100 000. This change is reflected in Note 4 Employee Benefit Expenses.

Australian Accounting Standards and Interpretations that have been recently issued or amended, but are not yet effective, have not been adopted by the SACE Board for the period ending 31 December 2011. The SACE Board has assessed the impact of the new and amended standards and interpretations and considers there will be no impact on the accounting policies or the financial statements of the SACE Board.

Note 4 Employee Benefit Expenses

	2011 $'000	2010 $'000
Salaries and wages	7 280	6 955
Casual salaries external assessment	1 787	1 425
Casual salaries moderation	596	816
Casual salaries other	59	89
Long service leave	408	379
Annual leave	632	584
Employment oncosts — superannuation	1 176	1 131
Employment oncosts — other	580	662
Fringe benefits tax	59	53
Board fees	120	116
Total employee benefits costs	**12 697**	**12 210**

	2011	2010
Remuneration of Staff		
The number of staff whose remuneration received or receivable falls within the following bands:		
$130 000 to $134 699	–	1
$145 700 to $155 699	1	1
$155 700 to $165 699	1	–
$185 700 to $195 699	1	1
$205 700 to $215 699	1	–
$345 700 to $355 699	–	1
$365 700 to $375 699	1	–
Total number of staff	**5**	**4**

The table includes all staff who received remuneration of $130 744 or more during the year. Remuneration of staff reflects all costs of employment including salaries and wages, superannuation contributions, fringe benefits tax, and any other salary sacrifice benefits, but excludes leave entitlements paid on termination. The total remuneration received by these staff for the year was $1 080 299 (2010: $821 163).

As a result of Accounting Policy Framework II being revised, there has been a change in accounting policy, now disclosing how many employees received remuneration equal to or greater than the base executive remuneration level ($130 744), rather than how many employees received remuneration equal to or greater than $100 000. The impact of this change in policy is that the number of employees disclosed has reduced by seventeen for 2011 and nineteen for 2010.

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

	2011 $'000	2010 $'000
Supplies and services provided by entities within the SA Government		
Office accommodation charged by DTEI	955	824
Computing charges	77	286
Fleet management costs	136	198
Shared Services SA charges	349	294
Other	148	142
Total supplies and services — SA Government entities	**1 665**	**1 744**
Supplies and services provided by entities external to the SA Government		
Contractors	4 662	3 534
Printing	417	514
Travel and accommodation	459	374
Postage, courier, and freight	470	358
Motor vehicles transport	323	214
Computing and communication	731	173
Software (expensed)	528	121
Rent (other)	177	121
Hospitality	122	102
Stationery and office supplies	125	97
Equipment hire	69	67
Repairs and maintenance	79	66
Security	46	55
Staff development	44	54
Other	288	268
Total supplies and services — Non-SA Government entities	**8 540**	**6 118**
Total supplies and services	**10 205**	**7 862**

Note 6 Replacement Teachers

	2011 $'000	2010 $'000
Temporary replacement teachers	1 435	1 584
Fraction release teachers	39	12
Total replacement teachers	**1 474**	**1 596**

This expense relates to expenses incurred by the Department of Education and Child Development and the other school sectors for the release of teachers to undertake duties for the SACE Board. See also Note 22 for details of the unclaimed funds up to 31 December 2011.

Note 7 Depreciation and Amortisation Expense

	2011 $'000	2010 $'000
Depreciation — Plant and equipment		
Leasehold improvements	72	67
Equipment	144	141
Furniture and fittings	20	7
Computer equipment	266	169
Amortisation — Intangible assets		
DATEX software	42	8
Total depreciation and amortisation	**544**	**392**

Note 8 Revenues from Fees and Charges

	2011 $'000	2010 $'000
Fees and charges received/receivable from entities external to the SA Government		
Overseas students studying in South Australia	379	471
South Australian Matriculation program	722	802
Northern Territory	1 470	1 328
Total fees and charges — Non-SA Government entities	**2 571**	**2 601**
Total fees and charges	**2 571**	**2 601**

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

	2011 $'000	2010 $'000
Interest received/receivable from entities external to the SA Government	43	29
Interest received/receivable from entities within the SA Government	293	207
Total interest revenues	**336**	**236**

Note 10 Net Gain from Disposal of Assets

	2011 $'000	2010 $'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 2011, $474 000 was written back (2010: $423 000) against the liability for replacement teachers. The write-back relates to outstanding amounts raised prior to 31 December 2010, for which the Department of Education and Child Development and private schools have not sought reimbursement. Refer to Note 22 for additional explanation of the liability for replacement teachers.

Note 12 Other Income

	2011 $'000	2010 $'000
Contributions from SA Government entities		
DECD — SACE Project Office	1 771	3 648
Other government agencies	5	17
Total contributions from SA Government entities	**1 776**	**3 665**
Contributions from entities external to the SA Government		
Assessment fees	9	9
Miscellaneous income	262	273
Replacement certificates	20	19
Sale of publications	10	7
Scaling grant	–	104
Total contributions from entities external to the SA Government	**301**	**412**
Total other revenues	**2 077**	**4 077**

Note 13 Revenues from SA Government

	2011 $'000	2010 $'000
Revenues from SA Government		
Operating grant	17 354	15 271
Scaling project	–	104
Total revenues from SA Government	**17 354**	**15 375**

The State Government Operating Grant for 2011 was received in twelve instalments, including $1 555 000 relating to January 2012. The Operating Grant for 2010 included $1 638 000 relating to January 2011.

Note 14 Auditor's Remuneration

	2011 $'000	2010 $'000
Audit fees paid or payable to the Auditor-General's Department	36	31
Total audit fees — SA Government entities	**36**	**31**

Other Services

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

Note 15 Cash and Cash Equivalents

	2011 $'000	2010 $'000
Current		
Cash on hand	1	1
NAB operating account	512	1731
Total current cash and cash equivalents	**513**	**1732**

Note 16 Receivables

	2011 $'000	2010 $'000
Current		
Receivables	104	47
Allowance for doubtful debts	(6)	(7)
Accrued revenue	32	512
GST receivable	98	101
Total current receivables	**228**	**653**
Government/non-government receivables		
Receivables from SA Government entities		
Receivables	83	21
Accrued revenue	26	504
Total receivables from SA Government entities	**109**	**525**
Receivables from non-SA Government entities		
Receivables	15	18
Accrued revenue	6	9
Other	98	101
Total receivables from non-SA Government entities	**119**	**128**
Total receivables	**228**	**653**

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 SACE Board has recognised a bad debt expense of $11 000 in the Statement of Comprehensive Income.

An allowance of $6000 for doubtful debts has been recognised in 'Supplies and services' in the Statement of Comprehensive Income for specific debtors and debtors assessed on a collective basis for which such evidence exists. The allowance for doubtful debts (allowance for impairment loss) is recognised when there is objective evidence that a receivable is impaired.

Note 17 Other Financial Assets

	2011 $'000	2010 $'000
Current		
Investments with SAFA	5576	5983
Total current investments	**5576**	**5983**

Investments are held with the South Australian Government Financing Authority (SAFA) in the Cash Management Fund (CMF). The CMF is an at-call, pooled investment portfolio comprising cash and short-term money market securities. The daily earnings from the portfolio's investments are applied to the SACE Board's investment balance.

Note 18 Other Current Assets

	2011 $'000	2010 $'000
Current		
Prepayments	168	171
Total other current assets	**168**	**171**

Note 19 Plant and Equipment

	2011 $'000	2010 $'000
Plant and equipment		
Furniture and fittings at cost	186	150
Accumulated depreciation	135	137
Furniture and fittings at fair value	**51**	**13**
Leasehold improvements at cost	865	836
Accumulated depreciation	669	596
Leasehold improvements at fair value	**196**	**240**
Equipment at cost	1 082	1 087
Accumulated depreciation	784	661
Equipment at fair value	**298**	**426**
Computer equipment at cost	2 104	1 194
Accumulated depreciation	1 021	792
Computer equipment at fair value	**1 083**	**402**
Total plant and equipment	**1 628**	**1 081**

a) Reconciliation of Carrying Amount	Carrying Amount $'000	Additions $'000	Disposals $'000	Total Depreciation Expense* $'000	Carrying Amount $'000
Furniture and fittings	13	58	22	(2)	51
Leasehold improvements	240	28	–	72	196
Equipment	426	16	21	123	298
Computer equipment	402	947	28	238	1 083
Total furniture and fittings, leasehold improvements, equipment, and computer equipment	**1 081**	**1 049**	**71**	**431**	**1 628**

*Total depreciation expense includes depreciation expense written back on the disposal of assets.

Note 20 Intangible Assets

	2011 $'000	2010 $'000
DATEX software		
DATEX software at cost	1 688	1 351
Accumulated amortisation	1 319	1 277
Total intangible assets	**369**	**74**

a) Reconciliation of Carrying Amount	Carrying Amount $'000	Additions $'000	Disposals $'000	Amortisation Expense $'000	Carrying Amount $'000
DATEX software	74	337	–	42	369
Total intangible assets	**74**	**337**	**–**	**42**	**369**

Note 21 Payables

	2011 $'000	2010 $'000
Current		
Creditors	160	95
Accrued expenses	861	466
Employment on-costs	305	284
Total current payables	**1 326**	**845**
Non-current		
Employment on-costs	173	147
Total non-current payables	**173**	**147**
Total payables	**1 499**	**992**
Government / non-government payables		
Payables to SA Government entities		
Creditors	79	–
Accrued expenses	256	109
Employment on-costs	478	431
Total payables to SA Government entities	**813**	**540**
Payables to non-SA Government entities		
Creditors	81	95
Accrued expenses	605	357
Total payables to non-SA Government entities	**686**	**452**
Total payables	**1 499**	**992**

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 22 Replacement Teachers

	2011 $'000	2010 $'000
Current		
Temporary replacement teachers	1 087	1 155
Fraction release teachers	–	–
Total replacement teachers — payables	**1 087**	**1 155**

The liability for replacement teachers represents the unclaimed portion of funds at 31 December 2011.

Note 23 Employee Benefits

	2011 $'000	2010 $'000
Current		
Annual leave	838	725
Long service leave	135	319
Accrued salaries and wages	343	386
Total current employee benefits	**1 316**	**1 430**
Non-current		
Long service leave	1 955	1 386
Total non-current employee benefits	**1 955**	**1 386**
Total employee benefits	**3 271**	**2 816**

The total liability for current and non-current employee benefits (i.e. aggregate employee benefit plus related on-costs) for 2011 is $3 749 000 (2010: $3 247 000).

The annual leave liability is calculated at the salary rates the SACE Board expects to pay. For 2011, a salary inflation rate of 4% was used for this estimate in accordance with Accounting Policy Framework IV, paragraph APS5.10. This salary inflation rate remained unchanged from the previous year. The actuarial assessment reduced the benchmark for the measurement of the long service leave liability from the 2010 benchmark of 5.5 years to 5 years in 2011.

Note 24 Unrecognised Contractual Commitments

	2011 $'000	2010 $'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	866	796
Later than 1 year but not longer than 5 years	354	1 053
Total operating lease commitments	**1 220**	**1 849**
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
Later than 1 year but not longer than 5 years	–	–
Total capital commitments	**–**	**112**
Other commitments		
Within 1 year	927	1 634
Later than 1 year but not longer than 5 years	21	154
Total other commitments	**948**	**1 788**

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 services and maintenance over the next 5 years.

The operating lease expenses incurred by the SACE Board in 2011 were $1 086 000 (2010: $986 000).

	2011	2010
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	2 924	5 920
Later than 1 year but not longer than 5 years	2 555	2 370
Total remuneration commitments	**5 479**	**8 290**

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

Note 25 Equity

	2011 $'000	2010 $'000
Accumulated surplus	–	2 066
Staff Entitlements Reserve	2 625	2 665
Total equity	**2 625**	**4 731**

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 26 Cash Flow Reconciliation

	2011 $'000	2010 $'000
Reconciliation of cash — cash at year end as per:		
Statement of Cash Flows	**6 089**	**7 715**
Statement of Financial Position		
Cash on hand and at bank	513	1 732
Deposits with SAFA	5 576	5 983
Statement of Financial Position	**6 089**	**7 715**

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	(242)	2 319
Less revenues from SA Government	(17 354)	(15 375)
Add/less non-cash items		
Depreciation and amortisation expense	(544)	(392)
Gain from sale of non-current assets	2	–
Changes in assets/liabilities		
Decrease in receivables	(425)	26
Decrease in prepayments	(3)	49
Increase in payables	(507)	(98)
Increase in employee benefits	(455)	(686)
Decrease in replacement teachers liability	68	(566)
Net cost of providing services	**(19 460)**	**(14 723)**

Note 27 Remuneration of Board and Committee Members

The following Board members and deputy Board members were entitled to receive remuneration for services during the 2011 calendar year:

SACE Board of South Australia:

Presiding Member	Deputy Presiding Member
Mr A. Dooley	Ms J. Danvers

Member	Deputy Member
Assoc. Prof. S. Alagumalai	Ms M. Bentley
Mr R. Debelle	Mr P. Daw
Mr D. Frith	Mr R Eley
Dr J. Miller	Ms K. Nussio
Ms H. O'Brien	
Ms P. Ronan	

The following committee members were entitled to receive remuneration for services during the 2011 calendar year:

Accreditation, Recognition, and Certification Committee	
Prof. R. Conway	Assoc. Prof. S. Pyke
Mrs H. Lambert	Mr A. Vicary
Ms K. McGuigan	

Communications and Engagement Committee	
Ms M. Bentley	

Planning, Finance, and Performance Committee	
Mr P. Daw	Ms M. Silva
Ms T. Georgiadis	

	2011 $'000	2010 $'000
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	11	6
$10 000 to $19 999	8	8
Total number of Board and committee members	**19**	**14**

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 $135 000 ($126 000) including $15 000 ($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 28 Financial Instruments/Financial Risk Management

Categorisation of Financial Instruments

The table below shows how the financial instruments have been categorised. 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'.

Fair Value

The SACE Board does not recognise any financial assets or financial liabilities at fair value.

Statement of Financial Position Line Item	Category of Financial Asset and Financial Liability	2011 Carrying Amount $'000	2010 Carrying Amount $'000	Note
Financial assets				
Cash and cash equivalents	Cash and cash equivalent	513	1 732	15
Receivables	Loans and receivables (at cost)	228	653	16
Other financial assets	Held to maturity investments (at cost)	5 576	5 983	17
Other current assets	Prepayments	168	171	18
Financial liabilities				
Payables	Financial liabilities (at cost)	1 499	992	21
Replacement teachers	Financial liabilities (at cost)	1 087	1 155	22

Cash and Cash Equivalents

The interest rates applying at 31 December 2011 were 3.15% for the National Australia Bank operating account (2010: 3.15%) and 4.8% for the South Australian Government Financing Authority (SAFA) cash management fund (CMF) (2010: 5.05%).

Credit Risk

Credit risk arises when 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. Other than receivables there is no evidence to indicate that any of the financial assets are impaired. Refer

to Note 16 for information on the allowance for impairment in relation to receivables. The table below discloses the maturity analysis of financial assets and financial liabilities.

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.

	Note	Carrying Amount $'000	< 1 year $'000	1–5 years $'000	> 5 years $'000
2011					
Financial assets item					
Cash and cash equivalents	15	513	513		
Receivables	16	228	228	–	–
Other financial assets	17	5576	5576	–	–
Other current assets	18	168	168	–	–
Financial liability item					
Payables	21	1499	1326	–	173
Replacement teachers	22	1087	1087	–	–
2010					
Financial assets item					
Cash and cash equivalents	15	1732	1732		
Receivables	16	653	653	–	–
Other financial assets	17	5983	5983	–	–
Other current assets	18	171	171	–	–
Financial liability item					
Payables	21	992	845	–	147
Replacement teachers	22	1155	1155	–	–

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 2011 and the results of its operations and cash flows for the financial year.
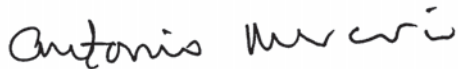
We certify that the internal controls employed by the SACE Board of South Australia for the financial year over its financial reporting and its preparation of the general purpose financial statements have been effective throughout the reporting period.

Allan Dooley
Presiding Member

Date: 22/3/12

Antonio Mercurio
Acting Chief Executive

Date: 22/3/12

Glenn Best
Chief Finance Officer

Date: 22/3/12

INDEPENDENT AUDITOR'S REPORT

Government of South Australia

Auditor-General's Department

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To the Members
SACE Board of South Australia

As required by section 31 of the *Public Finance and Audit Act 1987* and 19A (3) of the *SACE Board of South Australia Act 1983* I have audited the accompanying financial report of the SACE Board of South Australia for the calendar year ended 31 December 2011. The financial report comprises:

- a Statement of Comprehensive Income for the year ended 31 December 2011
- a Statement of Financial Position as at 31 December 2011
- a Statement of Changes in Equity for the year ended 31 December 2011
- a Statement of Cash Flows for the year ended 31 December 2011
- Notes, comprising a summary of significant accounting policies and other explanatory information
- A Certificate from the Presiding Member, the Acting Chief Executive and the Chief Finance Officer.

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

The Members of the SACE Board are responsible for the preparation of the financial report that gives a true and fair view in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987* and Australian Accounting Standards, and for such internal control as the Members of the Board determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on the audit. The audit was conducted in accordance with the requirements of the *Public Finance and Audit Act 1987* and Australian Auditing Standards. The auditing standards require that the auditor comply with relevant ethical requirements and that the auditor plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances.

An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the Members of the Board, as well as the overall presentation of the financial report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial report gives a true and fair view of the financial position of the SACE Board of South Australia as at 31 December 2011, 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

23 March 2012

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 six members whose 3-year term will conclude on 30 June 2012, and five members whose 3-year term, will conclude on 30 June 2013.

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

Standing Committees

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

Members of the SACE Board of South Australia as at 31 December 2011

Presiding Member	Mr A.D. Dooley
Deputy Presiding Member	Ms J.E. Danvers
Chief Executive	Dr P.F. Kilvert
Members	Associate Professor S. Alagumalai Mr R. Debelle Mr D. Frith Ms S. Healy Mr K. Hebenstreit 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 Ms K. Nussio Mr G. Oliver

Members of the Standing Committees as at 31 December 2011

Member	Observer
ACCREDITATION, RECOGNITION, AND CERTIFICATION COMMITTEE	
Ms P. Ronan (Chair)	Dr P.F. Kilvert (Chief Executive)
Ms D.J. Baron	Dr A. Mercurio (Executive Manager, Curriculum Services)
Professor R.N.F. Conway	Ms J.K. Raymond (Executive Manager, Moderation Services)
Ms J.E. Danvers	Ms K. Cooper (Manager, Learning and Assessment Design)
Mrs H. Lambert	Ms N. Schupelius (Director, SACE Project Office)
Mrs K.A. McGuigan	Ms M. Bensley (Manager, SACE Results)
Mr G. Oliver	
Associate Professor S.M. Pyke	
Ms J.D. Scott	
Associate Professor A.R. Vicary	
COMMUNICATION AND ENGAGEMENT COMMITTEE	
Ms H.F. O'Brien (Chair)	Dr P.F. Kilvert (Chief Executive)
Mr D. Frith	Ms N. Schupelius (Director, SACE Project Office)
Ms J. Miller	Ms S. Lohmeyer (Executive Coordinator)
Ms M.M. Bentley	Mr A.N. Green (Manager, Communications)
PLANNING, FINANCE, AND PERFORMANCE COMMITTEE	
Mr D. Frith (Chair)	Dr P.F. Kilvert (Chief Executive)
Mr P. Daw	Ms S. Maio (Manager, HR and Corporate Services)
Mr K. Hebenstreit	Mr G. Best (Chief Finance Officer)
Ms M.A. Silva	
Ms T. Georgiadis	

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 is current Chair of the South Australian/Northern Territory branch of AHISA and serves on the national AHISA Board.

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

Siva **ALAGUMALAI**

Siva is an Associate Professor/Reader in Education at the University of Adelaide. He 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, and has provided senior leadership directions in schools, Department/Ministry of Education, tertiary sectors, and two listed companies.

Siva is involved with large-scale international studies such as TALIS, TIMSS, TIMSS-Advanced, and PISA. He has been consulted on projects sponsored by UNESCO and the World Bank, and innovations in curriculum, assessment, and evaluation in Singapore, Malaysia, Canada (Manitoba), USA (Boston), New Zealand, Japan, Thailand, and the Philippines.

He has developed a number of software applications (standalone and online) to gauge, track, and diagnose learning. His current research interests are instructional designs, pedagogical constraints, and learning–teaching synchrony, research education, and more specifically educational measurement, assessment, and evaluation.
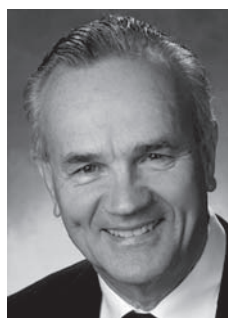
Robert **DEBELLE**

Robert is a general economist and has wide experience in challenging and creative management roles in the private sector, government, and non-profit organisations. His experience includes Chief Executive of Studio Archetype in Sydney, one of the world's foremost brand consultancies at the time, and manager of an Asia–Pacific e-commerce consulting firm based in Tokyo.

Robert is a Senior Associate of SKC, an economic analysis consultancy with a focus on network industries.

Robert is also President of the South Australian branch of Surfing Australia, a Director of Water Industry Alliance, and a volunteer for TEDx Adelaide.

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.

Suzan HEALY

Suzan commenced her current position as General Manager – Curriculum, Teaching and Phases of Learning Division within the Northern Territory Department of Education and Training in 2009. Prior to this, Suzan was Principal of Casuarina Senior College.

Suzan has 26 years' experience working for Education Queensland within both the corporate and schools divisions. During this time she was principal of two comprehensive secondary schools.

Suzan's interests include executive leadership and organisational culture, and she is currently completing further studies in these areas. She is passionate about effective teaching and ensuring it is a common experience for all students, regardless of their location.

Kim HEBENSTREIT

Kim is the Principal of Thebarton Senior College, a major provider of vocational education and training, and senior secondary and new arrivals programs for adult students. He has worked in senior leadership positions in secondary schools for the past 20 years. He has also worked in advisory positions for the [then] Department of Education and Children's Services in curriculum, equity, and vocational education roles.

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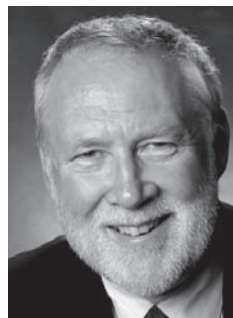
Paul KILVERT

Paul is currently Chief Executive of the SACE Board of South Australia. He was appointed in mid-2007 and since that time has led the SACE Board in the development and implementation of the new SACE.

Before his appointment, he worked in a number of senior executive roles in the [then] 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 in various roles, including that of Chief Assessor for English Studies. He continues to see himself as a teacher and a learner.

Paul is 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 areas of 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. Paul is a Fellow of the Australian Institute of Company Directors.

Anne MILLARD

Anne is currently the Project Director, Integrated Services, Improved Outcomes within the Department of Education and Child Development (DECD). 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 the [then] Department of Education and Children's Services (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 [then] 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 in place strategies that will bring the vision to a reality. She also leads a team of educators and learning consultants who provide professional learning opportunities and student services to Catholic school communities in South Australia.

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

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

Pam RONAN

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

Pam is currently President, TAFE SA Regional Council, a member of the Adult Community Education Reference Committee, and in 2010 completed 10 years as Principal of Tenison Woods College in Mt Gambier.

Pam is also Chair of the TAFE SA Institute Regional Council, and in 2006 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 and caoching services, including programs that position individuals to maximise their career opportunities.

Michelle has an MBA, BEd., DipT and Certificate IV in Training and Assessment, and is accredited in the Myers-Brigg Type Indicator, Genos Emotional Intelligence, and GeneSys, psychometric testing.

She is an active member of the Governor's Leadership Foundation Network and the UniSA Executive Partner Program Mentoring Scheme.

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.

Kerrie **NUSSIO**

Kerrie joined the Board with a background in senior management including project management, public relations, marketing, and training.

She has experience within the defence and resources industries and the South Australian Government. Kerrie is a registered teacher and is passionate in her support of young people, bringing to her role on the Board 20 years' teaching experience. Kerrie has educated senior secondary students in both the government and non-government sectors in metropolitan, remote, and regional locations. Kerrie is currently Manager, Skills and Workforce, with the Defence Teaming Centre managing the facilitation of the Defence Industry Workforce Action Plan.

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.

Appendix C: Curriculum Leaders Groups

Arts

Creative Arts

Chika Anyanwu
Marie Baker
Tiffany Beasley
Corinne Berry
Robyn Callan
Malcolm Cheffirs
Frances Dennis
Martin Gray
James Green
Stephen Kelly
Max Mastrosavas
Ashleigh Noll
Denise Piggott
Gunilla Stattin
Ruth Stephenson
Trent Wickers

Dance

Anita Baltutis
Robyn Callan
Amanda Kimber
Carolyn Obst
Judy Swan
Penelope Thomas
Christine Underdown
Anne Young

Drama

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

Music

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

Leanda Herring
Antony Hubmayer
Jeffrey Kong
Virginia Lakeman
Janet Leadbeater
Anna Lester
Eviniki Levendis
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
Ashleigh Noll
David Northcote
Josephine Revesz
Adam Rogers
Deborah Russell
Ian Sinclair
Gunilla Stattin
Ruth Stephenson

Business, Enterprise, and Technology

Accounting

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

Business and Enterprise

Rosa Bollella
Laura Brady
Scott Copeland
Michelle Cordera
Evan Franco
Sharyn Habel
Vincenza Iammarrone
Jane Ratsch-Jenke
James Reichstein
Simon Tanti
Heather Thomas
Tricia Yandell

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

Jacqueline Amor
Paul Condous
Sharyn Habel
Giovanna Iannicelli
Deanna Isles
Alicia Keatley
David Roberts
Denise Spiroulias

Information Technology

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

Workplace Practices

Adele Broster
Claire Goble
Lisa Hughes
Kerrie Mackey-Smith
Anna Mirasgentis
Luke Northcote
Mandy Rego
Jan Sutherland
Heather Thomas
Barbara Workman

Cross-disciplinary

Community Studies

Karen Box
Kathryn Champion
Giannina Hoffman
Katrina Hudson

Kaye Lee
Adela Lock
Amanda Parsons
Rebecca Siney

Cross-disciplinary Studies/Integrated Learning

Cherie Baker-Hutton
Sharon Davey
Tracey Dorian
James Green
Anne Harvey
Karen Horvath
Tim Kloeden
Julienne Lenain
Sarah McCarthy
Susan Melhuish
Bronte Nicholls
Judi Schmidt
Jacinta Stirrat
Cliff Sweetman
Rhonda Williams

Personal Learning Plan

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

Research Project

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

English

English as a Second Language

Lyn Bellwood
Mei French
Sarah Goldfain
Andrew Hartigan
Meridie Howley
Katrina Hudson
Diana Lange
Max Marshall
Sarah McCarthy
Sunita Narayan
Joan Richards
Gavin Scrimgeour
Dalal Zahr

English Communications

Marie Baker
Liz Bawden
Ann Bishop
Teresa Cimmino
Nicole Elding
Alison Ellett
Joslyn Fox
Assunta Fusco
Meridie Howley
Dymphna Lonergan
Marilyn Marshall
Helena Monaghan
Kristine Nielsen
Roseanne Peady (Madden)

English Studies

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

Health and Physical Education

Child Studies/Food and Hospitality

Jan Ahrens
Cheryl Both
Catherine Correll
Carmela Culshaw
Kathleen Dodgson
Leanne Jarvis
Jan Longbottom
Bronwyn Maywald
Ann Mott

Italia Parletta
Sue Richards
Daphne White

Health

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

Outdoor Education

Greg Allen
Gordon Begg
Adrian Maywald
Mike Meredith
Peter Perry
Scott Polley
Andrew Pope

Physical Education

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

Humanities and Social Sciences

Aboriginal Studies

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

Ancient and Classical Studies

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

Australian and International Politics

Morris Allen
Lloyd Cook
Jim Freeman
Ascenzo Lancione
Harry Savelsberg
Malcolm Vaughan

Economics

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

Geography

Krystyna Farnan
Kingsley Head
Michael Holmes
Mark Manuel
Malcolm McInerney
Gerry McPhillips
Andrew Penny
Alexandra Piggott
Lisa Pope
Rita Shepherd
Robyn Sleeman

History

Daryl Best
Beverley Bury
Andrew Buxton
Lloyd Cook
Jamie Dunnill
Patricia Fabian
Mary Fisher
Carol Fort
Meridie Howley
Filomena Isles
Lynda MacLeod
Wendy Martin
Rachel McCall
Malcolm McInerney

Legal Studies

Robin Aukett
Geoffrey Bailey
Laura Brady
David Caruso
Penny Cavanagh
Bill Deegan
Shane Hennessy
Gina Kadis
Scarlett Lucero
Campbell Menzies

Jane Penhall
Ross Templeman

Media Studies

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

Philosophy

David Crossman
Rosemary Hennig
Sue Knight
Hassan Mekawy
Tim Nailer
Peter Sage

Religion Studies

Josephine Armour
Greg Bowyer
Robert Crotty
Anne Harvey
Rosemary Hennig
Laura Law
Michelle Richards

Society and Culture

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

Tourism

Peter Allen
Chris Anargyros
Shane Barnes
Anne Channing
Chris Fanning
Michael Holmes
Stephen Inglis
Susan Melhuish
Catherine Pearce
Gabriele Trobbiani

Women's Studies

Anita Baltutis
Anne Bourke
Pam Cramond
Keri Fisher
Jan Gregory
Wendy Muir
Colleen Tomlian

Languages

Rob Amery
Angela Benedetti
Galina Brunoli
Sokho Chau
Teresa Cimmino
F. Javier Diaz-Martinez
Christina Emblem
Marnie Foster
Yuhiko Fujiwara
Lucia Gentilcore
Amy Geue
Shiqin Hu
Gosia Iszbic
Marlene Jarema
Li-Hau Jin
Loiza Karamanis
Royston Lance
Maisy Latif
Ly Le
Naoko Learmonth
Bob Lemar
Fang Liu
Louise Lycett
Kirsten Ohlhaber
Shahla Pakrou
Lee Pereira
Danielle Popovic
Marietta Rossetto
Andrew Scrimgeour
Joseph (Haifeng) Sun
Agnes Szabo
Judy Taylor
Catrina Tridente
Guy Tunstill
Joe van Dalen
Minh Van Pham
Gabriele Walldorf-Davis
Xuewei Wang
Mani White

Mathematics

Mathematical Applications

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

Mathematical Methods, Specialist Mathematics, and Mathematical Studies

David Andrew
Leonie Brown
Gary Glonek
James Grant
Anthony Harradine

Isabel Heath
Anne Ind
Deanna Isles
Derek Jeffrey
Jo Kellaway
Lynette Kupke
Lisa Lanchester
Alastair Lupton
Michael Mickan
Heather Parrington
Jon Roberts
Bill Schenk
Robert Scherer
Alison Wolff
Deb Woodard-Knight

Mathematics

David Andrew
David Kinna
Kate Manuel
Jan Menzies
Heather Parrington
Merilyn Salisbury
John Shanahan
Christine Slattery

Sciences

Agriculture and Horticulture

Paul Fanning
Mark Innes
Mal Jurgs
Clifford Rothenberg
Samantha Shores
Cliff Sweetman
Ross Templeman
Don Walter
Meredith Weckert

Biology

Jan Brooks
Alison Bullock
Penny Collins
Kathy Daniels
Peter Donnelly
Lois Ey
John Glistak
Sally Hodgson
Brian LeCornu
James Rothgrew
Judy Sara
Peter Walwyn

Chemistry

Brent Atherton
Sharon Davey
John Drew
Sandra Eustace
Chris Evans
Giannina Hoffman

Michael McCann
Ian McMahon
Ann Murray
Sally Nobbs
Michael Perkins
Robyn Pillans
Simon Pyke

Geology

Len Altman
Lyn Bird
Joanne Maratos
Bronte Nicholls
Peter Perry
Cynthia Pyle

Nutrition

Sarah Craig
Joylene Cresp
Chris Evans
Karen Magee
Anna Palombaro
Shane Schoff
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
Paul Jessen
Deborah Skelly
Geoffrey Slater
Penny Spencer

Scientific Studies

Jan Brooks
Wesley Chambers
Katrina Elliott
John Glistak
Sally Hodgson
Bronte Nicholls
Michele Richards
Sharon Robertson
Kimberley Shean
Brian Stratfold
Martin Westwell

Appendix D: Accredited Subjects

Stage 2

Full-year (20-credit) subjects

Arts

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

Business, Enterprise, and Technology

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

Cross-disciplinary

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

English

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

Health and Personal Development

Child Studies
Food and Hospitality
Health
Outdoor Education
Physical Education

Humanities and Social Sciences

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

Languages

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

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

Mathematics

Mathematical Applications
Mathematical Methods
Mathematics Pathways
Mathematical Studies
Specialist Mathematics

Modified Subjects

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

Science

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

Half-year (10-credit) subjects

Arts

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

Business, Enterprise, and Technology

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

Cross-disciplinary

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

English

English Communications
English Pathways

Health and Personal Development

Child Studies
Food and Hospitality
Health
Outdoor Education

*This subject has two variants:
• A (Research Project A)
• B (Research Project B).

Humanities and Social Sciences

Religion Studies
Society and Culture

Languages

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

Mathematics

Mathematical Applications
Mathematics Pathways

Modified Subjects

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

Science

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

Stage 1

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

Arts

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

Business, Enterprise, and Technology

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

Cross-disciplinary

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

English

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

Health and Physical Education

Child Studies
Food and Hospitality
Health
Outdoor Education
Physical Education

Humanities and Social Sciences

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

*10-credit subject only.

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

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 E: Prizes and Awards

Prizewinners

Alliance Française de l'Australie du Sud Prize for French
Claudia Strahle

Annie Montgomerie Martin Prize and Medal for French
Claudia Strahle

Annie Montgomerie Martin Prize and Medal for Modern History
Hosna Wahabzada
Kelly Louise Williamson

Australian Institute of Physics Prize (South Australian Branch) — Bronze Bragg Medal for Physics
Lynna Pham

Classical Association of South Australia Prize for Classical Studies
Amanda Li

Co-ordinating Italian Committee Prize for Italian
Francesca Sasanelli

Economics Teachers Society of South Australia Prize for Excellence in Economics
George Creagh Henry O'Connor
Helena Marie Torpy

Goethe Prize for German
Claudia Phoebe King

Hardwicke College Prize for Biology
Lauren Tamara Janus

John Lewis Medal and Prize for Geography
Matthew Bowie

Schiller Prize for German
Claudia Phoebe King

Tennyson Medal for English Studies
Madeleine Alesha Jones

Way College Prize and Medal for Chemistry
Julian Smith

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)

Ann Sexton Memorial Award for English as a Second Language subjects — English as a Second Language Educators (SA) Inc.

Australasian 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 — Business and Enterprise Teachers' Association of South Australia Inc.

Institute of Justice Studies Award for Legal Studies — 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 (SA 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.

*No student received awards for Modern Greek in 2011.

Appendix F: Governor's Awards and Merit List

Governor's Awards

Governor of South Australia SACE Award

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

Nicholas David Banks
Rachael Wendy Bartholomew
Madeleine Brenner
Justin Paul Clarke
Emily Grace Denbigh
James Alistair Elix
Margaret May Gayen
Tamika Glouftsis
Joel Grieger
Madeleine Louise Juhrmann
Adam Matthew Luciano
Gia-Yen Luong
Gratia Hoang Anh Thu Nguyen

Katherine O'Connell
Brigid Mahdi Jane O'Farrell White
Carmela Sofia Panuccio
Daniel Kevin Pellegrini
Catharine Sara Raymond
Olivia Lysandra Salagaras
Brett Alexander Slarks
Ruby Ellen Tonkin
Cameron Villarosa
Keshini Visvanathan
Eleanor Rose Wardleworth
Pengfei Xu

Governor of South Australia Aboriginal Student SACE Award

Ellie May Moore

Merit List

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

Subjects are arranged alphabetically under learning areas.

Arts

Creative Arts

Rajitha Eroshan Abeysekera
Tony Kearney
Sarah Rose-Marie Young

Dance

Vanessa Amanda E Jaruzelski
Emily Maree Molnar
Kate Amelia Rose
Saskia Sutton

Drama

Henry Boles
Daniella Carling
Hannah Fallowfield
Sarah Caitlin Gates
Tamika Glouftsis
Amelia Jane Jutilane-Maynard
Hannah Louise Nicholson

Charlotte Elise Pascoe-Purvis
William Porter
Emily Kate Ravenscroft
Ryan Thomas Sobolski
Matthew Jordan James Thorne
Jolyon Wearne

Music

Composing and Arranging

Joshua Adam Belperio
Brenna Phaedra Reay Mackay

Ensemble Performance

Samuel Lee Butler
Jack Jehan de La Lande
Jack Haines Degenhart
Renae Lynne Fatchen
Sean William Helps
Amelia Jane Jutilane-Maynard
Hannah Kovilpillai
Mark Benjamin Oakley

Matthew John Oulton
Milush Marcel Piochaud
Stacey Leanne Thorpe
Joshua Luke Wilson

Music in Context

Nathan John Harrison

Music Individual Study

Andrew Edward Bradey
Deana Mingoia
Susan Sohar
Mark Sprigg
Niki Marie Spurling
Nick Wilton

Musicianship

Lachlan Benjamin Ahrens
Kai Yue (Carine) Chen
Joshua Mark Lang
Brenna Phaedra Reay Mackay

Performance Special Study

Emily Grace Denbigh
Mark Oliver Foster
Sean William Helps
Amelia Jane Jutilane-Maynard
Mark Benjamin Oakley
Catharine Sara Raymond
Julienne Alexandria Stender
Luke Stephens
Christohper Samuel Street
Kurtly Eric Wallace
Samantha Louise Webber

Solo Performance

Luke Andresen
Denny Majoros
Shai William Martin
Anneliese Dayna Monique Nowicki
Matthew John Oulton
Jacqueline Grace Raymond
Shauna Katharine Wetherell
Shuang Wu
Frank Dekai Zhang
Sijia Zheng
Ji Zhou

Visual Arts

Visual Arts – Art

Drew Peter Abrahamson
Jeanne Danielle Barrie
Georgia Button
Estelle Jacqueline Coote
Thea Grace Debler-Depold
Joanna Michal Edgecombe
Hayley Jane Edwards
Sarah Elisabeth Edwards
Blake Hayden Griffiths

Monica Louise Guilhaus
Alice Jean McKenzie
Carina Antonia Parry
Jessica Pickworth
April Elizabeth Prime
Brianna Speight
Olivia Ellen Stapleton
Amber Tuscharski
Jessica Weiland
Jasmine Joy Wilson
Tess Hutton Wohling
Henry Wolff
Hayley Marie Zippel

Visual Arts – Design

Joel Xian-Yang Chan
Kylie Jane Grills
Shaun David McFarlane
Iain Francis McQuin
Joel Ashleigh Siviour
Jack Benjamin Tidswell
Jack Alexander Williams

Business, Enterprise, and Technology

Accounting

Antonio Barbaro
Joseph Bava
Malcolm Joseph Borg
Wan Yi Cheong
Athena Sue Cheng Chin
Yen San Foo
Matthew Gentilcore
Tessa Eileen Rose Grieger
Brad Hollis
Yew Hook Huong
Monique Iannella
Allen Lao
Ying May Lim
Sarah Pui Ai Loke
Daniel Carmine Marateo
Dillon Ryan Mullins
Kathleen Pheik Yin Poh
Cameron Villarosa
Elisia Alessandra Williams

Business and Enterprise

Tina Maria Beatrice
Laura Fay Crase
Kiara Curtis
Paige Louise Dahlitz
Kate Elizabeth Dornin
Amelia Jane Fox
Matilda Rose Gilfillan
Georgia Emily Goodwin
Ellen Kaldis
Han Ngoc Nguyen
Cameron Villarosa
Sally Wu

Design and Technology

Communication Products I

Tina Maria Beatrice
Dion di Falco
Finn James Conway Galindo
Amy Claire Smith

Communication Products II

Brandon Craig Williams

Material Products I

Frances Rose Buchanan
Timothy Neil Ducker
Stephen Michael Bryce Gensicke

Material Products II

Timothy Dale Eckert
Alexandra Grzywacz
Nicholas Charles Jackson

Information Processing and Publishing

Tina Maria Beatrice
Caitlin Bennett
Bronte Elizabeth Collins Eccleston
Jennifer Louise Griffin
Daniel Liam Halliday
Kirsty Anne Jarzabek
Claudia Keough
Scott Loader
Anne Elizabeth MacNamara
Helena-Marie Papayianis
Minh Tran Pham
Emily Rose Rasmussen
Jade Louise Ryan
Stephanie Sarunic
Victoria Helen Sears
Brittany Shepherd

Information Technology

Daniel Mario Gatto
Rocco Lupoi

Workplace Practices

Molly Affolter
Nadine Maree Austral
Chloe Sian Louden Barr
Jessica Jean Bishop
Deanna Bluett
Cheryl May Bowen
Angelica Teresa Caruso
Georgina Alice Clarnette
Stephanie Mary Louise Copson
Peter Michael Crase
Stephanie Nina Del Medico
Molly Agnes Flanagan-Sjoberg
Justin Andrew Gassner
Alice Eva Gilbert

Morgan Jade Hill
Kate Hofmeyer
Melissa Jane Kuiper
Chelsea Jennifer Lemke
Olivia Jane Martin
Megan Pritchard
Simone Purdie
Alexandra Ela Rossi
Sophie Van De Ven
Eleanor Rose Wardleworth

Cross-disciplinary

Community Studies

Arts and the Community

Samara Harris

Communication and the Community

Georgia Kathleen Buttery
Kimberley Grace McDade
Lauren Rebekah Hope McMahon

Design, Construction, and the Community

Shanae Alexandra Brown

Health, Recreation, and the Community

Valma Joan Coad
Casey Lee Cocks

Work and the Community

Chelsea-Anne Jaspers
Seng Lim
Samuel Petch
Natasha Unglaube

Integrated Learning

Georgina Patricia Grigg

English

English as a Second Language

Hiu Yan Hau
You Jin Kim

English as Second Language Studies

Dezri Chandrasekar
Zoe Ying Zheng Chia
Patricia Kit Po Chin
Shinoi Chunatu Sunil Kumar
Thanh-Thao Dang
Nepoleon Africa Edwardston
Diego Mauricio Guajardo
Chui Yee Ho
Salman Manzoor Junejo

Joyce Mun Ling Khoo
Shinkwon Kim
Michelle Lay
Sheng Rei Lee
Wei Lin Lim
Sarah Pui Ai Loke
Cindy Pui Kwan Loong
Monica Mu
Rena Shalome Murugayah
Sarah Mei Wern Ng
Mei Jun Ng
Phu Ngoc Nguyen
Eftekhar Saiedi
Brandon Kah-Kit Soh
Siao Lin Tay
Patricia Wei Yin Thong
Kathleen Ye
Leroy Swee Chia Yeow
Chan Jun Yong
Edward Richard Young

English Communications

James Ang
Antonio Barbaro
Domenic Belperio
Megan Ashlee Bobrige
Tara Chenede Bouchier
Lani Michelle Broad
Joshua Michael Bushell
Millicent Louise Byrnes Howe
Alice Emily Campbell
Lara Genevieve Carter
Kathrina Ying Lai Chooi
Katherine Elizabeth Ciesiolka
Ellie Collins
Nicola Coppin
Dion Corbo
Miriam Rose Crosby
Jessica Mary Dally
Brittany Jade Daly
Nicolle Elizabeth Dicker
Bryce Eldredge
James Alistair Elix
Merin Anujha Eswararaj
Emily Margaret Evans
Madeline Eyre
Cassandra Jane Faulkner
Elizabeth Keilen Ferguson
Zoe Louise Ferguson
Taylah Fox
Ahmed Gamar
Marie Rose Greco
Stephanie Elizabeth Jones
Ishani Kaluthotage
Samuel William Karamoshos
Kosuke Kato
Emma Whitney Kelly
Gabriella Marie Kinsman
Rebecca Hui-Shian Lam
Jana Le
Fletcher Owen Luders
Kirstin Emma Vera Marchand

Dana Marinac
Madeleine Brittany Claire McLaren
Corrine Elizabeth McMaster
Jessica Rose Miller
Stephanie Kathryn Moffat
Caitlin Marie Nicks
Emily Norton
Jean-Louise Mary Papps
Emma Louise Petersen
Ronette Benolla Pinto
Emily Primavera
Jesse Hannah Reilly
Ingrid Alis Richards
Briony Anne Rischbieth
Carlo Russo
Daniel Russo
Georgia Ryan
Katina Helen Sarantidis
Meg Elizabeth Sinclair
Jessica Aimee Smith
Caroline Sarah Stanley
Stephanie Stavrinakis
Lachlan Surman
Alana Tedesco
Timothy Tien Dac Thai
Keshini Visvanathan
Natasha Voiklis
Leah Rebekah Wells
Deanne Emily Wilson
Isabel Sarah Wilson
Victoria Wright
Aynsley Rae-Li Yeap

English Studies

Annika Rose Beaty
Henry Boles
Elizabeth Ann Burleigh
Sharmonie Josephine Cockayne
Luke Collier
Laura Cathryn Cooke
Maxwell Ivan Cooper
Simon Cousins
Sophie Dunn
Hannah Fallowfield
Katarina Penfold Foley
Emily Claire Gaughwin
Tamika Glouftsis
Roxanna Henshaw
Madeleine Charlotte Eliza Herd
Adelyne Thi Huynh
Madeleine Alesha Jones
Brittany Ann King
Michael Lazarou
Alexandra Jane Lightbody
Gia-Yen Luong
Ruby Emma Lyons-Reid
Rozelle Mae Macalincag
Kyriaki Georgia Morias
Brigid Mahdi Jane O'Farrell White
Declan Vincent Olesen
Alyssa Mariam Pradhan
Catharine Sara Raymond

Shauna Leigh Roeger
Shannon Kate Sandford
Connor Lisle Skoss
Alexandra Louise Taliangis
Hosna Wahabzada
Eleanor Rose Wardleworth
Jessica Weiland
Georgia Lee Weinert
Kelly Louise Williamson

Health and Personal Development

Child Studies

Jessica Isabelle Debreceni
Shannen Earle
Monica Holyhrim
Hannah Howson
Lauren Hussey
Emma Louise Kingham
Kimberley Hope McLeod
Sophie Porcelli
Kiara Marie Pudney
Katina Helen Sarantidis
Isabelle Eve Scott
Emily Ashleigh Shine-Traeger
Amber Louise Thatcher

Food and Hospitality

Callie Marie Ayles
Jessica Lee Carbone
Claire Cecere
Ebony Paige Cefai
Rachel Brigitte Fullston
Rachael Gill
Lucy Barbara Hobbs
Tanya Marie Ising
Kate Marie Jacobs
Isabella Jessie McCallum
Jack Alister Murdock
Claire Jean Rowe
Jade Sherrey
Kendall Margaret Slaughter
Amelia Jayne Stewart-Jones
Renae Chelsea Strike
Jack Alexander Williams

Health

Shannon Elizabeth Dyer
Danielle Marie Grant
Lachlan Kerr

Outdoor Education

Andrejs James Berzins
Pamela Lauren Georgiou
Kimberley Anne Wattchow

Physical Education

Ryan Bartlett
Tayla Corrieri
Luke Stephen Diamond
Hamish Holland
Tess Keenan
Sophie Alexandra Linn
Sophia Lauren Mazzaferro

Humanities and Social Sciences

Aboriginal Studies

Alissa Lyn Bishop-Thorpe

Australian and International Politics

Roxanna Henshaw

Classical Studies

Adrienne Goode
Amanda Li
Katherine O'Connell

Economics

Katherine Alison Botha
Yen San Foo
Madeleine Alexandra Henry
Stephanie Kolaczkos
Chantelle Mancini
George Creagh Henry O'Connor
Helena Marie Torpy

Geography

Alexander Patrick Bate
Matthew Bowie
Lindy Hoang
Jennifer Fay Inverarity
Myfanwy Ashwin Mogford

Legal Studies

Chantelle Albanese
Luke Anthony Crocker
Emily Grace Denbigh
Mark Oliver Foster
Amelia Jane Fox
Caitlyn Georgeson
Luke John Hargreaves
Madeleine Alexandra Henry
Stephanie Kolaczkos
Anthony Nocera
George Creagh Henry O'Connor
Evana Ellen Platis
Joanna Mary Thomson
Daniel Bryan Tracey
Miranda Daphne Van Heuven

Media Studies

Hannah Kate Lally

Modern History

James Peter Bampton
Annika Rose Beaty
Eden Blazejak
Rebecca Carnell
Jack Dittmar
Tamika Glouftsis
Georgia Blaire Hocking
Annie Keane
Declan Vincent Olesen
Emily Rose Renner
Hosna Wahabzada
Eleanor Rose Wardleworth
Kelly Louise Williamson

Philosophy

Quincy Oliver Light Geary
Thomas Hagias
Madeline Johns

Religion Studies

Hollie Kennedy
Brigid Mahdi Jane O'Farrell White
Monica Georgia Venuti
Markiyan Wojewidka

Society and Culture

Christina Carla Ambrosi
Olivia Andreula
Kelsey Dorothy Dolling
Madeleine Alesha Jones
Emily Jane Keir
Gabriella Marie Kinsman
Jacinta Mazzarolo
Laura Mc Entee
Isabella Jessie McCallum
Lauren Erin McDougall
Myfanwy Ashwin Mogford
Lauren Reid
Alexandra Stewart

Tourism

Alana Judith Burgess
William Blake Cutts
Renae Jade Laubsch
Holly Michelle Phillips
Breahnn Emily Sheridan

Women's Studies

Zoe Lee Kounadis
Emma Lawton
Chloe Ann Waterhouse

Languages

Chinese (background speakers)

Chen Han

Chinese (continuers)

Claire Xiaochi Zhang

French (beginners)

Marie Antoinette Galletta

French (continuers)

Margaret May Gayen
Emily Hart
Claudia Strahle

German (continuers)

Claudia Phoebe King

Italian (beginners)

Rhoda Godiwala

Italian (continuers)

Tassia Kate Oswald
Francesca Sasanelli
Cameron Villarosa

Japanese (beginners)

Jordan Barricelli

Japanese (continuers)

Hannah Louise Green
Kaiba Kunimitsu
Mandy Ma

Russian (continuers)

Anastassia Silaeva

Spanish (continuers)

Angelica Maria Barrientos

Vietnamese (background speakers)

Thi Thien Trang (Cathy) Nguyen

Vietnamese (continuers)

Caroline Quan Man Do

Mathematics

Mathematical Applications

Anjelica Alanne
Nikita Angelakis
Jasmine Barrow
Allison Kate Bond
Jasmin Lorraine Brooks
Frances Rose Buchanan
Tyler James Edward Burrowes
Joanna Chudy
Danielle Kerri Dutschke
Zachary Sidney Banks Egerton
Hannah Kaye Fabish
Leah Gabrielson
Dilsher Singh Grewal
Todd Robert Jones
Renae Jade Laubsch
Georgia Kate Morris
Lachlan James Moss
Caitlyn Jane Olds
Georgie Parletta
Tatjana Sophie Pohl
Emily Primavera
Lauren Kate Roberts
Katharine Maria Schapel
Brett Alexander Slarks
James Taylor
Victoria Anne Trigg
Alice Yu

Mathematical Methods

Benjamin James Amberg
Erin Margaret Docherty
Michael Ming-Jien Hii
Lauren Tamara Janus
Ellen Kaldis
Ishani Kaluthotage
Emma Louise Kingham
Michael Samuel Loughlin
Georgia Pauline Mead
Le Nguyen
George Creagh Henry O'Connor
Alessandra Orsillo
Carlo Russo
Stephanie Tatarelli
Keshini Visvanathan
Julian Anthony Martin Wright

Mathematical Studies

Ayden Aba
Timothy Philip Atkinson
Felix Matthew Dunsford Baker
Michael Alexander Bettison
Madeleine Brenner
Andrew Brummitt
Huy Tuong Cao
Kit Yue Chan
Swee Liang Chong
Yun Kitt Kenny Choo
Justin Paul Clarke

John Stephen Connell
Luke Patrick Edwards
Caitlin Beth Eglinton
Duncan Alexander Ferguson
Zachary Andrew Forman
Adam Freeling
Matthew Geoffrey Gard
Margaret May Gayen
Quincy Oliver Light Geary
Amal George
Vanessa Grace Glenny
Chai Yeen Goh
Sebastian Thomas Gray
Mengyu Gu
Harith Fadillah Hassan
Jarryd Herd
Timothy David Hersey
Wan Ri Ho
Ngoc-Thuy-Vi Sophia Ho
Timothy Mark Holmes
Fui Yin (May) Huynh
Aswin Joy
Hui Khuu
Denny Kim
Cameron Michael Yao Ren Lau
Sheng Rei Lee
Boon Ho Lee
Jack Arthur Lewis
Nerida Rose Liddle
Riley Thomas Lodge
Adam Matthew Luciano
Paige Lynch
Edward Richard Mignone
Shashank Murali
Gratia Hoang Anh Thu Nguyen
Tam Mau Nguyen
Dimitri Niarchos
James Lawrence Grady O'Connell
Yi Theng Ong
Carmela Sofia Panuccio
Daniel Kevin Pellegrini
Lynna Pham
Sharmini Michelle Punitham
Zhichen Qu
Catharine Sara Raymond
Shauna Leigh Roeger
Stephen Rouxel
Olivia Lysandra Salagaras
Trevor James Saldanha
Samuel Schultz
Jordan Rhys Schulz
Shihab Siddiquee
Julian Smith
Andrew William Smith
Li Yun Tan
Cheryl Eve Lynn Tan
Jonathan Murray Targett
Nicholas James Taylor
Bich Ngan Tran
Ngoc Vo
Sin Loo Wang
Yige Wang
Joshua Peter White

Jordy Der Yuan Wong
Melody Wong
Yen Jun Wong
Phei Ching Yap
Ken Ye

Specialist Mathematics

Ayden Aba
Abdul Syakir Fakhri Adnan
Timothy Philip Atkinson
Felix Matthew Dunsford Baker
Madeleine Brenner
Patrick Capon
Justin Paul Clarke
Jock Andrew Clarnette
John Stephen Connell
Jarrad Robert Dickson
Declan James Gaggin
Mengyu Gu
Timothy David Hersey
Dylan Hugh Hoskin
Yoon-Seok Jang
Shinkwon Kim
Jack Arthur Lewis
Riley Thomas Lodge
Adam Matthew Luciano
Edward Richard Mignone
Gratia Hoang Anh Thu Nguyen
James Lawrence Grady O'Connell
Trevor James Saldanha
Jordan Rhys Schulz
Andrew William Smith
Jonathan Murray Targett
Nicholas James Taylor
Jiahe Tian
Natalie Lynette Tieck
Chao Ye

Research Project B

Hafiz Bin Abdul Nasir
Chantelle Albanese
Benjamin James Amberg
Olivia Andreula
James Ang
Julia Arena
Madeleine Sophia Bain
Jessica Maria Bajger
Nicholas David Banks
Cara Baronian
Jeanne Danielle Barrie
Tina Maria Beatrice
Alexandra Beckinsale
Magnolia Bell
Melissa Kelly Bennett
Michael Robert Bird
Eden Blazejak
Isabella Anastasia Bodman-Rae
Sean Dowler Brandt
Monica Petrea Brogden
Mark Daniel Brooke
Samuel Brookes

Katerina Maria Bryant
Lydia June Burford
Jessica Busiko
Hannah Kate Butenko
Alexandra Lee Butters
Alice Victoria Carr
Eliza Chapman
Trent Kendall Charleson
Kathrina Ying Lai Chooi
Duan Christie-Maguire
Joanna Chudy
Daniel Nicholas Clark
Justin Paul Clarke
Matthew David Clarke
Victoria Clarkson
Stephanie Adele Cogno
Gabriella Collicelli
Ellie Collins
Hamish John Collins
Madeleine Cassandra Cook
Zachariah Reuben Cross
Caitlin Heather Daly
Hannah Kate Davies
Gregory Scott Davill
Aaron Troie Dela Paz
Emily Grace Denbigh
Nicolle Elizabeth Dicker
Jack Dittmar
Sarah Louise Dixon
Maria Do
Kelsey Dorothy Dolling
Annali Sascha Dolman
Riordan Joseph Dose
Emma Olivia Duncan
Jamie Kelsey Dunn
Hayley Jane Edwards
Melanie Frances Edwards
Nepoleon Africa Edwardston
James Alistair Elix
Evarni Evans
Shannalee Fast
Damien Ferretti
Louise Firth
Katarina Penfold Foley
Lauren Rose Footner
Michelle Forgione
Catherine Clare Fox
Adam Freeling
Kayla Sophie Freund
Melanie Louise Galloway
James Galpin
Sarah Caitlin Gates
Margaret May Gayen
Alice Gersch
Ben Geytenbeek
Matilda Rose Gilfillan
Vanessa Grace Glenny
Tamika Glouftsis
Peter James Golding
Katherine Mary Grant
Hannah Louise Green
Benjamin Christopher Gricks
Jacob Gwiazdzinski

Vasilios Halikias
Amber Paige Hall
Jessica Harris
Tayla Marie Hassam
Jessica Hayward
Imogen Jane Hebart
Madeleine Alexandra Henry
Jarryd Herd
Holly Jay Heynemann
Susan Joy Hickey
Michael Ming-Jien Hii
Jane Hill
Ngoc-Thuy-Vi Sophia Ho
Roseanna Elizabeth Hunter
Megan Louise Hutchins
Adelyne Thi Huynh
Jennifer Fay Inverarity
Anna Jackowiak
Ben Jackson Johnson
Madeleine Alesha Jones
Nina Frances Juniper
Ellen Kaldis
Ishani Kaluthotage
Julia Kamaszewski
Jana Karakasilis
Kosuke Kato
Annie Keane
Charlotte Eliza Brake Kelso
Hollie Kennedy
Claudia Phoebe King
Bernadette Amy Klavins
Kroum Ivanov Klutchkov
Stephanie Kolaczkos
Kristina Kotsomitis
Stefani Koutlakis
Jack William Kroning
Jordan Raha Lambert
Caitlin Mia Langford
Victoria Marais Langton
James Francis Bede Lawler
Michael Bruce Leane
Erin Lee
Rebecca Kate Lees
Georgina Lewis
Natalie Kate Lewis
Amanda Li
Christine Li
Joseph Nelson Lisk
Adam Matthew Luciano
Rozelle Mae Macalincag
Jennifer Mary Mackintosh
Bonnie Elaine Macleod
Lucy Margaret Macleod
Elena-Marie Macris
April Kate Mahony
Nicole Manfield
Daniel Carmine Marateo
Kirstin Emma Vera Marchand
Daniel Barton Markey
Elise Claire Mattiske
Katelyn Paige Maynard
Jacob Jeffrey McCarthy
Natasha Kate McConnell

Gabriella Anne McEvoy
Georgia Louise McKechnie
Caleb Thomas McMahon
Dian Lee McMurtrie
Nicole Jane Mead
Bethany Belinda Miller
Kirsten Louise Milne
Chelsea Rebecca Mirus
Myfanwy Ashwin Mogford
Luke Thomas Moody
Samantha Andrea Mourin
Liana Najjar
Elise Naumann
Don Duy Nguyen
Mai-Thy Nguyen
Monica Nguyen
Nghi Bao Pham Nguyen
Noellene Trieu Truc Nguyen
Vuong Thanh Nguyen
Paige Jekaila North
Alexandra Nuzzo
Katherine O'Connell
Brigid Mahdi Jane O'Farrell White
Declan Vincent Olesen
Dylan Stefan Olszowka
Tassia Kate Oswald
Daniel Kevin Pellegrini
Lakna Perera
Emma Louise Petersen
Ashleigh Louise Pisani
Alana Potts
Caitlin Jessica Vivien Powell-Jones
Alyssa Mariam Pradhan
Rebecca Christine Proudman
Elyse Caitlin Ramsay
Catharine Sara Raymond
Gianna Marie Rechichi
Shauna Leigh Roeger
Cara Rossi
Louisa Gabriella Rupp
Madeleine Sarah Eliza Russell-Maynard
Eddy Sabre
Danielle Suzanne Schultz
Katherine Alice Schultz
Madeleine Claire Seeary
Laura Michelle Sherwood
Shihab Siddiquee
Damien Silvestri
Sarah Milka Simic
Helen Emma Simpson
Brett Alexander Slarks
Susan Sohar
Marina Spajic
Caroline Sarah Stanley
Alexandra Stewart
Amy Rose Stewart
Amelia Jayne Stewart-Jones
Courtney Brooke Subramaniam
Joanne Sullivan
Caitlin Jane Thomas
Daniel Peter Thomas
Lauren Thomas
Georgia Thompson

Chelsea Renee Thorn
Olivia Siew Jun Ting
Claudia Therese Tomczyk
Katie Cassandra Tonkin-Wright
Helena Marie Torpy
Matthew Wesley Traeger
Benedetta Trentin
Sara Ucci
Lauren Emily Varo
Thomas Venning
Emily Rose Verrall
Cameron Villarosa
Keshini Visvanathan
Sotiria Vlachoulis
Hosna Wahabzada
Melanie Lauren Walker
Eleanor Rose Wardleworth
Kimberley Anne Wattchow
Georgia Lee Weinert
Aaron John Williams
Bonnie Williams
Kelly Louise Williamson
Indiana Wishart
Kathleen Mathews Withers
Tess Hutton Wohling
Dorcas Wong
Ellen Jane Worley
Sally Wu
Malwina Ewa Wyra
Richard Yeng
Michael Alexander Zabolocki

Sciences

Agriculture and Horticulture

Agricultural and Horticultural Management
Heidi Louise Laubsch

Agricultural and Horticultural Studies
Temiera Marie Page

Biology

Oshadha Udara Aluthwala
Benjamin James Amberg
Madeleine Sophia Bain
Melissa Kelly Bennett
Malcolm Joseph Borg
Claudia Calabrese
Rebecca Carnell
Briony Kate Chamberlayne
Jia Jiet Chew
Kathrina Ying Lai Chooi
Charlotte Larissa Marguerite Cox
Carla Nicole de Angelis
Peter Anthony de Cicco
Katarina Penfold Foley
Catherine Clare Fox
Melanie Louise Galloway
Emily Claire Gaughwin
Sally Gazzard

Anna Grove-Jones
Jake Callum Guscott
Lucy Claire Hazell
Madeleine Alexandra Henry
Jarryd Herd
Holly Jay Heynemann
Mrunal Hiwase
Chui Yee Ho
Ngoc-Thuy-Vi Sophia Ho
Roseanna Elizabeth Hunter
Jennifer Fay Inverarity
Lauren Tamara Janus
Aswin Joy
Emma Whitney Kelly
Claire Kenny
Kirby Laslett
Rebecca Kate Lees
Paige Lynch
Emma Majcen
Stephanie Jane Mills
Aashka Kumaril Mishra
Liana Najjar
Lisa Elizabeth Neldner
Andrew Nguyen
Bang Dai Nguyen
Huyen Thi Thanh Nguyen
Tam Mau Nguyen
Caitlyn Jane Olds
Carmela Sofia Panuccio
Charlotte Elise Pascoe-Purvis
Alice Mary Peters
Lynna Pham
Sai Phatak
Krithivasan P Raman
Ingrid Alis Richards
Thomas Stewart Robertson
Lucy Robinson
Cara Rossi
Olivia Lysandra Salagaras
Adam James Scorgie
Madeleine Claire Seeary
Shyla Sivanas
Brett Alexander Slarks
Brandon Kah-Kit Soh
Amy Rose Stewart
Lauren Thomas
Patricia Wei Yin Thong
Helena Marie Torpy
Monica Georgia Venuti
Keshini Visvanathan
Katherine Warner
Verity Anne Wilkinson
Cherie Hiu-Tung Yam
Judy Zhu

Chemistry

Benjamin James Amberg
Timothy Philip Atkinson
Tony Au
Malcolm Joseph Borg
Madeleine Brenner
Mark Daniel Brooke
Alexander Robert Beeton Buckby

Kathrina Ying Lai Chooi
Justin Paul Clarke
John Stephen Connell
James Alistair Elix
Jade Foeng
Shin-Hong (Kelvin) Foo
Michelle Louise Frayne
Adam Freeling
Anthony Giannini
Katherine Mary Grant
Cameron David Haydinger
Holly Jay Heynemann
Rohan Hudson
Roseanna Elizabeth Hunter
Fui Yin (May) Huynh
Yoon-Seok Jang
Aswin Joy
Erika Donnelly Kawashima
Charlotte Eliza Brake Kelso
Claudia Phoebe King
Jana Le
Kim Le
Rebecca Kate Lees
Stephanie Jane Mills
Aashka Kumaril Mishra
Brandon Mu
Dillon Ryan Mullins
Lisa Elizabeth Neldner
Gratia Hoang Anh Thu Nguyen
Phu Ngoc Nguyen
Tam Mau Nguyen
Charlotte Elise Pascoe-Purvis
Alyssa Mariam Pradhan
Morgan Rhys Price
Elferaan Fern Quatermass
Catharine Sara Raymond
Olivia Lysandra Salagaras
Belinda Anne Schmidt
Danielle Suzanne Schultz
Samuel Schultz
Julian Smith
Brandon Kah-Kit Soh
Kate Emily Spring
Kai Sebastian Strobel
Patricia Wei Yin Thong
Linh Khanh Van
Keshini Visvanathan
Magdalena Walc
Amy Wang
Melody Wong
Judy Zhu

Nutrition

Sylvia Guiducci
Elizabeth Grace Jemson-Ledger
Georgia Pauline Mead
Paige Jekaila North
Ella Mae Reddy

Physics

Ayden Aba
Caleb Henry Althorpe
Sam Bahrami

Hamza Baig
Eden Blazejak
Malcolm Joseph Borg
Deannon Louise Branch
Madeleine Brenner
Mark Daniel Brooke
William Peter Butterfield-Rossi
Claudia Calabrese
Jock Andrew Clarnette
John Stephen Connell
Jarrad Robert Dickson
Adam Freeling
Margaret May Gayen
Katherine Mary Grant
Mengyu Gu
Jake Callum Guscott
Antonije Gvozdenovic
Ngoc-Thuy-Vi Sophia Ho
Timothy Mark Holmes
Chan Jun Hong
Fui Yin (May) Huynh
Yoon-Seok Jang
Madeleine Alesha Jones
James Andrew Kellie
Joshua Mark Lang
Jack Arthur Lewis
Yishu Liu
Paige Lynch
Daniel Carmine Marateo
Gratia Hoang Anh Thu Nguyen
Dimitri Niarchos
Nathan Panella
Carmela Sofia Panuccio
Daniel Kevin Pellegrini
Alice Mary Peters
Lynna Pham
Sharmini Michelle Punitham
Kyle Renfrey
Thomas Stewart Robertson
Shauna Leigh Roeger
Trevor James Saldanha
Jordan Rhys Schulz
Zachary Louis Ritchie Searle
Nicholas James Taylor
Jackson Samuel Virgo
Ngoc Vo
Deanne Emily Wilson
Melody Wong
Chao Ye
Richard Yeng
Chan Jun Yong

Psychology

Katerina Maria Bryant
Louise Firth
Isabelle Gatley
Tamika Glouftsis
Kylie Jane Grills
Charlotte Cecelia Gupta
Inessa Harpas
Jessica Hayward
Jane Hill
Lauren Tamara Janus

Stephanie Elizabeth Jones
Eliza Jade Kavanagh
Stephanie Kolaczkos
Rebecca Kate Lees
Elizabeth Marie Leone
Liliana Loielo
Gia-Yen Luong
Clare Lynch
Paige Lynch
Ruby Emma Lyons-Reid
Katherine O'Connell
Charlotte Elise Pascoe-Purvis
Sai Phatak
Emily Rose Renner

Cara Rossi
Nicola Louise Smith
Denvar Steven Summers
Wei Yuen Tan
Joanna Mary Thomson
Samantha Tuscharski
Eleanor Rose Wardleworth
Kimberley Anne Wattchow
Rachael Wertheim
Gabrielle Louise Windley

Scientific Studies

Matthew David Bell

Appendix G: Statistics

Tables that contain lists of subjects are arranged in learning areas. Subjects are listed alphabetically under each learning area in separate lists of 20-credit and 10-credit subjects.

An alphabetical list of all subjects, by learning area, is in Appendix D.

Tables are based on the information contained in the SACE Board's database on 21 February 2012.

Stage 1

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Table 1: Number of students in South Australia completing at least 1 unit/10 credits, 2001–11

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Students with Stage 1 results only	32450	32881	32933	33872	34745	35956	36524	37435	35603	37279	37036
Students with Stage 1 and Stage 2 results	3730	4140	3479	3799	4140	4540	4527	4597	4967	3873	4874
Total with Stage 1 Results	**36180**	**37021**	**36412**	**37671**	**38885**	**40496**	**41051**	**42032**	**40570**	**41152**	**41910**

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, 2002–11

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Students with Stage 1 results only	2754	2667	2645	3231	3391	3181	3299	3846	3868	4055
Students with Stage 1 and Stage 2 results	440	478	591	566	631	619	569	586	505	493
Total with Stage 1 Results	**3194**	**3145**	**3236**	**3797**	**4022**	**3800**	**3868**	**4432**	**4373**	**4548**

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, 2011

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	22	10	3	0	25	71	10	29	35
Creative Arts: Modified	0	1	5	8	0	0	5	36	9	64	14
Dance	2	0	0	0	21	2	23	92	2	8	25
Drama	0	0	9	11	0	0	9	45	11	55	20
Music Advanced	3	2	22	18	2	8	27	49	28	51	55
Music Experience	3	0	4	9	9	9	16	47	18	53	34
Visual Arts – Art	0	0	24	15	0	0	24	62	15	38	39
Visual Arts – Design	0	0	1	0	0	0	1	100	0	0	1
Total Results	**8**	**3**	**87**	**71**	**35**	**19**	**130**	**58**	**93**	**42**	**223**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Accounting	0	0	0	0	5	1	5	83	1	17	6
Business and Enterprise	0	0	1	0	18	19	19	50	19	50	38
Business and Enterprise: Modified	0	1	19	37	0	0	19	33	38	67	57
Design and Technology											
Communication Products	0	0	0	0	4	11	4	27	11	73	15
Material Products	0	69	9	65	1	14	10	6	148	94	158
Systems and Control Products	1	29	2	31	0	1	3	5	61	95	64
Information Processing and Publishing	0	0	2	2	0	0	2	50	2	50	4
Information Technology	0	0	2	16	0	22	2	5	38	95	40
Workplace Practices	0	31	10	53	46	44	56	30	128	70	184
Total Results	**1**	**130**	**45**	**204**	**74**	**112**	**120**	**21**	**446**	**79**	**566**
CROSS-DISCIPLINARY											
Community Studies	20	17	104	146	8	8	132	44	171	56	303
Cross-disciplinary Studies	8	83	55	89	0	0	63	27	172	73	235
Cross-disciplinary Studies: Modified	0	0	15	11	0	0	15	58	11	42	26
Integrated Learning	1	17	58	100	0	0	59	34	117	66	176
Total Results	**29**	**117**	**232**	**346**	**8**	**8**	**269**	**36**	**471**	**64**	**740**
ENGLISH											
English	0	0	147	174	25	37	172	45	211	55	383
English as a Second Language	0	0	57	58	2	6	59	48	64	52	123
English Pathways	14	84	16	57	6	10	36	19	151	81	187
English Pathways: Modified	6	5	70	104	0	0	76	41	109	59	185
Literacy for Work and Community Life	6	6	27	25	0	0	33	52	31	48	64
Total Results	**26**	**95**	**317**	**418**	**33**	**53**	**376**	**40**	**566**	**60**	**942**
HEALTH AND PHYSICAL EDUCATION											
Food and Hospitality	1	1	3	6	0	0	4	36	7	64	11
Health	0	0	7	9	0	0	7	44	9	56	16
Health: Modified	0	1	39	53	0	0	39	42	54	58	93
Outdoor Education	0	0	0	1	0	0	0	0	1	100	1
Physical Education	1	8	52	73	0	0	53	40	81	60	134
Total Results	**2**	**10**	**101**	**142**	**0**	**0**	**103**	**40**	**152**	**60**	**255**

Table 3: Stage 1 subjects (20 credits) — Number of results in SA *continued*

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
HUMANITIES AND SOCIAL SCIENCES											
History	0	0	0	1	0	0	0	0	1	100	1
Legal Studies	0	0	31	22	6	1	37	62	23	38	60
Religion Studies	120	118	0	0	0	0	120	50	118	50	238
Society and Culture: Modified	0	0	25	24	0	0	25	51	24	49	49
Total Results	**120**	**118**	**56**	**47**	**6**	**1**	**182**	**52**	**166**	**48**	**348**
LANGUAGES											
Arabic (continuers)	0	0	0	0	1	2	1	33	2	67	3
Chinese (background speakers)	0	0	1	1	0	0	1	50	1	50	2
Chinese (continuers)	0	0	4	7	0	0	4	36	7	64	11
French (continuers)	0	0	7	5	11	1	18	75	6	25	24
German (continuers)	0	0	1	3	5	11	6	30	14	70	20
Indonesian (continuers)	0	0	0	0	10	3	10	77	3	23	13
Italian (continuers)	3	1	0	0	0	0	3	75	1	25	4
Japanese (continuers)	0	0	10	3	0	0	10	77	3	23	13
Language and Culture: Modified	0	0	5	21	0	0	5	19	21	81	26
Modern Greek (continuers)	0	0	0	0	1	3	1	25	3	75	4
Persian (backgorund speakers)	0	0	7	7	0	0	7	50	7	50	14
Spanish (beginners)	0	0	4	0	0	0	4	100	0	0	4
Vietnamese (background speakers)	0	0	0	0	5	2	5	71	2	29	7
Vietnamese (continuers)	0	0	0	0	8	3	8	73	3	27	11
Total Results	**3**	**1**	**39**	**47**	**41**	**25**	**83**	**53**	**73**	**47**	**156**
MATHEMATICS											
Mathematical Applications	0	0	22	35	0	0	22	39	35	61	57
Mathematics	10	33	38	65	0	0	48	33	98	67	146
Mathematics Pathways	14	85	0	0	0	0	14	14	85	86	99
Mathematics Pathways: Modified	1	3	30	41	0	0	31	41	44	59	75
Numeracy for Work and Community Life	0	9	0	11	10	7	10	27	27	73	37
Total Results	**25**	**130**	**90**	**152**	**10**	**7**	**125**	**30**	**289**	**70**	**414**
SCIENCES											
Agriculture and Horticulture	0	0	0	4	0	0	0	0	4	100	4
Biology	0	0	0	3	0	0	0	0	3	100	3
Chemistry	0	0	3	0	0	0	3	100	0	0	3
Physics	0	0	0	4	0	0	0	0	4	100	4
Scientific Studies	0	0	45	79	0	0	45	36	79	64	124
Scientific Studies: Modified	0	0	33	42	0	0	33	44	42	56	75
Total Results	**0**	**0**	**81**	**132**	**0**	**0**	**81**	**38**	**132**	**62**	**213**
Grand Total	**214**	**604**	**1048**	**1559**	**207**	**225**	**1469**	**38**	**2388**	**62**	**3857**
Total Students	**184**	**431**	**732**	**1084**	**193**	**211**	**1109**	**39**	**1726**	**61**	**2835**

Table 4: Stage 1 subjects (20 credits)
Number of results for students in the Northern Territory, by learning area, 2011

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
ARTS											
Drama	0	0	0	0	5	0	5	100	0	0	5
Visual Arts – Art	0	0	6	0	10	0	16	100	0	0	16
Total Results	**0**	**0**	**6**	**0**	**15**	**0**	**21**	**100**	**0**	**0**	**21**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Design and Technology											
Material Products	0	0	0	0	1	7	1	13	7	88	8
Workplace Practices	0	0	0	0	13	22	13	37	22	63	35
Total Results	**0**	**0**	**0**	**0**	**14**	**29**	**14**	**33**	**29**	**67**	**43**
CROSS-DISCIPLINARY											
Community Studies	0	0	18	20	0	0	18	47	20	53	38
Integrated Learning	0	0	0	9	0	0	0	0	9	100	9
Total Results	**0**	**0**	**18**	**29**	**0**	**0**	**18**	**38**	**29**	**62**	**47**
HUMANITIES AND SOCIAL SCIENCES											
Geography	0	0	0	0	12	11	12	52	11	48	23
Legal Studies	0	0	0	0	10	11	10	48	11	52	21
Total Results	**0**	**0**	**0**	**0**	**22**	**22**	**22**	**50**	**22**	**50**	**44**
LANGUAGES											
Australian Langauges	0	0	1	1	0	0	1	50	1	50	2
Total Results	**0**	**0**	**1**	**1**	**0**	**0**	**1**	**50**	**1**	**50**	**2**
Grand Total	**0**	**0**	**25**	**30**	**51**	**51**	**76**	**48**	**81**	**52**	**157**
Total Students	**0**	**0**	**22**	**26**	**44**	**50**	**66**	**46**	**76**	**54**	**142**

Table 5: Stage 1 subjects (10 credits)
Number of results for students in South Australia, by learning area, 2011

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	%	Total M	%	Grand Total
ARTS											
Creative Arts	122	42	566	381	108	53	796	63	476	37	1272
Creative Arts: Local Program	0	0	7	1	0	0	7	88	1	13	8
Creative Arts: Modified	13	7	63	87	0	2	76	44	96	56	172
Dance	35	3	375	43	59	8	469	90	54	10	523
Drama	403	232	698	321	539	254	1640	67	807	33	2447
Music Advanced	170	132	330	365	228	195	728	51	692	49	1420
Music Experience	93	71	281	432	65	104	439	42	607	58	1046
Visual Arts – Art	573	285	2495	1221	970	344	4038	69	1850	31	5888
Visual Arts – Design	518	361	1042	803	389	326	1949	57	1490	43	3439
Total Results	**1927**	**1133**	**5857**	**3654**	**2358**	**1286**	**10142**	**63**	**6073**	**37**	**16215**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Accounting	170	279	197	239	166	290	533	40	808	60	1341
Business and Enterprise	345	487	729	675	511	435	1585	50	1597	50	3182
Business and Enterprise: Local Program	0	0	29	18	15	15	44	57	33	43	77
Business and Enterprise: Modified	0	3	14	39	0	0	14	25	42	75	56
Design and Technology											
Communication Products	307	393	1231	1300	154	191	1692	47	1884	53	3576
Material Products	73	726	586	3054	165	751	824	15	4531	85	5355
Systems and Control Products	2	167	63	802	17	199	82	7	1168	93	1250
Information Processing and Publishing	377	171	788	594	339	152	1504	62	917	38	2421
Information Technology	72	394	123	582	122	421	317	18	1397	82	1714
Workplace Practices	215	504	559	745	448	430	1222	42	1679	58	2901
Total Results	**1561**	**3124**	**4319**	**8048**	**1937**	**2884**	**7817**	**36**	**14056**	**64**	**21873**
CROSS-DISCIPLINARY											
Community Studies	170	81	896	805	123	131	1189	54	1017	46	2206
Cross-disciplinary Studies	0	0	198	187	10	40	208	48	227	52	435
Cross-disciplinary Studies: Local Program	0	0	16	9	0	0	16	64	9	36	25
Cross-disciplinary Studies: Modified	3	6	25	31	0	1	28	42	38	58	66
Integrated Learning	906	880	3739	3835	223	203	4868	50	4918	50	9786
Personal Learning Plan	2071	2133	5990	6517	2001	2167	10062	48	10817	52	20879
Personal Learning Plan: Modified	7	8	73	101	0	0	80	42	109	58	189
Total Results	**3157**	**3108**	**10937**	**11485**	**2357**	**2542**	**16451**	**49**	**17135**	**51**	**33586**
ENGLISH											
English	3230	2932	7197	5894	3504	3045	13931	54	11871	46	25802
English as a Second Language	216	244	610	752	226	243	1052	46	1239	54	2291
English Pathways	241	335	1537	2173	271	349	2049	42	2857	58	4906
English Pathways: Modified	11	16	31	49	0	2	42	39	67	61	109
Literacy for Work and Community Life	141	413	1006	1688	52	98	1199	35	2199	65	3398
Total Results	**3839**	**3940**	**10381**	**10556**	**4053**	**3737**	**18273**	**50**	**18233**	**50**	**36506**

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	424	16	1453	53	377	9	2254	97	78	3	2332
Food and Hospitality	710	256	2733	1260	859	299	4302	70	1815	30	6117
Health	0	0	727	323	158	56	885	70	379	30	1264
Health: Modified	3	11	69	124	0	2	72	34	137	66	209
Outdoor Education	187	236	458	759	196	254	841	40	1249	60	2090
Physical Education	684	1224	1838	3803	796	1270	3318	35	6297	65	9615
Total Results	**2008**	**1743**	**7278**	**6322**	**2386**	**1890**	**11672**	**54**	**9955**	**46**	**21627**
HUMANITIES AND SOCIAL SCIENCES											
Aboriginal Studies	0	0	59	40	0	0	59	60	40	40	99
Ancient Studies	131	67	266	177	107	65	504	62	309	38	813
Australian and International Politics	0	0	0	0	57	31	57	65	31	35	88
Economics	119	234	38	85	132	335	289	31	654	69	943
Geography	115	173	251	221	283	359	649	46	753	54	1402
History	410	384	812	590	687	548	1909	56	1522	44	3431
Legal Studies	334	333	789	475	368	259	1491	58	1067	42	2558
Media Studies	80	81	261	230	69	140	410	48	451	52	861
Philosophy	33	63	66	47	73	41	172	53	151	47	323
Religion Studies	2287	2926	0	0	561	566	2848	45	3492	55	6340
Society and Culture	149	77	456	331	60	24	665	61	432	39	1097
Society and Culture: Local Program	0	0	25	14	0	0	25	64	14	36	39
Society and Culture: Modified	0	1	28	33	0	0	28	45	34	55	62
Tourism	273	89	649	265	115	47	1037	72	401	28	1438
Women's Studies	0	0	37	0	0	0	37	100	0	0	37
Total Results	**3931**	**4428**	**3737**	**2508**	**2512**	**2415**	**10180**	**52**	**9351**	**48**	**19531**
LANGUAGES											
Arabic (beginners)	0	0	0	2	0	0	0	0	2	100	2
Arabic (continuers)	0	0	11	0	10	4	21	84	4	16	25
Auslan (continuers)	0	0	10	3	0	0	10	77	3	23	13
Australian Languages	0	0	3	3	0	0	3	50	3	50	6
Bosnian (continuers)	0	0	5	0	0	0	5	100	0	0	5
Chinese (background speakers)	23	28	124	160	32	24	179	46	212	54	391
Chinese (beginners)	0	0	15	5	0	0	15	75	5	25	20
Chinese (continuers)	18	2	61	34	44	14	123	71	50	29	173
Croatian (continuers)	0	0	2	4	0	0	2	33	4	67	6
French (beginners)	0	0	50	9	9	4	59	82	13	18	72
French (continuers)	91	42	138	26	126	22	355	80	90	20	445
German (beginners)	0	0	8	8	0	0	8	50	8	50	16
German (continuers)	0	6	118	68	140	66	258	65	140	35	398
Hindi (continuers)	0	0	2	0	0	0	2	100	0	0	2
Indonesian (beginners)	30	0	8	8	0	0	38	83	8	17	46
Indonesian (continuers)	11	2	37	22	27	16	75	65	40	35	115
Italian (beginners)	0	2	39	31	29	18	68	57	51	43	119
Italian (continuers)	221	75	112	46	0	0	333	73	121	27	454

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	%	M	%	Grand Total
Japanese (background speakers)	0	0	6	4	0	0	6	60	4	40	10
Japanese (beginners)	0	0	33	27	0	0	33	55	27	45	60
Japanese (continuers)	44	49	145	104	141	55	330	61	208	39	538
Khmer (continuers)	0	0	4	4	0	0	4	50	4	50	8
Korean (background speakers)	0	0	9	20	0	0	9	31	20	69	29
Language and Culture	0	0	0	6	0	0	0	0	6	100	6
Language and Culture: Modified	0	0	16	36	0	0	16	31	36	69	52
Modern Greek (continuers)	0	0	50	28	16	11	66	63	39	37	105
Persian (background speakers)	0	0	42	46	0	0	42	48	46	52	88
Polish (continuers)	0	0	11	4	0	0	11	73	4	27	15
Portuguese (continuers)	0	0	1	0	0	0	1	100	0	0	1
Russian (background speakers)	0	0	0	0	2	4	2	33	4	67	6
Russian (continuers)	0	0	0	0	1	2	1	33	2	67	3
Serbian (continuers)	0	0	2	0	0	0	2	100	0	0	2
Spanish (beginners)	0	0	120	32	0	0	120	79	32	21	152
Spanish (continuers)	9	2	65	31	4	0	78	70	33	30	111
Vietnamese (background speakers)	4	0	17	16	4	0	25	61	16	39	41
Vietnamese (continuers)	10	5	10	6	8	1	28	70	12	30	40
Total Results	**461**	**213**	**1274**	**793**	**593**	**241**	**2328**	**65**	**1247**	**35**	**3575**
MATHEMATICS											
Mathematical Applications	1607	1308	4453	3945	1726	1351	7786	54	6604	46	14390
Mathematics	1793	2243	3196	4557	2369	3000	7358	43	9800	57	17158
Mathematics Pathways	201	449	729	1270	164	172	1094	37	1891	63	2985
Mathematics Pathways: Modified	17	19	56	99	1	2	74	38	120	62	194
Numeracy for Work and Community Life	255	349	1318	1299	119	110	1692	49	1758	51	3450
Total Results	**3873**	**4368**	**9752**	**11170**	**4379**	**4635**	**18004**	**47**	**20173**	**53**	**38177**
SCIENCES											
Agriculture and Horticulture	33	53	398	440	81	142	512	45	635	55	1147
Biology	1441	822	3155	1617	1799	993	6395	65	3432	35	9827
Chemistry	915	875	1805	2076	1159	1260	3879	48	4211	52	8090
Geology	0	0	7	3	0	6	7	44	9	56	16
Nutrition	123	69	263	106	49	14	435	70	189	30	624
Physics	464	1194	911	2877	572	1521	1947	26	5592	74	7539
Psychology	746	328	1650	722	870	267	3266	71	1317	29	4583
Scientific Studies	170	148	450	647	15	37	635	43	832	57	1467
Scientific Studies: Modified	3	4	19	38	0	0	22	34	42	66	64
Total Results	**3895**	**3493**	**8658**	**8526**	**4545**	**4240**	**17098**	**51**	**16259**	**49**	**33357**
Grand Total	**24652**	**25550**	**62193**	**63062**	**25120**	**23870**	**111965**	**50**	**112482**	**50**	**224447**
Total Students	**4393**	**4497**	**12775**	**12941**	**4083**	**3920**	**21251**	**50**	**21358**	**50**	**42609**

Table 6: Stage 1 subjects (10 credits)
Number of results for students in the Northern Territory, by learning area, 2011

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Creative Arts	9	2	215	62	40	22	264	75	86	25	350
Dance	14	6	115	20	13	0	142	85	26	15	168
Drama	26	6	120	57	24	0	170	73	63	27	233
Music Advanced	18	6	2	1	3	4	23	68	11	32	34
Music Experience	11	14	130	159	2	19	143	43	192	57	335
Visual Arts – Art	63	19	445	209	43	12	551	70	240	30	791
Visual Arts – Design	24	2	143	67	25	8	192	71	77	29	269
Total Results	**165**	**55**	**1170**	**575**	**150**	**65**	**1485**	**68**	**695**	**32**	**2180**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Accounting	4	8	64	51	3	14	71	49	73	51	144
Business and Enterprise	49	51	144	167	31	26	224	48	244	52	468
Design and Technology											
Communication Products	12	26	51	243	17	20	80	22	289	78	369
Material Products	12	18	6	154	8	15	26	12	187	88	213
Systems and Control Products	0	0	6	4	0	0	6	60	4	40	10
Information Processing and Publishing	4	4	88	174	13	9	105	36	187	64	292
Information Technology	0	0	13	94	13	39	26	16	133	84	159
Workplace Practices	9	17	32	71	6	8	47	33	96	67	143
Total Results	**90**	**124**	**404**	**958**	**91**	**131**	**585**	**33**	**1213**	**67**	**1798**
CROSS-DISCIPLINARY											
Community Studies	0	0	54	82	13	6	67	43	88	57	155
Cross-disciplinary Studies	0	0	29	16	0	0	29	64	16	36	45
Integrated Learning	2	29	211	243	61	108	274	42	380	58	654
Personal Learning Plan	97	137	778	852	312	283	1187	48	1272	52	2459
Total Results	**99**	**166**	**1072**	**1193**	**386**	**397**	**1557**	**47**	**1756**	**53**	**3313**
ENGLISH											
English	157	101	896	807	250	203	1303	54	1111	46	2414
English as a Second Language	13	27	102	120	0	0	115	44	147	56	262
English Pathways	17	44	254	325	19	40	290	41	409	59	699
Literacy for Work and Community Life	8	23	128	175	31	37	167	42	235	58	402
Total Results	**195**	**195**	**1380**	**1427**	**300**	**280**	**1875**	**50**	**1902**	**50**	**3777**
HEALTH AND PHYSICAL EDUCATION											
Child Studies	0	0	205	26	0	0	205	89	26	11	231
Food and Hospitality	52	29	210	199	40	34	302	54	262	46	564
Health	42	10	99	117	6	2	147	53	129	47	276
Outdoor Education	30	46	47	150	41	50	118	32	246	68	364
Physical Education	42	51	256	679	75	99	373	31	829	69	1202
Total Results	**166**	**136**	**817**	**1171**	**162**	**185**	**1145**	**43**	**1492**	**57**	**2637**
HUMANITIES AND SOCIAL SCIENCES											
Aboriginal Studies	0	0	16	24	0	0	16	40	24	60	40
Ancient Studies	0	0	48	25	0	0	48	66	25	34	73

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
Economics	7	9	30	23	16	13	53	54	45	46	98
Geography	0	0	58	38	17	28	75	53	66	47	141
History	38	32	111	75	43	31	192	58	138	42	330
Legal Studies	24	8	122	64	42	38	188	63	110	37	298
Media Studies	30	16	74	49	33	19	137	62	84	38	221
Philosophy	0	0	8	22	4	7	12	29	29	71	41
Religion Studies	144	136	0	1	0	0	144	51	137	49	281
Society and Culture	0	0	6	12	4	5	10	37	17	63	27
Tourism	8	1	0	0	0	0	8	89	1	11	9
Women's Studies	0	0	13	0	0	0	13	100	0	0	13
Total Results	**251**	**202**	**486**	**333**	**159**	**141**	**896**	**57**	**676**	**43**	**1572**
LANGUAGES											
Australian Languages	0	0	20	7	0	0	20	74	7	26	27
Chinese (background speakers)	0	0	7	3	0	0	7	70	3	30	10
Chinese (beginners)	0	0	6	8	0	0	6	43	8	57	14
Chinese (continuers)	0	0	28	22	0	0	28	56	22	44	50
French (beginners)	0	0	18	2	0	0	18	90	2	10	20
Indonesian (beginners)	0	0	30	19	0	0	30	61	19	39	49
Indonesian (continuers)	2	12	51	32	0	0	53	55	44	45	97
Italian (beginners)	3	0	8	0	0	0	11	100	0	0	11
Italian (continuers)	5	2	16	8	0	0	21	68	10	32	31
Japanese (beginners)	0	0	31	18	0	0	31	63	18	37	49
Japanese (continuers)	4	2	50	36	8	0	62	62	38	38	100
Modern Greek (continuers)	0	0	5	9	0	0	5	36	9	64	14
Spanish (beginners)	0	0	39	14	0	0	39	74	14	26	53
Spanish (continuers)	0	0	1	0	0	0	1	100	0	0	1
Total Results	**14**	**16**	**310**	**178**	**8**	**0**	**332**	**63**	**194**	**37**	**526**
MATHEMATICS											
Mathematical Applications	107	73	453	355	124	76	684	58	504	42	1188
Mathematics	71	91	415	456	116	141	602	47	688	53	1290
Mathematics Pathways	5	8	251	359	12	32	268	40	399	60	667
Numeracy for Work and Community Life	28	51	199	224	43	43	270	46	318	54	588
Total Results	**211**	**223**	**1318**	**1394**	**295**	**292**	**1824**	**49**	**1909**	**51**	**3733**
SCIENCES											
Biology	48	21	334	203	120	62	502	64	286	36	788
Chemistry	19	34	203	228	40	67	262	44	329	56	591
Nutrition	0	0	93	61	28	13	121	62	74	38	195
Physics	17	34	84	226	31	84	132	28	344	72	476
Psychology	19	7	233	89	101	57	353	70	153	30	506
Scientific Studies	0	0	182	239	34	29	216	45	268	55	484
Total Results	**103**	**96**	**1129**	**1046**	**354**	**312**	**1586**	**52**	**1454**	**48**	**3040**
Grand Total	**1294**	**1213**	**8086**	**8275**	**1905**	**1803**	**11285**	**50**	**11291**	**50**	**22576**
Total Students	**220**	**271**	**1637**	**1712**	**392**	**375**	**2249**	**49**	**2358**	**51**	**4607**

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, 2011

Name of Program	Number of Students
SOUTH AUSTRALIA	
Australian Air Force Cadets	4
Australian Army Cadets	17
Australian Business Week	943
Australian Guild of Music and Speech	2
Australian Music Examinations Board	42
Commonwealth Society of Teachers of Dancing	10
Duke of Edinburgh's Award	335
Guides Australia	4
Operation Flinders	64
Royal Academy of Dance	7
Royal Life Saving Society Australia	46
SA Country Fire Service	54
SA State Emergency Service	5
SA Tall Ships Inc.	51
Scouts Australia	2
St Cecilia School of Music	1
St John Ambulance Australia Cadets	26
The Equestrian Federation of Australia	3
Young Achievement Australia	1
Total Students	**1523**
NORTHERN TERRITORY	
Australian Air Force Cadets	6
Australian Army Cadets	2
Australian Music Examinations Board	6
Cecchetti Ballet Australia Inc.	1
Duke of Edinburgh's Award	63
Royal Life Saving Society Australia	10
Total Students	**74**
Grand Total	**1597**

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, 2011

Subject	A	B	C	D	E	N	Total
ARTS							
Creative Arts	4	5	14	8	2	2	35
Dance	16	9	0	0	0	0	25
Drama	1	11	4	4	0	0	20
Music Advanced	24	15	10	2	1	3	55
Music Experience	11	13	8	1	1	0	34
Visual Arts – Art	5	13	7	3	5	6	39
Visual Arts – Design	1	0	0	0	0	0	1
Total Results	**62**	**66**	**43**	**18**	**9**	**11**	**209**
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Accounting	3	2	0	0	1	0	6
Business and Enterprise	9	18	6	1	4	0	38
Design and Technology							
Communication Products	4	6	2	2	1	0	15
Material Products	20	41	73	17	6	1	158
Systems and Control Products	11	18	29	4	1	1	64
Information Processing and Publishing	2	1	1	0	0	0	4
Information Technology	5	11	12	7	3	2	40
Workplace Practices	36	72	61	12	1	2	184
Total Results	**90**	**169**	**184**	**43**	**17**	**6**	**509**
CROSS-DISCIPLINARY							
Community Studies	40	86	152	18	7	0	303
Cross-disciplinary Studies	27	96	86	14	12	0	235
Integrated Learning	26	40	59	34	17	0	176
Total Results	**93**	**222**	**297**	**66**	**36**	**0**	**714**
ENGLISH							
English	54	168	146	4	5	6	383
English as a Second Language	13	57	46	4	3	0	123
English Pathways	10	76	82	14	3	2	187
Literacy for Work and Community Life	2	11	50	0	1	0	64
Total Results	**79**	**312**	**324**	**22**	**12**	**8**	**757**
HEALTH AND PHYSICAL EDUCATION							
Food and Hospitality	1	3	4	1	2	0	11
Health	0	1	6	8	1	0	16
Outdoor Education	0	1	0	0	0	0	1
Physical Education	32	60	28	10	1	3	134
Total Results	**33**	**65**	**38**	**19**	**4**	**3**	**162**

Subject	A	B	C	D	E	N	Total
HUMANITIES AND SOCIAL SCIENCES							
History	0	1	0	0	0	0	1
Legal Studies	24	15	7	9	2	3	60
Religion Studies	71	77	81	8	0	1	238
Total Results	**95**	**93**	**88**	**17**	**2**	**4**	**299**
LANGUAGES							
Arabic (continuers)	3	0	0	0	0	0	3
Chinese (background speakers)	2	0	0	0	0	0	2
Chinese (continuers)	2	2	7	0	0	0	11
French (continuers)	11	13	0	0	0	0	24
German (continuers)	10	8	1	0	1	0	20
Indonesian (continuers)	8	2	3	0	0	0	13
Italian (continuers)	1	2	1	0	0	0	4
Japanese (continuers)	8	3	1	1	0	0	13
Modern Greek (continuers)	2	2	0	0	0	0	4
Persian (background speakers)	1	4	3	5	1	0	14
Spanish (beginners)	2	0	1	1	0	0	4
Vietnamese (background speakers)	3	4	0	0	0	0	7
Vietnamese (continuers)	1	7	3	0	0	0	11
Total Results	**54**	**47**	**20**	**7**	**2**	**0**	**130**
MATHEMATICS							
Mathematical Applications	0	7	27	12	10	1	57
Mathematics	43	40	59	1	2	1	146
Mathematics Pathways	23	49	25	2	0	0	99
Numeracy for Work and Community Life	12	8	9	7	1	0	37
Total Results	**78**	**104**	**120**	**22**	**13**	**2**	**339**
SCIENCES							
Agriculture and Horticulture	0	0	3	0	1	0	4
Biology	0	1	1	1	0	0	3
Chemistry	0	2	1	0	0	0	3
Physics	1	2	1	0	0	0	4
Scientific Studies	19	64	34	5	1	1	124
Total Results	**20**	**69**	**40**	**6**	**2**	**1**	**138**
Grand Total	**604**	**1147**	**1154**	**220**	**97**	**35**	**3257**

Table 8b: Stage 1 subjects (20 credits)
Non-graded results distribution for students in South Australia, by subject, 2011

Subject	Completed	Not Completed	Total
Business and Enterprise: Modified	57	0	57
Creative Arts: Modified	14	0	14
Cross-disciplinary Studies: Modified	26	0	26
English Pathways: Modified	182	3	185
Health: Modified	92	1	93
Language and Culture: Modified	25	1	26
Mathematics Pathways: Modified	75	0	75
Scientific Studies: Modified	74	1	75
Society and Culture: Modified	49	0	49
Total Results	**594**	**6**	**600**

Table 9: Stage 1 subjects (20 credits)
Graded results distribution for students in the Northern Territory, by learning area, 2011

Subject	A	B	C	D	E	N	Total
ARTS							
Drama	1	3	1	0	0	0	5
Visual Arts – Art	4	8	4	0	0	0	16
Total Results	**5**	**11**	**5**	**0**	**0**	**0**	**21**
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Design and Technology							
Material Products	0	1	4	0	0	3	8
Workplace Practices	8	16	6	5	0	0	35
Total Results	**8**	**17**	**10**	**5**	**0**	**3**	**43**
CROSS-DISCIPLINARY							
Community Studies	14	11	13	0	0	0	38
Integrated Learning	0	9	0	0	0	0	9
Total Results	**14**	**20**	**13**	**0**	**0**	**0**	**47**
HUMANITIES AND SOCIAL SCIENCES							
Geography	7	11	4	1	0	0	23
Legal Studies	3	9	7	2	0	0	21
Total Results	**10**	**20**	**11**	**3**	**0**	**0**	**44**
LANGUAGES							
Australian Languages	2	0	0	0	0	0	2
Total Results	**2**	**0**	**0**	**0**	**0**	**0**	**2**
Grand Total	**39**	**68**	**39**	**8**	**0**	**3**	**157**

Table 10a: Stage 1 subjects (10 credits)
Graded results distribution for students in South Australia, by learning area, 2011

Subject	A	B	C	D	E	N	Total
ARTS							
Creative Arts	267	384	360	152	75	34	1272
Creative Arts: Local Program	1	4	2	0	1	0	8
Dance	104	195	151	38	21	14	523
Drama	738	921	536	160	67	25	2447
Music Advanced	521	577	213	62	36	11	1420
Music Experience	220	339	286	127	42	32	1046
Visual Arts – Art	1300	1659	1581	742	414	192	5888
Visual Arts – Design	726	1036	900	439	231	107	3439
Total Results	**3877**	**5115**	**4029**	**1720**	**887**	**415**	**16043**
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Accounting	405	447	326	94	64	5	1341
Business and Enterprise	660	1043	980	291	172	36	3182
Business and Enterprise: Local Program	6	22	17	8	19	5	77
Design and Technology							
Communication Products	742	1043	915	460	278	138	3576
Material Products	673	1548	1966	669	370	129	5355
Systems and Control Products	257	366	390	136	76	25	1250
Information Processing and Publishing	508	813	671	264	118	47	2421
Information Technology	324	535	540	178	116	21	1714
Workplace Practices	504	934	885	308	144	126	2901
Total Results	**4079**	**6751**	**6690**	**2408**	**1357**	**532**	**21817**
CROSS-DISCIPLINARY							
Community Studies	427	576	729	240	170	64	2206
Cross-disciplinary Studies	115	164	112	30	11	3	435
Cross-disciplinary Studies: Local Progam	7	4	4	0	8	2	25
Integrated Learning	2107	2846	3020	1011	573	229	9786
Personal Learning Plan	3814	7358	8474	374	452	407	20879
Total Results	**6470**	**10948**	**12339**	**1655**	**1214**	**705**	**33331**
ENGLISH							
English	5595	11417	7683	455	403	249	25802
English as a Second Language	431	812	862	110	40	36	2291
English Pathways	270	1333	2647	255	230	171	4906
Literacy for Work and Community Life	262	982	1635	166	214	139	3398
Total Results	**6558**	**14544**	**12827**	**986**	**887**	**595**	**36397**
HEALTH AND PHYSICAL EDUCATION							
Child Studies	389	815	661	296	110	61	2332
Food and Hospitality	974	2006	1931	755	344	107	6117
Health	261	388	337	147	104	27	1264
Outdoor Education	443	763	559	210	85	30	2090
Physical Education	1410	3988	2923	891	269	134	9615
Total Results	**3477**	**7960**	**6411**	**2299**	**912**	**359**	**21418**

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	3	14	31	17	15	19	99
Ancient Studies	202	265	231	64	38	13	813
Australian and International Politics	31	38	17	1	1	0	88
Economics	259	340	255	66	18	5	943
Geography	345	485	373	120	62	17	1402
History	856	1238	856	276	161	44	3431
Legal Studies	660	811	677	243	123	44	2558
Media Studies	195	301	229	86	36	14	861
Philosophy	126	92	61	33	6	5	323
Religion Studies	1551	2525	1780	312	138	34	6340
Society and Culture	210	306	349	117	60	55	1097
Society and Culture: Local Program	8	10	7	6	4	4	39
Tourism	245	452	426	172	94	49	1438
Women's Studies	13	13	6	4	1	0	37
Total Results	**4704**	**6890**	**5298**	**1517**	**757**	**303**	**19469**
LANGUAGES							
Arabic (beginners)	1	1	0	0	0	0	2
Arabic (continuers)	13	5	6	1	0	0	25
Auslan (continuers)	4	2	7	0	0	0	13
Australian Languages	0	2	2	2	0	0	6
Bosnian (continuers)	4	0	0	0	1	0	5
Chinese (background speakers)	131	145	89	10	8	8	391
Chinese (beginners)	6	6	7	1	0	0	20
Chinese (continuers)	73	64	30	5	1	0	173
Croatian (continuers)	4	2	0	0	0	0	6
French (beginners)	50	15	5	1	1	0	72
French (continuers)	169	201	63	7	4	1	445
German (beginners)	2	7	2	0	2	3	16
German (continuers)	144	155	82	15	1	1	398
Hindi (continuers)	0	1	1	0	0	0	2
Indonesian (beginners)	21	21	4	0	0	0	46
Indonesian (continuers)	42	36	27	9	0	1	115
Italian (beginners)	35	43	32	7	2	0	119
Italian (continuers)	174	189	64	18	9	0	454
Japanese (background speakers)	3	6	1	0	0	0	10
Japanese (beginners)	28	12	11	6	2	1	60
Japanese (continuers)	200	192	112	21	9	4	538
Khmer (continuers)	4	0	4	0	0	0	8
Korean (background speakers)	7	11	10	1	0	0	29
Language and Culture	5	1	0	0	0	0	6
Modern Greek (continuers)	41	31	24	6	3	0	105
Persian (background speakers)	29	23	18	11	5	2	88
Polish (continuers)	9	5	1	0	0	0	15
Portuguese (continuers)	0	0	1	0	0	0	1
Russian (background speakers)	2	3	1	0	0	0	6
Russian (continuers)	2	0	0	1	0	0	3

Table 10a: Stage 1 subjects (10 credits) — Graded results distribution in SA *continued*

Subject	A	B	C	D	E	N	Total
Serbian (continuers)	1	1	0	0	0	0	2
Spanish (beginners)	78	39	23	8	0	4	152
Spanish (continuers)	30	60	20	1	0	0	111
Vietnamese (background speakers)	27	8	4	1	0	1	41
Vietnamese (continuers)	5	22	12	1	0	0	40
Total Results	**1344**	**1309**	**663**	**133**	**48**	**26**	**3523**
MATHEMATICS							
Mathematical Applications	1694	4322	5579	1479	1013	303	14390
Mathematics	4066	5930	5243	1341	495	83	17158
Mathematics Pathways	235	709	1277	360	300	104	2985
Numeracy for Work and Community Life	211	858	1549	326	291	215	3450
Total Results	**6206**	**11819**	**13648**	**3506**	**2099**	**705**	**37983**
SCIENCES							
Agriculture and Horticulture	221	354	367	111	72	22	1147
Biology	1884	3396	3001	949	474	123	9827
Chemistry	2032	2891	2139	671	308	49	8090
Geology	5	7	0	0	4	0	16
Nutrition	108	210	195	58	39	14	624
Physics	1781	2717	2060	608	307	66	7539
Psychology	1084	1522	1220	472	226	59	4583
Scientific Studies	171	411	595	159	85	46	1467
Total Results	**7286**	**11508**	**9577**	**3028**	**1515**	**379**	**33293**
Grand Total	**44001**	**76844**	**71482**	**17252**	**9676**	**4019**	**223274**

Table 10b: Stage 1 subjects (10 credits)
Non-graded results distribution for students in South Australia, by subject, 2011

Subject	Completed	Not Completed	Total
Business and Enterprise: Modified	54	2	56
Creative Arts: Modified	169	3	172
Cross-disciplinary Studies: Modified	65	1	66
English Pathways: Modified	104	5	109
Health: Modified	194	15	209
Language and Culture: Modified	52	0	52
Mathematics Pathways: Modified	185	9	194
Personal Learning Plan: Modified	187	2	189
Scientific Studies: Modified	62	2	64
Society and Culture: Modified	61	1	62
Total Results	**1133**	**40**	**1173**

Table 11: Stage 1 subjects (10 credits)
Graded results distribution for students in the Northern Territory, by learning area, 2011

Subject	A	B	C	D	E	N	Total
ARTS							
Creative Arts	51	96	107	31	29	36	350
Dance	40	50	53	16	5	4	168
Drama	64	60	59	20	21	9	233
Music Advanced	16	15	3	0	0	0	34
Music Experience	28	106	119	46	26	10	335
Visual Arts – Art	136	187	255	117	78	18	791
Visual Arts – Design	59	61	75	40	24	10	269
Total Results	**394**	**575**	**671**	**270**	**183**	**87**	**2180**
BUSINESS, ENTERPRISE, AND TECHNOLOGY							
Accounting	24	55	37	10	10	8	144
Business and Enterprise	95	160	142	43	14	14	468
Design and Technology							
Communication Products	83	99	104	29	49	5	369
Material Products	21	62	83	31	8	8	213
Systems and Control Products	0	2	6	2	0	0	10
Information Processing and Publishing	54	68	96	42	28	4	292
Information Technology	36	38	51	14	11	9	159
Workplace Practices	7	31	50	35	19	1	143
Total Results	**320**	**515**	**569**	**206**	**139**	**49**	**1798**
CROSS-DISCIPLINARY							
Community Studies	14	30	73	20	17	1	155
Cross-disciplinary Studies	17	9	10	1	8	0	45
Integrated Learning	92	204	211	47	23	77	654
Personal Learning Plan	240	629	1236	107	93	154	2459
Total Results	**363**	**872**	**1530**	**175**	**141**	**232**	**3313**
ENGLISH							
English	412	1065	765	83	61	28	2414
English as a Second Language	39	102	107	5	6	3	262
English Pathways	21	159	321	48	44	106	699
Literacy for Work and Community Life	22	96	227	28	13	16	402
Total Results	**494**	**1422**	**1420**	**164**	**124**	**153**	**3777**
HEALTH AND PHYSICAL EDUCATION							
Child Studies	33	89	52	26	12	19	231
Food and Hospitality	41	205	216	69	19	14	564
Health	48	90	76	22	35	5	276
Outdoor Education	71	121	99	43	23	7	364
Physical Education	106	385	498	133	62	18	1202
Total Results	**299**	**890**	**941**	**293**	**151**	**63**	**2637**
HUMANITIES AND SOCIAL SCIENCES							
Aboriginal Studies	8	8	15	2	3	4	40
Ancient Studies	11	26	20	5	10	1	73

Subject	A	B	C	D	E	N	Total
Economics	29	42	17	4	2	4	98
Geography	17	48	57	9	7	3	141
History	63	113	108	33	10	3	330
Legal Studies	57	104	86	30	14	7	298
Media Studies	50	75	59	8	8	21	221
Philosophy	4	8	14	5	9	1	41
Religion Studies	60	98	80	27	14	2	281
Society and Culture	3	5	12	5	2	0	27
Tourism	1	3	4	1	0	0	9
Women's Studies	4	5	1	2	1	0	13
Total Results	**307**	**535**	**473**	**131**	**80**	**46**	**1572**
LANGUAGES							
Australian Languages	1	5	8	4	7	2	27
Chinese (background speakers)	3	6	1	0	0	0	10
Chinese (beginners)	10	3	1	0	0	0	14
Chinese (continuers)	37	11	2	0	0	0	50
French (beginners)	9	6	4	0	0	1	20
Indonesian (beginners)	12	14	11	6	5	1	49
Indonesian (continuers)	33	32	22	8	2	0	97
Italian (beginners)	1	6	4	0	0	0	11
Italian (continuers)	8	10	10	1	2	0	31
Japanese (beginners)	15	16	12	3	3	0	49
Japanese (continuers)	26	45	20	8	1	0	100
Modern Greek (continuers)	1	6	6	1	0	0	14
Spanish (beginners)	13	21	11	3	5	0	53
Spanish (continuers)	1	0	0	0	0	0	1
Total Results	**170**	**181**	**112**	**34**	**25**	**4**	**526**
MATHEMATICS							
Mathematical Applications	80	291	517	143	130	27	1188
Mathematics	210	413	482	114	62	9	1290
Mathematics Pathways	25	152	264	125	82	19	667
Numeracy for Work and Community Life	31	119	218	60	54	106	588
Total Results	**346**	**975**	**1481**	**442**	**328**	**161**	**3733**
SCIENCES							
Biology	147	297	244	53	38	9	788
Chemistry	118	183	197	65	18	10	591
Nutrition	34	60	74	18	9	0	195
Physics	85	153	164	58	12	4	476
Psychology	83	174	156	52	33	8	506
Scientific Studies	94	163	159	32	22	14	484
Total Results	**561**	**1030**	**994**	**278**	**132**	**45**	**3040**
Grand Total	**3254**	**6995**	**8191**	**1993**	**1303**	**840**	**22576**

Stage 2

**Table 1: Number of students receiving a result in at least
one Stage 2 subject, 2011**

	F	%	M	%	Total
South Australia	9765	54	8463	46	18228
Northern Territory	791	49	814	51	1605
Asia	824	55	667	45	1491
Total Students	**11380**	**53**	**9944**	**47**	**21324**

Table 2: Number of students receiving a result in at least one Stage 2 subject, 1999–2011

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
South Australia	15562	15950	16439	16806	16703	16642	16658	16886	17101	17086	17692	17437	18228
Northern Territory	1233	1269	1431	1410	1485	1576	1520	1582	1660	1611	1652	1623	1605
Asia	947	988	1005	1069	1219	1298	1288	1734	1491	1847	1806	1741	1491
Total Students	**17742**	**18207**	**18875**	**19285**	**19407**	**19516**	**19466**	**20202**	**20252**	**20544**	**21150**	**20801**	**21324**

Table 3: Number of South Australian schools offering 20-credit Stage 2 subjects, by learning area, 2011

Subject	Cath	Govt	Indp	Total
ARTS				
Creative Arts	5	22	8	35
Creative Arts: Modified	0	4	1	5
Dance	3	13	8	24
Drama	18	40	27	85
Visual Arts – Art	27	93	39	159
Visual Arts – Design	22	54	25	101
Total	**29**	**103**	**43**	**175**

Subject	Cath	Govt	Indp	Total
BUSINESS, ENTERPRISE, AND TECHNOLOGY				
Accounting	14	13	12	39
Business and Enterprise	24	39	30	93
Business and Enterprise: Local Program	0	1	0	1
Business and Enterprise: Modified	0	6	0	6
Design and Technology				
Communication Products I	10	47	9	66
Communication Products II	6	21	5	32
Material Products I	15	74	20	109
Material Products II	5	30	7	42
Systems and Control Products I	3	15	3	21
Systems and Control Products II	1	2	4	7
Information Processing and Publishing	17	68	20	105
Information Technology	11	11	12	34
Workplace Practices	24	62	16	102
Total	**31**	**113**	**45**	**189**

Subject	Cath	Govt	Indp	Total
CROSS-DISCIPLINARY				
Community Studies				
Arts and the Community	11	45	6	62
Business and the Community	7	15	0	22
Communication and the Community	12	35	2	49
Design, Construction, and the Community	5	24	4	33
Environment and the Community	7	12	3	22
Foods and the Community	12	33	3	48
Health, Recreation, and the Community	14	48	9	71
Science and the Community	0	5	0	5
Technology and the Community	8	23	3	34
Work and the Community	21	49	6	76
Cross-disciplinary Studies	2	4	1	7
Cross-disciplinary Studies: Modified	1	5	1	7
Integrated Learning	12	51	4	67
Total	**25**	**94**	**18**	**137**

Subject	Cath	Govt	Indp	Total
ENGLISH				
English as a Second Language	11	28	2	41
English as Second Language Studies	7	24	11	42
English Communications	29	111	46	186
English Pathways	6	25	5	36
English Pathways: Modified	0	12	1	13
English Studies	27	42	33	102
Total	**29**	**119**	**46**	**194**

Subject	Cath	Govt	Indp	Total
HEALTH AND PHYSICAL EDUCATION				
Child Studies	15	53	15	83
Food and Hospitality	20	92	24	136
Health	0	24	1	25
Health: Modified	1	13	1	15
Outdoor Education	3	20	6	29
Physical Education	28	75	32	135
Total	**29**	**119**	**39**	**187**

Subject	Cath	Govt	Indp	Total
HUMANITIES AND SOCIAL SCIENCES				
Aboriginal Studies	0	6	1	7
Australian and International Politics	0	2	3	5
Australian History	2	5	1	8
Classical Studies	8	9	9	26
Economics	8	5	10	23
Geography	7	7	18	32
Legal Studies	10	25	17	52
Media Studies	3	16	4	23
Modern History	19	40	28	87
Philosophy	2	3	1	6
Religion Studies	7	0	2	9
Society and Culture	15	34	8	57
Society and Culture: Modified	0	3	0	3
Tourism	11	34	7	52
Women's Studies	1	8	0	9
Total	**29**	**82**	**40**	**151**

Subject	Cath	Govt	Indp	Total
LANGUAGES				
Albanian (continuers)	0	1	0	1
Arabic (continuers)	0	1	3	4
Auslan (continuers)	0	1	0	1
Bosnian (continuers)	0	1	0	1
Chinese (background speakers)	3	10	5	18
Chinese (continuers)	1	4	3	8
Croatian (continuers)	0	1	0	1
Filipino (continuers)	0	1	0	1

Table 3: Number of SA schools offering 20-credit Stage 2 subjects *continued*

Subject	Cath	Govt	Indp	Total
French (beginners)	0	1	0	1
French (continuers)	2	6	7	15
German (beginners)	0	1	0	1
German (continuers)	0	8	10	18
Hindi (continuers)	0	2	0	2
Hungarian (continuers)	0	0	1	1
Indonesian (beginners)	1	0	0	1
Indonesian (continuers)	1	3	2	6
Italian (beginners)	0	1	0	1
Italian (continuers)	13	3	0	16
Japanese (background speakers)	0	1	0	1
Japanese (beginners)	0	2	0	2
Japanese (continuers)	3	9	8	20
Khmer (continuers)	0	1	0	1
Korean (background speakers)	0	1	0	1
Language and Culture	0	1	0	1
Latin (continuers)	1	0	0	1
Maltese (continuers)	0	0	1	1
Modern Greek (continuers)	0	3	3	6
Persian (background speakers)	0	1	0	1
Polish (continuers)	0	1	1	2
Portuguese (continuers)	0	1	0	1
Russian (background speakers)	0	0	2	2
Russian (continuers)	0	0	4	4
Spanish (beginners)	0	2	0	2
Spanish (continuers)	0	3	0	3
Tamil (continuers)	0	0	1	1
Ukrainian (continuers)	0	0	1	1
Vietnamese (background speakers)	1	3	1	5
Vietnamese (continuers)	1	2	2	5
Total	**17**	**24**	**40**	**81**

Subject	Cath	Govt	Indp	Total
MATHEMATICS				
Mathematical Applications	28	95	42	165
Mathematical Methods	16	17	19	52
Mathematical Studies	28	70	38	136
Mathematics Pathways	3	13	1	17
Mathematics Pathways: Modified	0	10	0	10
Specialist Mathematics	21	32	22	75
Total	**29**	**109**	**44**	**182**
SCIENCES				
Agriculture and Horticulture				
Agricultural and Horticultural Applied Technologies	0	2	0	2
Agricultural and Horticultural Management	1	11	1	13
Agricultural and Horticultural Principles	0	2	2	4
Agricultural and Horticultural Science	1	3	5	9
Agricultural and Horticultural Studies	0	11	2	13
Biology	29	82	38	149
Chemistry	29	61	37	127
Geology	0	3	1	4
Nutrition	9	16	6	31
Physics	27	54	36	117
Psychology	17	37	23	77
Scientific Studies	6	5	0	11
Scientific Studies: Modified	0	5	0	5
Total	**29**	**101**	**41**	**171**
Total Number of Schools	**31**	**133**	**66**	**230**

Table 4a: Number of Northern Territory schools offering 20-credit Stage 2 subjects, by learning area, 2011

Subject	Cath	Govt	Indp	Total
ARTS				
Creative Arts	2	6	0	8
Dance	1	3	1	5
Drama	2	4	2	8
Visual Arts – Art	1	8	2	11
Visual Arts – Design	1	2	1	4
Total	**3**	**9**	**3**	**15**
BUSINESS, ENTERPRISE, AND TECHNOLOGY				
Accounting	0	4	1	5
Business and Enterprise	3	5	1	9
Design and Technology				
Communication Products I	0	5	1	6
Communication Products II	1	2	0	3
Material Products I	1	2	2	5
Information Processing and Publishing	1	3	2	6
Information Technology	0	1	1	2
Workplace Practices	2	9	2	13
Total	**3**	**10**	**4**	**17**
CROSS-DISCIPLINARY				
Community Studies				
Arts and the Community	0	3	2	5
Business and the Community	0	2	1	3
Communication and the Community	0	3	1	4
Design, Construction, and the Community	0	2	0	2
Environment and the Community	0	2	0	2
Foods and the Community	0	3	0	3
Health, Recreation, and the Community	0	5	1	6
Science and the Community	0	0	1	1
Technology and the Community	0	3	0	3
Work and the Community	1	5	2	8
Cross-disciplinary Studies	0	1	0	1
Integrated Learning	2	8	2	12
Total	**3**	**10**	**4**	**17**
ENGLISH				
English as a Second Language	1	6	0	7
English as Second Language Studies	1	3	0	4
English Communications	2	9	4	15
English Pathways	2	5	2	9
English Studies	3	7	2	12
Total	**3**	**11**	**4**	**18**

Subject	Cath	Govt	Indp	Total
HEALTH AND PHYSICAL EDUCATION				
Child Studies	0	3	0	3
Food and Hospitality	2	6	1	9
Health	2	5	0	7
Outdoor Education	1	2	0	3
Physical Education	2	8	3	13
Total	**3**	**10**	**3**	**16**
HUMANITIES AND SOCIAL SCIENCES				
Aboriginal Studies	0	2	0	2
Classical Studies	0	1	0	1
Economics	1	2	0	3
Geography	0	1	1	2
Legal Studies	1	5	0	6
Media Studies	1	2	2	5
Modern History	2	6	3	11
Philosophy	0	1	0	1
Religion Studies	3	0	0	3
Society and Culture	0	2	0	2
Tourism	0	1	0	1
Women's Studies	0	1	0	1
Total	**3**	**8**	**4**	**15**
LANGUAGES				
Chinese (beginners)	0	1	0	1
Indonesian (beginners)	0	1	0	1
Indonesian (continuers)	1	1	0	2
Italian (beginners)	0	1	0	1
Italian (continuers)	0	1	0	1
Japanese (beginners)	0	1	0	1
Japanese (continuers)	0	1	1	2
Modern Greek (continuers)	0	1	0	1
Spanish (beginners)	0	1	0	1
Total	**1**	**2**	**1**	**4**
MATHEMATICS				
Mathematical Applications	2	8	4	14
Mathematical Methods	2	5	3	10
Mathematical Studies	1	6	2	9
Mathematics Pathways	0	4	1	5
Specialist Mathematics	0	3	0	3
Total	**3**	**8**	**4**	**15**

Table 4a: Number of NT schools offering 20-credit Stage 2 subjects *continued*

Subject	Cath	Govt	Indp	Total
SCIENCES				
Biology	3	7	3	13
Chemistry	2	5	1	8
Nutrition	0	3	1	4
Physics	2	5	2	9
Psychology	1	5	3	9
Scientific Studies	1	5	1	7
Total	**3**	**8**	**3**	**14**
Total Number of Schools	**3**	**12**	**5**	**20**

Table 4b: Number of Asian schools offering 20-credit Stage 2 subjects, by learning area, 2011

Subject	Total
BUSINESS, ENTERPRISE, AND TECHNOLOGY	
Accounting	7
Information Technology	3
Total	**7**
ENGLISH	
English as Second Language Studies	7
Total	**7**
HUMANITIES AND SOCIAL SCIENCES	
Economics	6
Legal Studies	5
Total	**6**
LANGUAGES	
Malay (background speakers)	1
Total	**1**
MATHEMATICS	
Mathematical Studies	7
Specialist Mathematics	7
Total	**7**
SCIENCES	
Biology	6
Chemistry	7
Physics	7
Psychology	4
Total	**7**
Total Number of Schools	**7**

Table 5: Number of schools offering 10-credit Stage 2 subjects, by learning area, 2011

Subject	South Australia				Northern Territory				Asia	Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total		
ARTS										
Creative Arts	0	3	1	4	1	0	0	1	0	5
Creative Arts: Modified	0	6	0	6	0	0	0	0	0	6
Drama	0	1	2	3	0	0	0	0	0	3
Music										
Composing and Arranging	4	6	14	24	0	1	0	1	0	25
Ensemble Performance	21	59	29	109	2	3	2	7	0	116
Musicianship	10	15	18	43	1	2	0	3	0	46
Music in Context	2	4	3	9	0	1	0	1	0	10
Music Individual Study	14	42	17	73	1	5	1	7	0	80
Music Technology	7	7	10	24	0	1	1	2	0	26
Performance Special Study	5	9	15	29	1	1	0	2	0	31
Solo Performance	24	58	34	116	2	4	3	9	0	125
Visual Arts – Art	2	6	0	8	0	1	0	1	0	9
Visual Arts – Design	0	3	2	5	0	1	0	1	0	6
Total	**26**	**72**	**36**	**134**	**2**	**6**	**3**	**11**	**0**	**145**
BUSINESS, ENTERPRISE, AND TECHNOLOGY										
Business and Enterprise	0	1	1	2	0	0	0	0	0	2
Business and Enterprise: Modified	0	3	0	3	0	0	0	0	0	3
Design and Technology	0	6	2	8	0	0	0	0	0	8
Communication Products I	1	0	1	2	0	0	0	0	0	2
Material Products I	0	7	1	8	0	0	0	0	0	8
Material Products II	0	7	2	9	0	0	0	0	0	9
Systems and Control Products I	0	5	0	5	0	0	0	0	0	5
Systems and Control Products II	0	3	0	3	0	0	0	0	0	3
Information Processing and Publishing	1	8	2	11	0	0	0	0	0	11
Workplace Practices A	2	12	1	15	0	0	0	0	0	15
Workplace Practices B	1	8	1	10	0	0	0	0	0	10
Total	**3**	**30**	**7**	**40**	**0**	**0**	**0**	**0**	**0**	**40**
CROSS-DISCIPLINARY										
Community Studies										
Arts and the Community	2	12	4	18	1	0	0	1	0	19
Business and the Community	0	6	2	8	0	0	0	0	0	8
Communication and the Community	4	13	0	17	0	1	0	1	0	18
Design, Construction, and the Community	1	12	2	15	0	1	0	1	0	16
Environment and the Community	1	5	1	7	0	0	0	0	0	7
Foods and the Community	2	9	2	13	1	1	0	2	0	15
Health, Recreation, and the Community	4	11	4	19	1	1	0	2	0	21
Science and the Community	0	2	1	3	0	0	0	0	0	3
Technology and the Community	1	12	1	14	0	1	0	1	0	15
Work and the Community	5	15	1	21	1	1	0	2	0	23
Cross-disciplinary Studies	0	1	0	1	0	0	0	0	0	1
Cross-disciplinary Studies: Modified	0	2	0	2	0	0	0	0	0	2
Integrated Learning	6	2	0	8	0	0	0	0	0	8
Research Project A	19	94	18	131	0	1	0	1	0	132
Research Project B	31	119	47	197	0	0	2	2	5	204

Table 5: Number of schools offering 10-credit Stage 2 subjects *continued*

Subject	South Australia				Northern Territory				Asia	Grand Total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total		
Research Project: Modified	5	21	1	27	0	0	0	0	0	27
Total	**32**	**134**	**47**	**213**	**1**	**2**	**2**	**5**	**5**	**223**
ENGLISH										
English Communications	0	3	1	4	0	0	0	0	0	4
English Pathways	1	0	0	1	1	0	0	1	0	2
English Pathways: Modified	0	2	0	2	0	0	0	0	0	2
Total	**1**	**5**	**1**	**7**	**1**	**0**	**0**	**1**	**0**	**8**
HEALTH AND PHYSICAL EDUCATION										
Child Studies	0	3	0	3	0	0	0	0	0	3
Food and Hospitality	0	5	1	6	0	0	0	0	0	6
Health	0	3	0	3	0	0	0	0	0	3
Health: Modified	0	3	0	3	0	0	0	0	0	3
Outdoor Education	0	1	0	1	0	0	0	0	0	1
Total	**0**	**13**	**1**	**14**	**0**	**0**	**0**	**0**	**0**	**14**
HUMANITIES AND SOCIAL SCIENCES										
Religion Studies	6	0	1	7	0	0	0	0	0	7
Society and Culture	3	4	1	8	0	0	0	0	0	8
Society and Culture: Modified	0	3	0	3	0	0	0	0	0	3
Total	**8**	**7**	**2**	**17**	**0**	**0**	**0**	**0**	**0**	**17**
LANGUAGES										
Australian Languages										
Language Revival I	0	1	0	1	0	0	0	0	0	1
Language Revival II	0	1	0	1	0	0	0	0	0	1
Second Language Learning I	0	0	0	0	0	1	0	1	0	1
Total	**0**	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**	**2**
MATHEMATICS										
Mathematical Applications	3	15	5	23	1	0	0	1	0	24
Mathematics Pathways	0	1	0	1	1	0	0	1	0	2
Mathematics Pathways: Modified	0	5	0	5	0	0	0	0	0	5
Total	**3**	**19**	**5**	**27**	**2**	**0**	**0**	**2**	**0**	**29**
SCIENCES										
Agriculture and Horticulture										
Agricultural and Horticultural Applied Technologies	0	1	0	1	0	0	0	0	0	1
Agricultural and Horticultural Enterprise	0	1	0	1	0	0	0	0	0	1
Agricultural and Horticultural Management	0	2	0	2	0	0	0	0	0	2
Psychology	0	0	0	0	0	1	0	1	0	1
Scientific Studies	0	0	0	0	0	1	0	1	0	1
Scientific Studies: Modified	0	4	0	4	0	0	0	0	0	4
Total	**0**	**6**	**0**	**6**	**0**	**1**	**0**	**1**	**0**	**7**
Total Number of Schools	**32**	**134**	**47**	**213**	**3**	**7**	**4**	**14**	**5**	**232**

Table 6: Stage 2 subjects (20 credits)
Number of results for students in South Australia, by learning area, 2011

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Creative Arts	65	34	141	85	20	11	226	63	130	37	356
Creative Arts: Modified	0	0	10	10	1	0	11	52	10	48	21
Dance	10	1	88	7	49	2	147	94	10	6	157
Drama	153	44	270	123	193	89	616	71	256	29	872
Visual Arts – Art	227	78	615	148	316	91	1158	79	317	21	1475
Visual Arts – Design	139	106	250	158	122	118	511	57	382	43	893
Total Results	**594**	**263**	**1374**	**531**	**701**	**311**	**2669**	**71**	**1105**	**29**	**3774**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Accounting	62	150	103	103	49	90	214	38	343	62	557
Business and Enterprise	201	243	283	279	235	203	719	50	725	50	1444
Business and Enterprise: Local Program	0	0	2	1	0	0	2	67	1	33	3
Business and Enterprise: Modified	0	0	18	11	0	0	18	62	11	38	29
Design and Technology											
Communication Products I	86	79	277	258	39	50	402	51	387	49	789
Communication Products II	33	75	131	86	37	34	201	51	195	49	396
Material Products I	17	175	51	500	27	169	95	10	844	90	939
Material Products II	2	54	6	186	8	52	16	5	292	95	308
Systems and Control Products I	0	38	5	132	0	21	5	3	191	97	196
Systems and Control Products II	0	8	2	23	0	24	2	4	55	96	57
Information Processing and Publishing	216	95	495	318	139	105	850	62	518	38	1368
Information Technology	7	92	9	95	9	82	25	9	269	91	294
Workplace Practices	131	269	416	415	86	103	633	45	787	55	1420
Total Results	**755**	**1278**	**1798**	**2407**	**629**	**933**	**3182**	**41**	**4618**	**59**	**7800**
CROSS-DISCIPLINARY											
Community Studies											
Arts and the Community	11	15	86	56	7	3	104	58	74	42	178
Business and the Community	7	3	15	18	0	0	22	51	21	49	43
Communication and the Community	16	9	55	34	2	5	73	60	48	40	121
Design, Construction, and the Community	3	6	34	41	1	3	38	43	50	57	88
Environment and the Community	3	14	6	10	1	6	10	25	30	75	40
Foods and the Community	21	11	41	25	1	2	63	62	38	38	101
Health, Recreation, and the Community	22	36	71	97	7	14	100	40	147	60	247
Science and the Community	0	0	14	1	0	0	14	93	1	7	15
Technology and the Community	4	12	11	56	1	2	16	19	70	81	86
Work and the Community	38	70	61	78	3	7	102	40	155	60	257
Cross-disciplinary Studies	19	20	30	33	1	5	50	46	58	54	108
Cross-disciplinary Studies: Modified	3	1	9	11	1	0	13	52	12	48	25
Integrated Learning	71	241	236	358	18	29	325	34	628	66	953
Total Results	**218**	**438**	**669**	**818**	**43**	**76**	**930**	**41**	**1332**	**59**	**2262**

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ENGLISH											
English as a Second Language	55	56	184	195	3	7	242	48	258	52	500
English as Second Language Studies	57	54	165	169	98	120	320	48	343	52	663
English Communications	735	497	1954	1216	872	679	3561	60	2392	40	5953
English Pathways	52	35	179	157	37	36	268	54	228	46	496
English Pathways: Modified	0	0	45	37	0	1	45	54	38	46	83
English Studies	354	173	479	191	487	249	1320	68	613	32	1933
Total Results	**1253**	**815**	**3006**	**1965**	**1497**	**1092**	**5756**	**60**	**3872**	**40**	**9628**
HEALTH AND PHYSICAL DEVELOPMENT											
Child Studies	246	4	743	20	173	5	1162	98	29	2	1191
Food and Hospitality	308	73	877	280	246	71	1431	77	424	23	1855
Health	0	0	348	124	30	9	378	74	133	26	511
Health: Modified	1	0	36	34	1	0	38	53	34	47	72
Outdoor Education	34	20	81	127	34	60	149	42	207	58	356
Physical Education	240	367	345	735	229	357	814	36	1459	64	2273
Total Results	**829**	**464**	**2430**	**1320**	**713**	**502**	**3972**	**63**	**2286**	**37**	**6258**
HUMANITIES AND SOCIAL SCIENCES											
Aboriginal Studies	0	0	33	5	7	1	40	87	6	13	46
Australian and International Politics	0	0	8	8	36	21	44	60	29	40	73
Australian History	27	7	41	21	10	3	78	72	31	28	109
Classical Studies	71	17	73	41	90	49	234	69	107	31	341
Economics	30	69	14	37	45	92	89	31	198	69	287
Geography	36	44	36	29	69	129	141	41	202	59	343
Legal Studies	89	85	187	122	117	65	393	59	272	41	665
Media Studies	36	19	87	95	12	46	135	46	160	54	295
Modern History	138	94	261	216	227	153	626	57	463	43	1089
Philosophy	6	27	16	25	8	7	30	34	59	66	89
Religion Studies	81	30	0	0	22	26	103	65	56	35	159
Society and Culture	238	77	289	137	92	14	619	73	228	27	847
Society and Culture: Modified	0	0	6	3	0	0	6	67	3	33	9
Tourism	131	33	378	102	58	18	567	79	153	21	720
Women's Studies	17	0	119	9	0	0	136	94	9	6	145
Total Results	**900**	**502**	**1548**	**850**	**793**	**624**	**3241**	**62**	**1976**	**38**	**5217**
LANGUAGES											
Albanian (continuers)	0	0	1	0	0	0	1	100	0	0	1
Arabic (continuers)	0	0	6	6	1	6	7	37	12	63	19
Auslan (continuers)	0	0	2	0	0	0	2	100	0	0	2
Bosnian (continuers)	0	0	1	1	0	0	1	50	1	50	2
Chinese (background speakers)	17	10	92	85	18	19	127	53	114	47	241
Chinese (continuers)	7	0	33	21	19	7	59	68	28	32	87
Croatian (continuers)	0	0	0	1	0	0	0	0	1	100	1

Table 6: Stage 2 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
Filipino (continuers)	0	0	5	3	0	0	5	63	3	38	8
French (beginners)	0	0	9	2	0	0	9	82	2	18	11
French (continuers)	24	0	42	11	46	6	112	87	17	13	129
German (beginners)	0	0	2	0	0	0	2	100	0	0	2
German (continuers)	0	0	45	28	42	22	87	64	50	36	137
Hindi (continuers)	0	0	2	1	0	0	2	67	1	33	3
Hungarian (continuers)	0	0	0	0	2	3	2	40	3	60	5
Indonesian (beginners)	13	2	0	0	0	0	13	87	2	13	15
Indonesian (continuers)	3	3	9	8	9	3	21	60	14	40	35
Italian (beginners)	0	0	14	6	0	0	14	70	6	30	20
Italian (continuers)	83	34	18	4	0	0	101	73	38	27	139
Japanese (background speakers)	0	0	2	8	0	0	2	20	8	80	10
Japanese (beginners)	0	0	19	16	0	0	19	54	16	46	35
Japanese (continuers)	14	12	37	29	40	13	91	63	54	37	145
Khmer (continuers)	0	0	4	3	0	0	4	57	3	43	7
Korean (background speakers)	0	0	10	13	0	0	10	43	13	57	23
Language and Culture	0	0	3	1	0	0	3	75	1	25	4
Latin (continuers)	0	1	0	0	0	0	0	0	1	100	1
Maltese (continuers)	0	0	0	0	4	5	4	44	5	56	9
Modern Greek (continuers)	0	0	5	7	6	9	11	41	16	59	27
Persian (background speakers)	0	0	34	31	0	0	34	52	31	48	65
Polish (continuers)	0	0	7	3	2	3	9	60	6	40	15
Portuguese (continuers)	0	0	2	0	0	0	2	100	0	0	2
Russian (background speakers)	0	0	0	0	4	2	4	67	2	33	6
Russian (continuers)	0	0	0	0	4	3	4	57	3	43	7
Spanish (beginners)	0	0	16	8	0	0	16	67	8	33	24
Spanish (continuers)	0	0	22	5	0	0	22	81	5	19	27
Tamil (continuers)	0	0	0	0	1	1	1	50	1	50	2
Ukrainian (continuers)	0	0	0	0	0	2	0	0	2	100	2
Vietnamese (background speakers)	8	0	28	11	1	1	37	76	12	24	49
Vietnamese (continuers)	8	0	9	5	21	10	38	72	15	28	53
Total Results	**177**	**62**	**479**	**317**	**220**	**115**	**876**	**64**	**494**	**36**	**1370**

MATHEMATICS

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Mathematical Applications	430	389	925	1075	435	463	1790	48	1927	52	3717
Mathematical Methods	117	172	125	108	206	176	448	50	456	50	904
Mathematical Studies	256	406	530	876	304	550	1090	37	1832	63	2922
Mathematics Pathways	4	32	19	72	5	9	28	20	113	80	141
Mathematics Pathways: Modified	0	0	41	34	0	0	41	55	34	45	75
Specialist Mathematics	63	170	124	365	68	239	255	25	774	75	1029
Total Results	**870**	**1169**	**1764**	**2530**	**1018**	**1437**	**3652**	**42**	**5136**	**58**	**8788**

Subject	Cath		Govt		Indp		Total				Grand Total
	F	M	F	M	F	M	F	%	M	%	
SCIENCES											
Agriculture and Horticulture											
Agricultural and Horticultural Applied Technologies	0	0	5	6	0	0	5	45	6	55	11
Agricultural and Horticultural Management	13	7	27	26	1	2	41	54	35	46	76
Agricultural and Horticultural Principles	0	0	6	3	4	9	10	45	12	55	22
Agricultural and Horticultural Science	1	2	12	14	12	17	25	43	33	57	58
Agricultural and Horticultural Studies	0	0	47	23	13	11	60	64	34	36	94
Biology	502	254	906	537	621	313	2029	65	1104	35	3133
Chemistry	231	227	426	493	348	361	1005	48	1081	52	2086
Geology	0	0	15	17	0	3	15	43	20	57	35
Nutrition	89	48	213	78	83	33	385	71	159	29	544
Physics	110	341	218	733	148	464	476	24	1538	76	2014
Psychology	235	82	558	208	358	109	1151	74	399	26	1550
Scientific Studies	67	41	29	33	0	0	96	56	74	44	170
Scientific Studies: Modified	0	0	9	8	0	0	9	53	8	47	17
Total Results	**1248**	**1002**	**2471**	**2179**	**1588**	**1322**	**5307**	**54**	**4503**	**46**	**9810**
Grand Total	**6844**	**5993**	**15539**	**12917**	**7202**	**6412**	**29585**	**54**	**25322**	**46**	**54907**

Table 7a: Stage 2 subjects (20 credits)
Number of results for students in the Northern Territory, by learning area, 2011

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	%	M	%	Grand Total
ARTS											
Creative Arts	5	4	30	10	0	0	35	71	14	29	49
Dance	2	0	37	15	4	1	43	73	16	27	59
Drama	8	6	33	24	8	3	49	60	33	40	82
Visual Arts – Art	7	2	85	39	11	3	103	70	44	30	147
Visual Arts – Design	2	0	18	8	8	4	28	70	12	30	40
Total Results	**24**	**12**	**203**	**96**	**31**	**11**	**258**	**68**	**119**	**32**	**377**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Accounting	0	0	24	16	8	10	32	55	26	45	58
Business and Enterprise	14	8	33	53	5	3	52	45	64	55	116
Design and Technology											
Communication Products I	0	0	17	62	8	9	25	26	71	74	96
Communication Products II	4	8	7	10	0	0	11	38	18	62	29
Material Products I	1	5	0	13	0	6	1	4	24	96	25
Information Processing and Publishing	1	10	23	31	2	4	26	37	45	63	71
Information Technology	0	0	1	12	0	7	1	5	19	95	20
Workplace Practices	5	13	41	39	5	5	51	47	57	53	108
Total Results	**25**	**44**	**146**	**236**	**28**	**44**	**199**	**38**	**324**	**62**	**523**
CROSS-DISCIPLINARY											
Community Studies											
Arts and the Community	0	0	4	8	1	2	5	33	10	67	15
Business and the Community	0	0	1	2	0	2	1	20	4	80	5
Communication and the Community	0	0	5	5	6	9	11	44	14	56	25
Design, Construction, and the Community	0	0	1	2	0	0	1	33	2	67	3
Environment and the Community	0	0	0	2	0	0	0	0	2	100	2
Foods and the Community	0	0	2	5	0	0	2	29	5	71	7
Health, Recreation, and the Community	0	0	14	18	0	1	14	42	19	58	33
Science and the Community	0	0	0	0	1	0	1	100	0	0	1
Technology and the Community	0	0	1	5	0	0	1	17	5	83	6
Work and the Community	0	1	16	15	3	1	19	53	17	47	36
Cross-disciplinary Studies	0	0	0	7	0	0	0	0	7	100	7
Integrated Learning	17	20	41	92	4	6	62	34	118	66	180
Total Results	**17**	**21**	**85**	**161**	**15**	**21**	**117**	**37**	**203**	**63**	**320**
ENGLISH											
English as a Second Language	5	7	17	28	0	0	22	39	35	61	57
English as Second Language Studies	2	2	48	59	0	0	50	45	61	55	111
English Communications	44	47	230	217	49	55	323	50	319	50	642
English Pathways	9	14	19	47	5	5	33	33	66	67	99
English Studies	13	16	123	62	29	23	165	62	101	38	266
Total Results	**73**	**86**	**437**	**413**	**83**	**83**	**593**	**50**	**582**	**50**	**1175**

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	0	0	59	10	0	0	59	86	10	14	69
Food and Hospitality	16	5	54	46	3	0	73	59	51	41	124
Health	5	15	54	24	0	0	59	60	39	40	98
Outdoor Education	0	5	16	17	0	0	16	42	22	58	38
Physical Education	4	12	33	79	10	28	47	28	119	72	166
Total Results	**25**	**37**	**216**	**176**	**13**	**28**	**254**	**51**	**241**	**49**	**495**
HUMANITIES AND SOCIAL SCIENCES											
Aboriginal Studies	0	0	10	8	0	0	10	56	8	44	18
Classical Studies	0	0	12	6	0	0	12	67	6	33	18
Economics	2	5	11	9	0	0	13	48	14	52	27
Geography	0	0	4	3	7	6	11	55	9	45	20
Legal Studies	11	3	34	22	0	0	45	64	25	36	70
Media Studies	5	10	28	22	2	2	35	51	34	49	69
Modern History	10	7	46	30	19	3	75	65	40	35	115
Philosophy	0	0	2	2	0	0	2	50	2	50	4
Religion Studies	30	30	0	0	0	0	30	50	30	50	60
Society and Culture	0	0	30	23	0	0	30	57	23	43	53
Tourism	0	0	5	0	0	0	5	100	0	0	5
Women's Studies	0	0	6	0	0	0	6	100	0	0	6
Total Results	**58**	**55**	**188**	**125**	**28**	**11**	**274**	**59**	**191**	**41**	**465**
LANGUAGES											
Chinese (beginners)	0	0	2	1	0	0	2	67	1	33	3
Indonesian (beginners)	0	0	0	4	0	0	0	0	4	100	4
Indonesian (continuers)	3	6	8	9	0	0	11	42	15	58	26
Italian (beginners)	0	0	4	2	0	0	4	67	2	33	6
Italian (continuers)	0	0	3	1	0	0	3	75	1	25	4
Japanese (beginners)	0	0	1	6	0	0	1	14	6	86	7
Japanese (continuers)	0	0	8	2	2	3	10	67	5	33	15
Modern Greek (continuers)	0	0	0	3	0	0	0	0	3	100	3
Spanish (beginners)	0	0	10	1	0	0	10	91	1	9	11
Total Results	**3**	**6**	**36**	**29**	**2**	**3**	**41**	**52**	**38**	**48**	**79**
MATHEMATICS											
Mathematical Applications	32	20	127	110	38	22	197	56	152	44	349
Mathematical Methods	6	17	75	85	34	38	115	45	140	55	255
Mathematical Studies	2	5	60	84	13	41	75	37	130	63	205
Mathematics Pathways	0	0	33	51	3	4	36	40	55	60	91
Specialist Mathematics	0	0	9	36	0	0	9	20	36	80	45
Total Results	**40**	**42**	**304**	**366**	**88**	**105**	**432**	**46**	**513**	**54**	**945**
SCIENCES											
Biology	25	18	79	46	24	19	128	61	83	39	211
Chemistry	7	14	62	83	4	7	73	41	104	59	177

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Nutrition	0	0	23	18	9	1	32	63	19	37	51
Physics	1	14	22	69	1	23	24	18	106	82	130
Psychology	12	2	67	29	18	8	97	71	39	29	136
Scientific Studies	1	5	29	35	3	1	33	45	41	55	74
Total Results	**46**	**53**	**282**	**280**	**59**	**59**	**387**	**50**	**392**	**50**	**779**
Grand Total	**311**	**356**	**1897**	**1882**	**347**	**365**	**2555**	**50**	**2603**	**50**	**5158**

Table 7b: Stage 2 subjects (20 credits)
Number of results for students in Asia, by learning area, 2011

	Total F	%	M	%	Grand Total
BUSINESS, ENTERPRISE, AND TECHNOLOGY					
Accounting	222	52	207	48	429
Information Technology	27	39	43	61	70
Total Results	**249**	**50**	**250**	**50**	**499**
ENGLISH					
English as Second Language Studies	677	56	523	44	1200
Total Results	**677**	**56**	**523**	**44**	**1200**
HUMANITIES AND SOCIAL SCIENCES					
Economics	275	55	223	45	498
Legal Studies	174	61	112	39	286
Total Results	**449**	**57**	**335**	**43**	**784**
LANGUAGES					
Malay (background speakers)	8	67	4	33	12
Total Results	**8**	**67**	**4**	**33**	**12**
MATHEMATICS					
Mathematical Studies	777	55	639	45	1416
Specialist Mathematics	150	37	255	63	405
Total Results	**927**	**51**	**894**	**49**	**1821**
SCIENCES					
Biology	435	66	220	34	655
Chemistry	512	56	404	44	916
Physics	397	51	385	49	782
Psychology	295	63	171	37	466
Total Results	**1639**	**58**	**1180**	**42**	**2819**
Grand Total	**3949**	**55**	**3186**	**45**	**7135**

Table 8: Number of students in South Australia and the Northern Territory receiving a result in at least one 20-credit Stage 2 subject, by school sector, 2011

School Sector	South Australia			Northern Territory			Grand Total
	F	M	Total	F	M	Total	
Catholic	1937	1760	3697	115	129	244	3941
Government	5279	4404	9683	604	632	1236	10919
Independent	2110	1885	3995	111	131	242	4237
Total	**9326**	**8049**	**17375**	**830**	**892**	**1722**	**19097**

Table 9: Stage 2 subjects (20 credits) — Number of graded and non-graded results for students in South Australia and the Northern Territory, by school sector, 2011

School Sector	South Australia			Northern Territory			Grand Total
	F	M	Total	F	M	Total	
GRADED RESULTS							
Catholic	6840	5992	12832	311	356	667	13499
Government	15365	12769	28134	1897	1882	3779	31913
Independent	7199	6411	13610	347	365	712	14322
Total	**29404**	**25172**	**54576**	**2555**	**2603**	**5158**	**59734**
NON-GRADED RESULTS							
Catholic	4	1	5	0	0	0	5
Government	174	148	322	0	0	0	322
Independent	3	1	4	0	0	0	4
Total	**181**	**150**	**331**	**0**	**0**	**0**	**331**

Note: Non-graded results are reported to students as 'Completed' or 'Not Completed' without an accompanying score or grade.

Table 10: Stage 2 subjects (10 credits)
Number of results for students in South Australia, by learning area, 2011

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	6	0	8	3	14	82	3	18	17
Creative Arts: Modified	0	0	8	17	0	0	8	32	17	68	25
Drama	0	0	0	1	7	2	7	70	3	30	10
Music											
Composing and Arranging	1	23	7	10	14	15	22	31	48	69	70
Ensemble Performance	64	56	204	191	121	92	389	53	339	47	728
Music in Context	9	15	18	8	9	7	36	55	30	45	66
Music Individual Study	25	12	59	69	25	37	109	48	118	52	227
Music Technology	7	13	6	13	7	40	20	23	66	77	86
Musicianship	29	20	66	45	62	54	157	57	119	43	276
Performance Special Study	4	18	18	10	29	11	51	57	39	43	90
Solo Performance	71	44	163	135	126	82	360	58	261	42	621
Visual Arts – Art	1	2	8	0	0	0	9	82	2	18	11
Visual Arts – Design	0	0	3	2	2	0	5	71	2	29	7
Total Results	**211**	**203**	**566**	**501**	**410**	**343**	**1187**	**53**	**1047**	**47**	**2234**
BUSINESS, ENTERPRISE, AND TECHNOLOGY											
Business and Enterprise	0	0	1	1	1	2	2	40	3	60	5
Business and Enterprise: Modified	0	0	3	13	0	0	3	19	13	81	16
Design and Technology											
Communication Products I	0	1	0	0	0	1	0	0	2	100	2
Material Products I	0	0	3	42	1	1	4	9	43	91	47
Material Products II	0	0	5	41	1	2	6	12	43	88	49
Systems and Control Products I	0	0	3	19	0	0	3	14	19	86	22
Systems and Control Products II	0	0	0	10	0	0	0	0	10	100	10
Information Processing and Publishing	0	2	12	5	1	2	13	59	9	41	22
Workplace Practices A	8	9	33	42	0	1	41	44	52	56	93
Workplace Practices B	1	8	21	40	0	1	22	31	49	69	71
Total Results	**9**	**20**	**81**	**213**	**4**	**10**	**94**	**28**	**243**	**72**	**337**
CROSS-DISCIPLINARY											
Community Studies											
Arts and the Community	3	1	10	13	3	2	16	50	16	50	32
Business and the Community	0	0	6	4	0	2	6	50	6	50	12
Communication and the Community	2	5	15	6	0	0	17	61	11	39	28
Design, Construction, and the Community	1	1	8	16	1	1	10	36	18	64	28
Environment and the Community	0	1	7	4	1	0	8	62	5	38	13
Foods and the Community	2	0	19	11	2	3	23	62	14	38	37
Health, Recreation, and the Community	2	2	18	26	5	4	25	44	32	56	57
Science and the Community	0	0	4	3	0	1	4	50	4	50	8
Technology and the Community	0	1	2	19	0	2	2	8	22	92	24
Work and the Community	2	9	16	20	1	1	19	39	30	61	49
Cross-disciplinary Studies	0	0	0	2	0	0	0	0	2	100	2
Cross-disciplinary Studies: Modified	0	0	10	9	0	0	10	53	9	47	19
Integrated Learning	171	26	6	1	0	0	177	87	27	13	204
Research Project A	92	315	597	720	22	43	711	40	1078	60	1789

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
Research Project B	1801	1541	4118	3162	2172	1774	8091	56	6477	44	14568
Research Project: Modified	10	3	54	60	2	2	66	50	65	50	131
Total Results	**2086**	**1905**	**4890**	**4076**	**2290**	**1835**	**9185**	**54**	**7816**	**46**	**17001**
ENGLISH											
English Communications	0	0	4	4	1	0	5	56	4	44	9
English Pathways	6	0	0	0	0	0	6	100	0	0	6
English Pathways: Modified	0	0	0	8	0	0	0	0	8	100	8
Total Results	**6**	**0**	**4**	**12**	**1**	**0**	**11**	**48**	**12**	**52**	**23**
HEALTH AND PHYSICAL EDUCATION											
Child Studies	0	0	14	3	0	0	14	82	3	18	17
Food and Hospitality	0	0	5	3	1	0	6	67	3	33	9
Health	0	0	6	1	0	0	6	86	1	14	7
Health: Modified	0	0	8	15	0	0	8	35	15	65	23
Outdoor Education	0	0	1	4	0	0	1	20	4	80	5
Total Results	**0**	**0**	**34**	**26**	**1**	**0**	**35**	**57**	**26**	**43**	**61**
HUMANITIES AND SOCIAL SCIENCES											
Religion Studies	137	164	0	0	36	45	173	45	209	55	382
Society and Culture	70	34	7	2	1	1	78	68	37	32	115
Society and Culture: Modified	0	0	3	6	0	0	3	33	6	67	9
Total Results	**207**	**198**	**10**	**8**	**37**	**46**	**254**	**50**	**252**	**50**	**506**
LANGUAGES											
Australian Languages											
Language Revival I	0	0	3	0	0	0	3	100	0	0	3
Language Revival II	0	0	3	0	0	0	3	100	0	0	3
Total Results	**0**	**0**	**6**	**0**	**0**	**0**	**6**	**100**	**0**	**0**	**6**
MATHEMATICS											
Mathematical Applications	2	1	14	29	3	8	19	33	38	67	57
Mathematics Pathways	0	0	0	2	0	0	0	0	2	100	2
Mathematics Pathways: Modified	0	0	8	18	0	0	8	31	18	69	26
Total Results	**2**	**1**	**22**	**49**	**3**	**8**	**27**	**32**	**58**	**68**	**85**
SCIENCES											
Agriculture and Horticulture											
Agricultural and Horticultural Applied Technologies	0	0	5	8	0	0	5	38	8	62	13
Agricultural and Horticultural Enterprise	0	0	1	0	0	0	1	100	0	0	1
Agricultural and Horticultural Management	0	0	6	7	0	0	6	46	7	54	13
Scientific Studies: Modified	0	0	7	9	0	0	7	44	9	56	16
Total Results	**0**	**0**	**19**	**24**	**0**	**0**	**19**	**44**	**24**	**56**	**43**
Grand Total	**2521**	**2327**	**5632**	**4909**	**2665**	**2242**	**10818**	**53**	**9478**	**47**	**20296**

Table 11a: Stage 2 subjects (10 credits)
Number of results for students in the Northern Territory, by learning area, 2011

Subject	Cath F	Cath M	Govt F	Govt M	Indp F	Indp M	Total F	Total %	Total M	Total %	Grand Total
ARTS											
Creative Arts	1	0	0	0	0	0	1	100	0	0	1
Music											
Composing and Arranging	0	0	1	2	0	0	1	33	2	67	3
Ensemble Performance	0	5	6	5	0	9	6	24	19	76	25
Music in Context	0	0	4	5	0	0	4	44	5	56	9
Music Individual Study	1	1	16	18	0	3	17	44	22	56	39
Music Technology	0	0	0	2	0	7	0	0	9	100	9
Musicianship	2	4	15	18	0	0	17	44	22	56	39
Performance Special Study	1	0	0	1	0	0	1	50	1	50	2
Solo Performance	3	6	9	9	3	2	15	47	17	53	32
Visual Arts – Art	0	0	1	0	0	0	1	100	0	0	1
Visual Arts – Design	0	0	1	0	0	0	1	100	0	0	1
Total Results	**8**	**16**	**53**	**60**	**3**	**21**	**64**	**40**	**97**	**60**	**161**
CROSS-DISCIPLINARY											
Community Studies											
Arts and the Community	0	2	0	0	0	0	0	0	2	100	2
Communication and the Community	0	0	2	1	0	0	2	67	1	33	3
Design, Construction, and the Community	0	0	0	1	0	0	0	0	1	100	1
Foods and the Community	1	0	0	2	0	0	1	33	2	67	3
Health, Recreation, and the Community	1	4	2	3	0	0	3	30	7	70	10
Technology and the Community	0	0	0	1	0	0	0	0	1	100	1
Work and the Community	5	2	1	2	0	0	6	60	4	40	10
Research Project A	0	0	1	0	0	0	1	100	0	0	1
Research Project B	0	0	0	0	13	7	13	65	7	35	20
Total Results	**7**	**8**	**6**	**10**	**13**	**7**	**26**	**51**	**25**	**49**	**51**
ENGLISH											
English Pathways	0	1	0	0	0	0	0	0	1	100	1
Total Results	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**100**	**1**
LANGUAGES											
Australian Languages											
Second Language Learning I	0	0	1	0	0	0	1	100	0	0	1
Total Results	**0**	**0**	**1**	**0**	**0**	**0**	**1**	**100**	**0**	**0**	**1**
MATHEMATICS											
Mathematical Applications	2	2	0	0	0	0	2	50	2	50	4
Mathematics Pathways	2	4	0	0	0	0	2	33	4	67	6
Total Results	**4**	**6**	**0**	**0**	**0**	**0**	**4**	**40**	**6**	**60**	**10**

Table 11a: Stage 2 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											
Psychology	0	0	2	0	0	0	2	100	0	0	2
Scientific Studies	0	0	2	0	0	0	2	100	0	0	2
Total Results	**0**	**0**	**4**	**0**	**0**	**0**	**4**	**100**	**0**	**0**	**4**
Grand Total	**19**	**31**	**64**	**70**	**16**	**28**	**99**	**43**	**129**	**57**	**228**

Table 11b: Stage 2 subjects (10 credits)
Number of results for students in Asia, by learning area, 2011

Subject	F	%	M	%	Total
CROSS-DISCIPLINARY					
Research Project B	165	55	134	45	299
Total Students	**165**	**55**	**134**	**45**	**299**

Table 12: Number of students in South Australia and the Northern Territory
receiving a result in at least one 10-credit Stage 2 subject, by school sector, 2011

School Sector	South Australia F	South Australia M	South Australia Total	Northern Territory F	Northern Territory M	Northern Territory Total	Grand Total
Catholic	1834	1787	3621	14	23	37	3658
Government	4692	3892	8584	38	37	75	8659
Independent	2172	1806	3978	15	16	31	4009
Total	**8698**	**7485**	**16183**	**67**	**76**	**143**	**16326**

Table 13: Stage 2 subjects (10 credits) — Number of graded and non-graded results for students in South Australia and the Northern Territory, by school sector, 2011

School Sector	South Australia			Northern Territory			Grand Total
	F	M	Total	F	M	Total	
GRADED RESULTS							
Catholic	2511	2324	4835	19	31	50	4885
Government	5531	4754	10285	64	70	134	10419
Independent	2663	2240	4903	16	28	44	4947
Total	**10705**	**9318**	**20023**	**99**	**129**	**228**	**20251**
NON-GRADED RESULTS							
Catholic	10	3	13	0	0	0	13
Government	101	155	256	0	0	0	256
Independent	2	2	4	0	0	0	4
Total	**113**	**160**	**273**	**0**	**0**	**0**	**273**

Note: Non-graded results are reported to students as 'Completed' or 'Not Completed' without an accompanying score or grade.

Table 14: Number of students in South Australia and the Northern Territory receiving a Stage 2 result in 10 credits of community learning, by name of program, 2011

Name of Program	Number of Students
SOUTH AUSTRALIA	
Australian Guild of Music and Speech	1
Australian Music Examinations Board	37
CISCO Networking Academy	1
Duke of Edinburgh's Award	5
Guides Australia	4
Royal Life Saving Society Australia	22
Scouts Australia	2
South Australia Total	**72**
NORTHERN TERRITORY	
Australian Music Examinations Board	2
Royal Life Saving Society Australia	1
Northern Territory Total	**3**
Grand Total	**75**

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

Table 15a: Stage 2 subjects (20 credits) — Graded results distribution for female students, by learning area, 2011

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
ARTS																		
Creative Arts	1	23	25	25	31	32	38	28	23	7	11	6	3	3	2	3	0	261
Dance	6	20	24	30	25	22	19	18	10	6	2	3	3	2	0	0	0	190
Drama	8	35	62	85	85	86	79	86	45	32	13	10	10	10	6	13	0	665
Visual Arts – Art	19	77	120	137	152	151	151	150	110	76	49	27	10	18	6	8	0	1261
Visual Arts – Design	1	20	40	58	68	64	81	69	52	37	16	9	6	11	3	4	0	539
Total	**35**	**175**	**271**	**335**	**361**	**355**	**368**	**351**	**240**	**158**	**91**	**55**	**32**	**44**	**17**	**28**	**0**	**2916**
BUSINESS, ENTERPRISE, AND TECHNOLOGY																		
Accounting	10	45	68	60	59	60	48	43	30	21	12	5	5	0	1	0	1	468
Business and Enterprise: Local Program	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Business and Enterprise	11	58	94	108	115	106	96	91	49	18	12	4	4	3	0	2	0	771
Design and Technology																		
Communication Products I	2	26	39	80	72	57	53	34	17	16	3	11	6	3	5	3	0	427
Communication Products II	0	5	27	32	35	35	20	24	14	8	3	4	0	3	1	1	0	212
Material Products I	1	8	11	15	14	8	17	7	7	3	1	1	2	0	1	0	0	96
Material Products II	1	0	1	3	1	2	4	1	2	1	0	0	0	0	0	0	0	16
Systems and Control Products I	0	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	5
Systems and Control Products II	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	2
Information Technology	0	2	1	2	4	4	9	8	8	4	2	3	2	2	0	0	2	53
Information Processing and Publishing	15	63	92	121	150	123	114	79	43	32	16	7	13	4	2	2	0	876
Workplace Practices	22	43	73	107	110	121	93	42	28	13	6	6	4	6	7	3	0	684
Total	**62**	**250**	**407**	**528**	**560**	**518**	**456**	**330**	**200**	**116**	**55**	**42**	**36**	**21**	**17**	**11**	**3**	**3612**
CROSS-DISCIPLINARY																		
Community Studies																		
Arts and the Community	0	11	0	0	22	0	0	61	0	0	13	0	0	1	0	1	0	109
Business and the Community	0	0	0	0	6	0	0	13	0	0	3	0	0	1	0	0	0	23
Communication and the Community	0	4	0	0	24	0	0	49	0	0	5	0	0	0	0	2	0	84
Design, Construction, and the Community	0	5	0	0	8	0	0	21	0	0	5	0	0	0	0	0	0	39
Environment and the Community	0	2	0	0	4	0	0	4	0	0	0	0	0	0	0	0	0	10

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Foods and the Community	0	4	0	0	18	0	0	38	0	0	5	0	0	0	0	0	0	65
Health, Recreation, and the Community	0	9	0	0	37	0	0	52	0	0	12	0	0	2	0	2	0	114
Science and the Community	0	0	0	0	1	0	0	12	0	0	2	0	0	0	0	0	0	15
Technology and the Community	0	0	0	0	6	0	0	7	0	0	4	0	0	0	0	0	0	17
Work and the Community	0	6	0	0	35	0	0	68	0	0	7	0	0	5	0	0	0	121
Cross-disciplinary Studies	1	0	5	6	15	7	4	5	5	1	1	0	0	0	0	0	0	50
Integrated Learning	1	6	34	48	76	60	62	46	16	9	6	10	5	4	2	2	0	387
Total	**2**	**47**	**39**	**54**	**252**	**67**	**66**	**376**	**21**	**10**	**63**	**10**	**5**	**13**	**2**	**7**	**0**	**1034**

ENGLISH

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
English Communications	57	322	615	736	716	553	395	237	116	47	21	20	18	19	10	2	0	3884
English as a Second Language	2	6	16	35	33	43	54	25	24	15	4	5	1	1	0	0	0	264
English as Second Language Studies	18	116	179	190	182	139	97	60	36	16	8	2	0	1	0	0	3	1047
English Studies	37	108	230	275	283	234	143	93	44	17	9	6	2	2	0	0	2	1485
English Pathways	0	2	14	36	44	50	49	42	24	11	10	4	6	7	2	0	0	301
Total	**114**	**554**	**1054**	**1272**	**1258**	**1019**	**738**	**457**	**244**	**106**	**52**	**37**	**27**	**30**	**12**	**2**	**5**	**6981**

HEALTH AND PHYSICAL EDUCATION

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Child Studies	17	70	149	168	176	173	177	122	73	37	26	8	13	9	3	0	0	1221
Food and Hospitality	17	64	148	202	253	218	202	185	101	57	25	16	8	4	3	1	0	1504
Health	1	25	49	64	66	67	67	39	26	13	9	4	1	5	1	0	0	437
Outdoor Education	5	12	15	30	27	20	22	12	7	10	4	0	0	1	0	0	0	165
Physical Education	4	35	117	168	130	141	115	72	39	18	8	2	0	0	0	0	12	861
Total	**44**	**206**	**478**	**632**	**652**	**619**	**583**	**430**	**246**	**135**	**72**	**30**	**22**	**19**	**7**	**1**	**12**	**4188**

HUMANITIES AND SOCIAL SCIENCES

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Aboriginal Studies	1	6	3	6	5	7	11	5	3	0	2	1	0	0	0	0	0	50
Australian and International Politics	2	5	9	8	6	5	3	3	1	1	0	0	0	0	0	0	1	44
Australian History	1	4	13	12	11	16	4	2	7	5	1	0	1	0	0	0	1	78
Classical Studies	3	22	38	35	30	28	36	23	16	7	3	1	2	0	2	0	0	246
Economics	6	16	57	54	66	59	43	32	23	11	4	3	0	3	0	0	0	377

Table 15a: Stage 2 subjects (20 credits) — Graded results distribution (female) *continued*

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Geography	3	8	13	26	24	22	15	14	13	5	3	1	3	1	0	0	1	152
Legal Studies	19	50	73	89	85	73	74	54	34	24	15	4	7	4	2	0	5	612
Media Studies	1	2	10	32	34	28	31	14	6	6	1	0	2	0	3	0	0	170
Modern History	9	59	97	111	97	88	74	61	36	32	11	9	1	3	1	0	12	701
Philosophy	4	4	6	6	2	4	2	1	1	0	1	0	1	0	0	0	0	32
Religion Studies	11	21	18	21	12	19	11	11	5	1	1	1	0	0	1	0	0	133
Society and Culture	24	55	74	93	87	97	84	56	29	22	13	5	3	3	2	2	0	649
Tourism	4	23	48	73	88	79	82	64	47	30	14	7	4	1	1	0	7	572
Women's Studies	4	12	25	23	18	13	9	17	8	4	1	2	2	2	2	0	0	142
Total	**92**	**287**	**484**	**589**	**565**	**538**	**479**	**357**	**229**	**148**	**70**	**34**	**26**	**17**	**14**	**2**	**27**	**3958**

LANGUAGES

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Albanian (continuers)	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Arabic (continuers)	0	2	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0	7
Auslan (continuers)	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Bosnian (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Chinese (background speakers)	1	5	26	29	26	18	9	3	6	1	3	0	0	0	0	0	0	127
Chinese (beginners)	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
Chinese (continuers)	2	8	19	10	6	3	6	2	1	1	0	1	0	0	0	0	0	59
Filipino (continuers)	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	3	0	5
French (beginners)	1	2	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	9
French (continuers)	3	18	18	23	16	18	6	7	0	0	1	0	0	0	0	0	2	112
German (beginners)	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
German (continuers)	1	13	16	14	9	8	8	8	6	2	1	1	0	0	0	0	0	87
Hindi (continuers)	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hungarian (continuers)	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Indonesian (beginners)	0	2	2	2	5	1	0	1	0	0	0	0	0	0	0	0	0	13
Indonesian (continuers)	0	5	6	6	4	3	2	2	1	2	1	0	0	0	0	0	0	32
Italian (beginners)	3	2	3	4	1	1	1	1	1	0	0	1	0	0	0	0	0	18
Italian (continuers)	2	13	17	18	22	11	12	7	1	1	0	0	0	0	0	0	0	104
Japanese (background speakers)	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2

Table 15a: Stage 2 subjects (20 credits) — Graded results distribution (female) *continued*

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Japanese (beginners)	0	1	3	2	5	3	3	1	2	0	0	0	0	0	0	0	0	20
Japanese (continuers)	3	7	15	16	7	19	14	7	5	3	4	1	0	0	0	0	0	101
Khmer (continuers)	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0	4
Korean (background speakers)	0	3	2	3	1	0	0	0	0	0	0	0	0	0	0	0	1	10
Language and Culture	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3
Malay (background speakers)	0	0	2	3	2	0	0	0	0	1	0	0	0	0	0	0	0	8
Maltese (continuers)	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	4
Modern Greek (continuers)	0	2	6	1	0	0	0	0	2	0	0	0	0	0	0	0	0	11
Persian (background speakers)	0	6	4	5	6	6	3	2	1	0	0	1	0	0	0	0	0	34
Polish (continuers)	0	0	1	1	2	2	2	0	1	0	0	0	0	0	0	0	0	9
Portuguese (continuers)	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Russian (background speakers)	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Russian (continuers)	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	4
Spanish (beginners)	0	4	6	3	3	2	5	3	0	0	0	0	0	0	0	0	0	26
Spanish (continuers)	1	1	4	6	4	1	2	2	1	0	0	0	0	0	0	0	0	22
Tamil (continuers)	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Vietnamese (background speakers)	3	4	9	9	5	2	0	3	0	0	0	0	0	0	0	1	1	37
Vietnamese (continuers)	1	5	9	4	9	3	5	1	0	0	0	0	0	0	0	0	1	38
Total	**23**	**111**	**176**	**168**	**144**	**106**	**80**	**53**	**29**	**11**	**10**	**5**	**0**	**0**	**0**	**4**	**5**	**925**

MATHEMATICS

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Mathematical Applications	19	106	179	254	255	249	251	224	148	100	43	29	20	17	62	26	5	1987
Mathematical Methods	9	56	78	82	75	81	76	47	23	17	8	3	2	2	2	0	2	563
Mathematical Studies	87	183	236	288	269	241	213	167	115	69	39	17	12	2	1	0	3	1942
Mathematics Pathways	0	0	0	3	7	13	13	6	9	5	4	2	0	1	1	0	0	64
Specialist Mathematics	20	60	65	70	63	46	25	28	21	7	5	1	0	0	0	0	3	414
Total	**135**	**405**	**558**	**697**	**669**	**630**	**578**	**472**	**316**	**198**	**99**	**52**	**34**	**22**	**66**	**26**	**13**	**4970**

Table 15a: Stage 2 subjects (20 credits) — Graded results distribution (female) *continued*

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
SCIENCES																		
Agriculture and Horticulture																		
Agricultural and Horticultural Applied Technologies	0	0	1	0	0	0	0	2	0	1	1	0	0	0	0	0	0	5
Agricultural and Horticultural Management	1	0	2	5	6	2	13	4	5	1	1	1	0	0	0	0	0	41
Agricultural and Horticultural Principles	0	0	4	0	1	1	0	0	3	1	0	0	0	0	0	0	0	10
Agricultural and Horticultural Science	0	0	6	1	4	1	2	3	3	4	0	1	0	0	0	0	0	25
Agricultural and Horticultural Studies	1	1	1	4	10	10	9	14	5	1	3	1	0	0	0	0	0	60
Biology	64	193	309	415	357	355	298	205	159	103	41	47	19	9	1	1	16	2592
Chemistry	52	176	231	248	229	216	152	134	68	44	18	11	4	2	0	0	5	1590
Geology	0	0	1	2	2	2	2	3	1	1	0	1	0	0	0	0	0	15
Nutrition	7	24	56	60	69	58	48	39	24	15	5	3	3	0	1	0	5	417
Psychology	41	120	159	240	221	215	160	144	101	57	38	14	12	5	2	1	13	1543
Physics	38	99	149	146	136	109	92	46	45	13	10	4	4	4	0	0	2	897
Scientific Studies	0	6	9	20	24	25	17	12	10	4	0	1	1	0	0	0	0	129
Total	**204**	**619**	**928**	**1141**	**1059**	**994**	**793**	**606**	**424**	**245**	**117**	**84**	**43**	**20**	**4**	**2**	**41**	**7324**
Grand Total	**711**	**2654**	**4395**	**5416**	**5520**	**4846**	**4141**	**3432**	**1949**	**1127**	**629**	**349**	**225**	**186**	**139**	**83**	**106**	**35908**

Note: Results are reported as either a grade between A+ and E–, N (no result), or partial assessment. Partial assessments are recorded for students who present only a school assessment or an external assessment.

Table 15b: Stage 2 subjects (20 credits) — Graded results distribution for male students, by learning area, 2011

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
ARTS																		
Creative Arts	2	9	15	16	14	23	15	15	7	8	5	9	2	1	2	1	0	144
Dance	0	5	1	2	3	5	1	1	4	2	1	0	0	0	0	1	0	26
Drama	5	8	26	29	38	38	30	31	25	19	7	10	10	4	3	6	0	289
Visual Arts – Art	3	13	18	28	36	26	47	41	36	37	19	22	19	8	5	3	0	361
Visual Arts – Design	6	12	17	32	32	43	49	55	55	35	20	18	5	4	3	8	0	394
Total	**16**	**47**	**77**	**107**	**123**	**135**	**142**	**143**	**127**	**101**	**52**	**59**	**36**	**17**	**13**	**19**	**0**	**1214**
BUSINESS, ENTERPRISE, AND TECHNOLOGY																		
Accounting	14	45	56	68	62	82	67	55	42	34	19	8	9	7	0	0	8	576
Business and Enterprise: Local Program	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Business and Enterprise	1	19	53	71	115	133	113	104	61	34	26	16	10	11	15	7	0	789
Design and Technology																		
Communication Products I	2	13	26	48	64	61	75	56	35	20	21	9	9	3	10	6	0	458
Communication Products II	1	5	6	14	26	25	25	37	30	17	6	6	2	5	6	2	0	213
Material Products I	2	34	67	103	120	150	134	104	61	28	16	8	8	11	14	8	0	868
Material Products II	2	9	22	29	32	46	51	47	19	11	7	3	3	0	4	7	0	292
Systems and Control Products I	0	6	12	10	24	22	33	26	16	9	8	9	1	5	5	5	0	191
Systems and Control Products II	1	3	6	11	7	9	6	5	1	0	0	0	1	3	1	1	0	55
Information Technology	2	9	11	26	30	44	43	40	45	24	18	14	11	6	2	1	5	331
Information Processing and Publishing	5	12	21	49	42	69	74	109	70	33	28	16	16	11	4	4	0	563
Workplace Practices	2	25	43	87	111	167	149	131	50	15	13	10	8	10	14	9	0	844
Total	**32**	**180**	**323**	**516**	**633**	**808**	**770**	**715**	**430**	**225**	**162**	**99**	**78**	**72**	**75**	**50**	**13**	**5181**
CROSS-DISCIPLINARY																		
Community Studies																		
Arts and the Community	0	4	0	0	22	0	0	47	0	0	10	0	0	1	0	0	0	84
Business and the Community	0	1	0	0	3	0	0	16	0	0	5	0	0	0	0	0	0	25
Communication and the Community	0	3	0	0	14	0	0	35	0	0	5	0	0	3	0	2	0	62
Design, Construction, and the Community	0	3	0	0	13	0	0	30	0	0	5	0	0	0	0	1	0	52
Environment and the Community	0	1	0	0	9	0	0	17	0	0	5	0	0	0	0	0	0	32

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Foods and the Community	0	2	0	0	7	0	0	29	0	0	5	0	0	0	0	0	0	43
Health, Recreation, and the Community	0	6	0	0	31	0	0	107	0	0	17	0	0	1	0	4	0	166
Science and the Community	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Technology and the Community	0	1	0	0	23	0	0	41	0	0	9	0	0	1	0	0	0	75
Work and the Community	0	11	0	0	48	0	0	99	0	0	11	0	0	2	0	1	0	172
Cross-disciplinary Studies	0	0	3	7	8	11	12	10	5	6	1	1	0	1	0	0	0	65
Integrated Learning	0	3	20	37	77	120	149	159	78	24	17	20	17	11	5	9	0	746
Total	**0**	**35**	**23**	**44**	**255**	**131**	**161**	**591**	**83**	**30**	**90**	**21**	**17**	**20**	**5**	**17**	**0**	**1523**

ENGLISH

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
English Communications	15	112	245	416	473	486	387	285	138	57	26	23	18	13	12	5	0	2711
English as a Second Language	0	5	13	11	39	33	46	55	47	21	6	6	3	5	3	0	0	293
English as Second Language Studies	11	56	127	160	157	129	106	69	50	21	18	11	7	0	1	0	4	927
English Studies	7	32	73	116	126	134	104	46	31	20	7	9	2	4	0	0	3	714
English Pathways	0	0	2	5	20	49	68	67	33	21	10	3	6	2	7	1	0	294
Total	**33**	**205**	**460**	**708**	**815**	**831**	**711**	**522**	**299**	**140**	**67**	**52**	**36**	**24**	**23**	**6**	**7**	**4939**

HEALTH AND PHYSICAL EDUCATION

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Child Studies	0	0	0	1	5	6	13	3	5	4	0	2	0	0	0	0	0	39
Food and Hospitality	2	7	14	31	45	46	65	90	82	31	24	17	6	8	5	2	0	475
Health	1	3	6	12	16	18	41	29	24	2	8	3	8	1	0	0	0	172
Outdoor Education	2	2	18	28	44	33	30	27	19	9	7	6	2	1	0	1	0	229
Physical Education	3	46	136	255	317	289	187	158	82	40	16	1	1	0	0	0	47	1578
Total	**8**	**58**	**174**	**327**	**427**	**392**	**336**	**307**	**212**	**86**	**55**	**29**	**17**	**10**	**5**	**3**	**47**	**2493**

HUMANITIES AND SOCIAL SCIENCES

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Aboriginal Studies	0	0	0	2	2	2	3	2	1	0	0	0	0	1	1	0	0	14
Australian and International Politics	0	2	7	5	5	3	1	1	2	0	0	1	0	1	0	0	1	29
Australian History	0	0	2	4	5	4	4	2	4	5	0	0	0	0	0	0	1	31
Classical Studies	0	4	12	11	16	14	22	11	11	4	3	3	1	1	0	0	0	113
Economics	1	24	46	65	70	66	63	42	28	8	6	5	2	0	3	0	6	435

Table 15b: Stage 2 subjects (20 credits) — Graded results distribution (males) *continued*

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Geography	2	8	17	32	21	39	36	27	22	3	2	0	1	0	0	0	1	211
Legal Studies	13	31	39	45	50	48	48	49	38	20	11	9	3	2	1	0	2	409
Media Studies	0	3	22	19	25	32	27	21	18	10	1	10	2	1	3	0	0	194
Modern History	4	24	56	58	57	64	70	60	44	28	14	6	5	5	1	0	7	503
Philosophy	6	10	5	6	8	9	7	4	2	2	1	1	0	0	0	0	0	61
Religion Studies	3	6	5	7	14	14	11	9	7	2	1	1	2	2	1	1	0	86
Society and Culture	2	5	19	23	27	31	33	36	25	15	10	3	4	6	11	1	0	251
Tourism	1	1	8	11	14	20	20	20	21	15	5	6	3	2	1	0	5	153
Women's Studies	1	0	1	0	1	3	3	0	0	0	0	0	0	0	0	0	0	9
Total	**33**	**118**	**239**	**288**	**315**	**349**	**348**	**284**	**223**	**112**	**54**	**45**	**23**	**21**	**22**	**2**	**23**	**2499**

LANGUAGES

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
Arabic (continuers)	0	3	3	3	1	0	0	2	0	0	0	0	0	0	0	0	0	12
Bosnian (continuers)	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Chinese (background speakers)	0	1	5	10	18	24	19	11	16	5	2	1	0	0	0	0	2	114
Chinese (beginners)	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Chinese (continuers)	2	4	4	9	3	3	2	1	0	0	0	0	0	0	0	0	0	28
Croatian (continuers)	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Filipino (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	3
French (beginners)	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	2
French (continuers)	0	3	5	2	2	1	2	0	0	1	0	0	0	0	0	0	1	17
German (continuers)	0	3	7	9	6	6	9	4	3	1	1	0	0	0	0	0	1	50
Hindi (continuers)	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Hungarian (continuers)	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Indonesian (beginners)	0	2	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	6
Indonesian (continuers)	0	1	3	7	7	2	3	3	2	1	0	0	0	0	0	0	0	29
Italian (beginners)	0	0	1	2	1	1	1	1	0	1	0	0	0	0	0	0	0	8
Italian (continuers)	1	6	5	10	5	6	3	2	0	0	0	1	0	0	0	0	0	39
Japanese (background speakers)	0	0	1	0	3	0	0	1	1	1	0	1	0	0	0	0	0	8

Table 15b: Stage 2 subjects (20 credits) — Graded results distribution (males) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Japanese (beginners)	1	4	3	1	2	5	3	1	0	0	0	1	0	1	0	0	0	22
Japanese (continuers)	1	6	6	5	8	7	10	6	4	3	1	1	0	0	0	0	1	59
Khmer (continuers)	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	3
Korean (background speakers)	0	0	1	4	2	3	0	2	0	0	0	0	0	0	0	0	1	13
Language and Culture	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Latin (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Malay (background speakers)	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	4
Maltese (continuers)	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0	5
Modern Greek (continuers)	0	1	2	4	4	1	1	2	2	2	0	0	0	0	0	0	0	19
Persian (background speakers)	0	1	2	6	5	4	2	2	1	0	0	0	1	1	0	0	6	31
Polish (continuers)	0	1	0	0	3	0	2	0	0	0	0	0	0	0	0	0	0	6
Russian (background speakers)	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2
Russian (continuers)	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	3
Spanish (beginners)	0	1	1	1	0	3	0	1	0	1	1	0	0	0	0	0	0	9
Spanish (continuers)	0	1	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	5
Tamil (continuers)	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Ukrainian (continuers)	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Vietnamese (background speakers)	0	0	1	0	3	3	3	2	0	0	0	0	0	0	0	0	0	12
Vietnamese (continuers)	0	2	3	3	0	3	2	1	0	0	1	0	0	0	0	0	0	15
Total	**5**	**41**	**62**	**84**	**80**	**76**	**68**	**42**	**30**	**18**	**7**	**5**	**2**	**2**	**0**	**2**	**12**	**536**

MATHEMATICS

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Mathematical Applications	8	41	94	150	203	265	300	284	221	133	67	61	44	45	116	43	4	2079
Mathematical Methods	7	19	38	57	86	104	99	77	40	32	14	9	4	4	2	0	4	596
Mathematical Studies	118	235	293	328	299	303	303	216	178	130	70	42	34	22	9	0	21	2601
Mathematics Pathways	0	0	5	6	13	15	19	36	19	24	7	11	6	4	1	2	0	168
Specialist Mathematics	60	116	137	157	157	129	91	75	52	35	30	6	9	5	1	0	5	1065
Total	**193**	**411**	**567**	**698**	**758**	**816**	**812**	**688**	**510**	**354**	**188**	**129**	**97**	**80**	**129**	**45**	**34**	**6509**

Table 15b: Stage 2 subjects (20 credits) — Graded results distribution (males) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
SCIENCES																		
Agriculture and Horticulture																		
Agricultural and Horticultural Applied Technologies	0	0	0	0	1	1	1	1	0	2	0	0	0	0	0	0	0	6
Agricultural and Horticultural Management	0	0	0	2	6	6	2	7	6	2	4	0	0	0	0	0	0	35
Agricultural and Horticultural Principles	0	0	1	2	3	0	4	1	0	0	1	0	0	0	0	0	0	12
Agricultural and Horticultural Science	0	1	3	5	5	6	3	5	1	1	1	1	0	0	0	0	1	33
Agricultural and Horticultural Studies	0	1	0	1	1	4	6	6	5	6	2	2	0	0	0	0	0	34
Biology	16	93	142	192	188	176	183	159	111	71	28	19	8	6	2	0	13	1407
Chemistry	45	146	211	225	221	208	179	141	85	51	39	18	7	3	0	1	9	1589
Geology	0	0	1	2	4	2	1	3	0	2	1	1	0	0	0	0	3	20
Nutrition	1	9	11	13	26	22	22	22	22	7	9	5	2	2	1	0	4	178
Psychology	4	22	42	57	73	83	97	78	58	40	18	11	6	6	2	0	12	609
Physics	56	172	233	288	285	245	217	194	110	90	52	35	17	10	7	0	18	2029
Scientific Studies	1	4	9	9	16	18	14	11	15	12	3	0	0	1	2	0	0	115
Total	**123**	**448**	**653**	**796**	**829**	**771**	**729**	**628**	**413**	**284**	**158**	**92**	**40**	**28**	**14**	**1**	**60**	**6067**
Grand Total	**443**	**1543**	**2578**	**3568**	**4235**	**4309**	**4077**	**3920**	**2327**	**1350**	**833**	**531**	**346**	**274**	**286**	**145**	**196**	**30961**

Note: Results are reported as either a grade between A+ and E−, N (no result), or partial assessment. Partial assessments are recorded for students who present only a school assessment or an external assessment.

Table 15c: Stage 2 subjects (20 credits) — Graded results distribution for all students, by learning area, 2011

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Partial	Total
ARTS																		
Creative Arts	3	32	40	41	45	55	53	43	30	15	16	15	5	4	4	4	0	405
Dance	6	25	25	32	28	27	20	19	14	8	3	3	3	2	0	1	0	216
Drama	13	43	88	114	123	124	109	117	70	51	20	20	20	14	9	19	0	954
Visual Arts – Art	22	90	138	165	188	177	198	191	146	113	68	49	29	26	11	11	0	1622
Visual Arts – Design	7	32	57	90	100	107	130	124	107	72	36	27	11	15	6	12	0	933
Total	**51**	**222**	**348**	**442**	**484**	**490**	**510**	**494**	**367**	**259**	**143**	**114**	**68**	**61**	**30**	**47**	**0**	**4130**
BUSINESS, ENTERPRISE, AND TECHNOLOGY																		
Accounting	24	90	124	128	121	142	115	98	72	55	31	13	14	7	1	0	9	1044
Business and Enterprise: Local Program	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	3
Business and Enterprise	12	77	147	179	230	239	209	195	110	52	38	20	14	14	15	9	0	1560
Design and Technology																		
Communication Products I	4	39	65	128	136	118	128	90	52	36	24	20	15	6	15	9	0	885
Communication Products II	1	10	33	46	61	60	45	61	44	25	9	10	2	8	7	3	0	425
Material Products I	3	42	78	118	134	158	151	111	68	31	17	9	10	11	15	8	0	964
Material Products II	3	9	23	32	33	48	55	48	21	12	7	3	3	0	4	7	0	308
Systems and Control Products I	0	6	13	10	24	23	34	27	17	9	8	9	1	5	5	5	0	196
Systems and Control Products II	1	3	6	11	7	10	6	5	1	0	0	1	1	3	1	1	0	57
Information Technology	2	11	12	28	34	48	52	48	53	28	20	17	13	8	2	1	7	384
Information Processing and Publishing	20	75	113	170	192	192	188	188	113	65	44	23	29	15	6	6	0	1439
Workplace Practices	24	68	116	194	221	288	242	173	78	28	19	16	12	16	21	12	0	1528
Total	**94**	**430**	**730**	**1044**	**1193**	**1326**	**1226**	**1045**	**630**	**341**	**217**	**141**	**114**	**93**	**92**	**61**	**16**	**8793**
CROSS-DISCIPLINARY																		
Community Studies																		
Arts and the Community	0	15	0	0	44	0	0	108	0	0	23	0	0	2	0	1	0	193
Business and the Community	0	1	0	0	9	0	0	29	0	0	8	0	0	1	0	0	0	48
Communication and the Community	0	7	0	0	38	0	0	84	0	0	10	0	0	3	0	4	0	146
Design, Construction, and the Community	0	8	0	0	21	0	0	51	0	0	10	0	0	0	0	1	0	91
Environment and the Community	0	3	0	0	13	0	0	21	0	0	5	0	0	0	0	0	0	42

Table 15c: Stage 2 subjects (20 credits) — Graded results distribution (all students) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Foods and the Community	0	6	0	0	25	0	0	67	0	0	10	0	0	0	0	0	0	108
Health, Recreation, and the Community	0	15	0	0	68	0	0	159	0	0	29	0	0	3	0	6	0	280
Science and the Community	0	0	0	0	1	0	0	13	0	0	2	0	0	0	0	0	0	16
Technology and the Community	0	1	0	0	29	0	0	48	0	0	13	0	0	1	0	0	0	92
Work and the Community	0	17	0	0	83	0	0	167	0	0	18	0	0	7	0	1	0	293
Cross-disciplinary Studies	1	0	8	13	23	18	16	15	10	7	2	1	0	1	0	0	0	115
Integrated Learning	1	9	54	85	153	180	211	205	94	33	23	30	22	15	7	11	0	1133
Total	**2**	**82**	**62**	**98**	**507**	**198**	**227**	**967**	**104**	**40**	**153**	**31**	**22**	**33**	**7**	**24**	**0**	**2557**

ENGLISH

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
English Communications	72	434	860	1152	1189	1039	782	522	254	104	47	43	36	32	22	7	0	6595
English as a Second Language	2	11	29	46	72	76	100	80	71	36	10	11	4	6	3	0	0	557
English as Second Language Studies	29	172	306	350	339	268	203	129	86	37	26	13	7	1	1	0	7	1974
English Studies	44	140	303	391	409	368	247	139	75	37	16	15	4	6	0	0	5	2199
English Pathways	0	2	16	41	64	99	117	109	57	32	20	7	12	9	9	1	0	595
Total	**147**	**759**	**1514**	**1980**	**2073**	**1850**	**1449**	**979**	**543**	**246**	**119**	**89**	**63**	**54**	**35**	**8**	**12**	**11920**

HEALTH AND PHYSICAL EDUCATION

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Child Studies	17	70	149	169	181	179	190	125	78	41	26	10	13	9	3	0	0	1260
Food and Hospitality	19	71	162	233	298	264	267	275	183	88	49	33	14	12	8	3	0	1979
Health	2	28	55	76	82	85	108	68	50	15	17	7	9	6	1	0	0	609
Outdoor Education	7	14	33	58	71	53	52	39	26	19	11	6	2	2	0	1	0	394
Physical Education	7	81	253	423	447	430	302	230	121	58	24	3	1	0	0	0	59	2439
Total	**52**	**264**	**652**	**959**	**1079**	**1011**	**919**	**737**	**458**	**221**	**127**	**59**	**39**	**29**	**12**	**4**	**59**	**6681**

HUMANITIES AND SOCIAL SCIENCES

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Aboriginal Studies	1	6	3	8	7	9	14	7	4	0	2	1	0	1	1	0	0	64
Australian and International Politics	2	7	16	13	11	8	4	4	3	1	0	1	0	1	0	0	2	73
Australian History	1	4	15	16	16	20	8	4	11	10	1	0	1	0	0	0	2	109
Classical Studies	3	26	50	46	46	42	58	34	27	11	6	4	3	1	2	0	0	359
Economics	7	40	103	119	136	125	106	74	51	19	10	8	2	3	3	0	6	812

Table 15c: Stage 2 subjects (20 credits) — Graded results distribution (all students) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Geography	5	16	30	58	45	61	51	41	35	8	5	1	4	1	0	0	2	363
Legal Studies	32	81	112	134	135	121	122	103	72	44	26	13	10	6	3	0	7	1021
Media Studies	1	5	32	51	59	60	58	35	24	16	2	10	4	1	6	0	0	364
Modern History	13	83	153	169	154	152	144	121	80	60	25	15	6	8	2	0	19	1204
Philosophy	10	14	11	12	10	13	9	5	3	2	2	1	1	0	0	0	0	93
Religion Studies	14	27	23	28	26	33	22	20	12	3	2	2	2	2	2	1	0	219
Society and Culture	26	60	93	116	114	128	117	92	54	37	23	8	7	9	13	3	0	900
Tourism	5	24	56	84	102	99	102	84	68	45	19	13	7	3	2	0	12	725
Women's Studies	5	12	26	23	19	16	12	17	8	4	1	2	2	2	2	0	0	151
Total	**125**	**405**	**723**	**877**	**880**	**887**	**827**	**641**	**452**	**260**	**124**	**79**	**49**	**38**	**36**	**4**	**50**	**6457**

LANGUAGES

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Albanian (continuers)	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Arabic (continuers)	0	5	5	4	3	0	0	2	0	0	0	0	0	0	0	0	0	19
Auslan (continuers)	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Bosnian (continuers)	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Chinese (background speakers)	1	6	31	39	44	42	28	14	22	6	5	1	0	0	0	0	2	241
Chinese (beginners)	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	3
Chinese (continuers)	4	12	23	19	9	6	8	3	1	1	0	1	0	0	0	0	0	87
Croatian (continuers)	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Filipino (continuers)	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	5	0	8
French (beginners)	1	2	1	2	2	0	2	1	0	0	0	0	0	0	0	0	0	11
French (continuers)	3	21	23	25	18	19	8	7	0	1	1	0	0	0	0	0	3	129
German (beginners)	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
German (continuers)	1	16	23	23	15	14	17	12	9	3	2	1	0	0	0	0	1	137
Hindi (continuers)	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	3
Hungarian (continuers)	0	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Indonesian (beginners)	0	4	3	3	5	2	0	1	0	0	1	0	0	0	0	0	0	19
Indonesian (continuers)	0	6	9	13	11	5	5	5	3	3	1	0	0	0	0	0	0	61
Italian (beginners)	3	2	4	6	2	2	2	2	1	1	0	1	0	0	0	0	0	26
Italian (continuers)	3	19	22	28	27	17	15	9	1	1	0	1	0	0	0	0	0	143

Table 15c: Stage 2 subjects (20 credits) — Graded results distribution (all students) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Japanese (background speakers)	0	0	1	1	4	0	0	1	1	1	0	1	0	0	0	0	0	10
Japanese (beginners)	1	5	6	3	7	8	6	2	2	0	0	1	0	1	0	0	0	42
Japanese (continuers)	4	13	21	21	15	26	24	13	9	6	5	2	0	0	0	0	1	160
Khmer (continuers)	0	1	2	0	0	2	2	0	0	0	0	0	0	0	0	0	0	7
Korean (background speakers)	0	3	3	7	3	3	0	2	0	0	0	0	0	0	0	0	2	23
Language and Culture	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	4
Latin (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Malay (background speakers)	0	0	3	4	3	0	0	0	0	2	0	0	0	0	0	0	0	12
Maltese (continuers)	0	0	1	1	1	1	2	1	0	1	0	0	1	0	0	0	0	9
Modern Greek (continuers)	0	3	8	5	4	1	1	2	4	2	0	0	0	0	0	0	0	30
Persian (background speakers)	0	7	6	11	11	10	5	4	2	0	0	1	1	1	0	0	6	65
Polish (continuers)	0	1	1	1	5	2	4	0	1	0	0	0	0	0	0	0	0	15
Portuguese (continuers)	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Russian (background speakers)	0	1	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	6
Russian (continuers)	1	1	0	1	2	2	0	0	0	0	0	0	0	0	0	0	0	7
Spanish (beginners)	0	5	7	4	3	5	5	4	0	1	1	0	0	0	0	0	0	35
Spanish (continuers)	1	2	4	7	5	1	3	2	2	0	0	0	0	0	0	0	0	27
Tamil (continuers)	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Ukrainian (continuers)	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Vietnamese (background speakers)	3	4	10	9	8	5	3	5	0	0	0	0	0	0	0	1	1	49
Vietnamese (continuers)	1	7	12	7	9	6	7	2	0	0	1	0	0	0	0	0	1	53
Total	**28**	**152**	**238**	**252**	**224**	**182**	**148**	**95**	**59**	**29**	**17**	**10**	**2**	**2**	**0**	**6**	**17**	**1461**

MATHEMATICS

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
Mathematical Applications	27	147	273	404	458	514	551	508	369	233	110	90	64	62	178	69	9	4066
Mathematical Methods	16	75	116	139	161	185	175	124	63	49	22	12	6	6	4	0	6	1159
Mathematical Studies	205	418	529	616	568	544	516	383	293	199	109	59	46	24	10	0	24	4543
Mathematics Pathways	0	0	5	9	20	28	32	42	28	29	11	13	6	5	2	2	0	232
Specialist Mathematics	80	176	202	227	220	175	116	103	73	42	35	7	9	5	1	0	8	1479
Total	**328**	**816**	**1125**	**1395**	**1427**	**1446**	**1390**	**1160**	**826**	**552**	**287**	**181**	**131**	**102**	**195**	**71**	**47**	**11479**

Table 15c: Stage 2 subjects (20 credits) — Graded results distribution (all students) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Partial	Total
SCIENCES																		
Agriculture and Horticulture																		
Agricultural and Horticultural Applied Technologies	0	0	1	0	1	1	1	3	0	3	1	0	0	0	0	0	0	11
Agricultural and Horticultural Management	1	0	2	7	12	8	15	11	11	3	5	1	0	0	0	0	0	76
Agricultural and Horticultural Principles	0	0	5	2	4	1	4	1	3	1	1	0	0	0	0	0	0	22
Agricultural and Horticultural Science	0	1	9	6	9	7	5	8	4	5	1	2	0	0	0	0	1	58
Agricultural and Horticultural Studies	1	2	1	5	11	14	15	20	10	7	5	3	0	0	0	1	0	94
Biology	80	286	451	607	545	531	481	364	270	174	69	66	27	15	3	1	29	3999
Chemistry	97	322	442	473	450	424	331	275	153	95	57	29	11	5	0	1	14	3179
Geology	0	0	2	4	6	4	3	6	1	3	1	2	0	0	0	0	3	35
Nutrition	8	33	67	73	95	80	70	61	46	22	14	8	5	2	2	0	9	595
Psychology	45	142	201	297	294	298	257	222	159	97	56	25	18	11	4	1	25	2152
Physics	94	271	382	434	421	354	309	240	155	103	62	39	21	14	7	0	20	2926
Scientific Studies	1	10	18	29	40	43	31	23	25	16	3	1	1	1	2	0	0	244
Total	327	1067	1581	1937	1888	1765	1522	1234	837	529	275	176	83	48	18	3	101	13391
Grand Total	1154	4197	6973	8984	9755	9155	8218	7352	4276	2477	1462	880	571	460	425	228	302	66869

Note: Results are reported as either a grade between A+ and E−, N (no result), or partial assessment. Partial assessments are recorded for students who present only a school assessment or an external assessment.

Table 16a: Stage 2 subjects (10 credits) — Graded results distribution for female students, by learning area, 2011

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
ARTS																	
Creative Arts	0	1	1	2	1	3	1	1	2	1	0	0	1	0	0	1	15
Drama	0	0	0	0	2	1	2	1	0	0	0	0	0	0	1	0	7
Music																	
Composing and Arranging	1	3	5	2	4	2	4	0	1	1	0	0	0	0	0	0	23
Ensemble Performance	19	91	61	60	52	40	43	14	8	1	2	1	1	1	1	0	395
Music in Context	0	2	9	5	7	7	1	1	5	1	1	0	0	0	0	0	39
Music Individual Study	7	15	14	14	17	13	12	10	8	5	1	2	3	2	1	2	126
Music Technology	0	1	1	2	2	1	2	8	0	0	0	1	0	0	0	2	20
Musicianship	4	21	18	20	27	31	17	19	10	4	0	1	0	0	0	0	172
Performance Special Study	12	7	11	11	5	2	4	0	0	0	0	0	0	0	0	0	52
Solo Performance	31	70	74	63	53	31	26	16	8	1	0	1	1	0	0	0	375
Visual Arts – Art	0	1	2	0	0	1	1	2	0	0	0	1	0	0	2	0	10
Visual Arts – Design	0	0	0	0	1	0	1	1	1	1	1	0	0	0	0	0	6
Total	**74**	**212**	**196**	**179**	**171**	**132**	**114**	**73**	**43**	**15**	**5**	**7**	**6**	**3**	**5**	**5**	**1240**

BUSINESS, ENTERPRISE, AND TECHNOLOGY

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
Business and Enterprise	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Design and Technology																	
Material Products I	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	4
Material Products II	0	0	0	0	0	2	1	0	1	0	0	0	1	0	0	1	6
Systems and Control Products I	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Information Processing and Publishing	0	0	1	1	1	2	1	4	1	1	0	0	0	1	0	0	13
Workplace Practices A	0	1	1	4	7	10	5	4	1	2	1	0	1	1	2	1	41
Workplace Practices B	0	0	0	6	4	8	0	0	0	1	0	0	1	1	0	1	22
Total	**0**	**2**	**3**	**12**	**13**	**23**	**8**	**9**	**4**	**5**	**1**	**0**	**3**	**3**	**2**	**3**	**91**

CROSS-DISCIPLINARY

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
Community Studies																	
Arts and the Community	0	2	0	0	6	0	0	8	0	0	0	0	0	0	0	0	16

Table 16a: Stage 2 subjects (10 credits) — Graded results distribution (female) *continued*

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Total
Business and the Community	0	0	0	0	1	0	0	3	0	0	2	0	0	0	0	0	6
Communication and the Community	0	5	0	0	3	0	0	8	0	0	3	0	0	0	0	0	19
Design, Construction, and the Community	0	1	0	0	5	0	0	4	0	0	0	0	0	0	0	0	10
Environment and the Community	0	1	0	0	2	0	0	4	0	0	1	0	0	0	0	0	8
Foods and the Community	0	1	0	0	6	0	0	14	0	0	2	0	0	1	0	0	24
Health, Recreation, and the Community	0	1	0	0	14	0	0	11	0	0	2	0	0	0	0	0	28
Science and the Community	0	0	0	0	2	0	0	1	0	0	1	0	0	0	0	0	4
Technology and the Community	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Work and the Community	0	3	0	0	7	0	0	12	0	0	1	0	0	0	0	2	25
Integrated Learning	1	1	19	34	42	21	20	24	5	7	2	1	0	0	0	0	177
Research Project A	0	6	15	37	61	100	129	160	91	34	19	6	6	6	10	32	712
Research Project B	183	740	1127	1207	1225	1142	1085	888	390	109	32	27	13	9	9	83	8269
Total	**184**	**761**	**1161**	**1278**	**1375**	**1263**	**1234**	**1138**	**486**	**150**	**65**	**34**	**19**	**16**	**19**	**117**	**9300**

ENGLISH

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Total
English Communications	0	0	0	0	2	0	1	0	0	0	0	0	1	1	0	0	5
English Pathways	0	0	1	2	1	2	0	0	0	0	0	0	0	0	0	0	6
Total	**0**	**0**	**1**	**2**	**3**	**2**	**1**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**0**	**0**	**11**

HEALTH AND PHYSICAL EDUCATION

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Total
Child Studies	0	0	0	4	2	0	5	0	0	1	1	1	0	0	0	0	14
Food and Hospitality	0	0	0	1	2	0	1	2	0	0	0	0	0	0	0	0	6
Health	1	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0	6
Outdoor Education	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Total	**1**	**2**	**1**	**7**	**4**	**1**	**6**	**2**	**0**	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**27**

HUMANITIES AND SOCIAL SCIENCES

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Total
Religion Studies	0	2	11	19	26	25	32	20	15	10	8	2	0	2	1	0	173
Society and Culture	2	6	11	16	13	8	9	6	1	1	0	0	1	1	0	3	78
Total	**2**	**8**	**22**	**35**	**39**	**33**	**41**	**26**	**16**	**11**	**8**	**2**	**1**	**3**	**1**	**3**	**251**

Table 16a: Stage 2 subjects (10 credits) — Graded results distribution (female) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
LANGUAGES																	
Language Revival I	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Language Revival II	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	3
Second Language Learning I	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	**0**	**1**	**0**	**0**	**3**	**1**	**0**	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**7**
MATHEMATICS																	
Mathematical Applications	0	1	2	2	2	4	2	3	1	0	0	0	1	1	1	0	20
Mathematics Pathways	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	2
Total	**0**	**1**	**2**	**2**	**2**	**5**	**2**	**3**	**1**	**1**	**0**	**0**	**1**	**1**	**1**	**0**	**22**
SCIENCES																	
Agriculture and Horticulture																	
Agricultural and Horticultural Applied Technologies	0	0	0	2	1	0	1	0	0	0	0	0	0	0	1	0	5
Agricultural and Horticultural Enterprise	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Agricultural and Horticultural Management	0	0	0	0	1	1	1	0	2	0	1	0	0	0	0	0	6
Psychology	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Scientific Studies	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Total	**0**	**0**	**0**	**2**	**2**	**1**	**4**	**1**	**4**	**0**	**1**	**0**	**0**	**0**	**1**	**0**	**16**
Grand Total	261	987	1386	1517	1612	1461	1410	1253	554	184	81	44	31	27	29	128	10965

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

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Total
ARTS																	
Creative Arts	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	3
Drama	0	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	3
Music																	
Composing and Arranging	1	3	14	7	8	5	1	7	2	2	0	0	0	0	0	0	50
Ensemble Performance	22	57	64	50	52	44	33	27	3	4	1	0	0	1	0	0	358
Music in Context	2	1	5	11	9	2	3	0	1	1	0	0	0	0	0	0	35
Music Individual Study	6	11	10	11	14	17	23	21	10	4	1	3	1	0	0	8	140
Music Technology	3	9	4	7	11	13	5	6	9	2	2	1	1	0	0	2	75
Musicianship	4	10	12	12	23	19	21	9	19	3	3	1	0	1	1	0	138
Performance Special Study	11	9	10	4	3	1	1	0	1	0	0	0	0	0	0	0	40
Solo Performance	19	47	41	43	44	26	20	23	9	5	0	0	1	0	0	0	278
Visual Arts – Art	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Visual Arts – Design	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Total	68	147	161	145	164	130	107	95	54	23	9	5	3	2	1	10	1124
BUSINESS, ENTERPRISE, AND TECHNOLOGY																	
Business and Enterprise	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	3
Design and Technology																	
Communication Products I	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Material Products I	0	1	0	2	3	5	8	7	4	4	0	3	0	2	1	3	43
Material Products II	0	0	2	3	7	7	3	1	6	3	1	3	4	2	1	0	43
Systems and Control Products I	0	0	0	1	1	0	5	5	4	0	1	0	0	1	1	0	19
Systems and Control Products II	0	0	0	1	0	2	4	3	0	0	0	0	0	0	0	0	10
Information Processing and Publishing	0	0	0	0	0	2	1	0	2	1	1	0	2	0	0	0	9
Workplace Practices A	0	0	1	3	6	9	11	9	5	1	2	0	0	1	2	2	52
Workplace Practices B	0	0	0	5	10	10	5	4	6	2	1	2	0	1	1	2	49
Total	0	1	3	15	27	36	39	31	27	11	6	8	6	7	6	7	230

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
CROSS-DISCIPLINARY																	
Community Studies																	
Arts and the Community	0	0	0	0	2	0	0	12	0	0	3	0	0	0	0	1	18
Business and the Community	0	0	0	0	0	0	0	3	0	0	3	0	0	0	0	0	6
Communication and the Community	0	0	0	0	2	0	0	6	0	0	3	0	0	1	0	0	12
Design, Construction, and the Community	0	1	0	0	5	0	0	12	0	0	1	0	0	0	0	0	19
Environment and the Community	0	0	0	0	0	0	0	4	0	0	1	0	0	0	0	0	5
Foods and the Community	0	0	0	0	2	0	0	12	0	0	1	0	0	1	0	0	16
Health, Recreation, and the Community	0	0	0	0	8	0	0	22	0	0	6	0	0	0	0	3	39
Science and the Community	0	0	0	0	1	0	0	2	0	0	0	0	0	0	0	1	4
Technology and the Community	0	2	0	0	4	0	0	13	0	0	3	0	0	1	0	0	23
Work and the Community	0	1	0	0	5	0	0	23	0	0	4	0	0	1	0	0	34
Cross-disciplinary Studies	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	2
Integrated Learning	0	0	0	0	0	0	5	5	11	4	0	2	0	0	0	0	27
Research Project A	0	5	9	17	48	110	180	311	202	65	30	10	11	11	12	57	1078
Research Project B	61	338	479	614	821	936	1110	1195	641	149	47	26	22	31	17	131	6618
Total	**61**	**347**	**488**	**631**	**898**	**1046**	**1295**	**1620**	**855**	**218**	**102**	**39**	**33**	**46**	**29**	**193**	**7901**
ENGLISH																	
English Communications	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	4
English Pathways	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Total	**0**	**0**	**0**	**1**	**1**	**0**	**0**	**1**	**0**	**0**	**1**	**0**	**0**	**1**	**0**	**0**	**5**
HEALTH AND PHYSICAL EDUCATION																	
Child Studies	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	3
Food and Hospitality	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	3
Health	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Outdoor Education	0	0	0	0	0	1	2	1	0	0	0	0	0	0	0	0	4
Total	**0**	**0**	**0**	**2**	**0**	**2**	**3**	**3**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**11**

Table 16b: Stage 2 subjects (10 credits) — Graded results distribution (male) *continued*

Subject	A+	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E+	E	E–	N	Total
HUMANITIES AND SOCIAL SCIENCES																	
Religion Studies	0	5	5	16	17	31	44	40	21	13	10	1	4	2	0	0	209
Society and Culture	0	0	1	1	4	4	3	4	2	2	1	1	3	1	5	5	37
Total	**0**	**5**	**6**	**17**	**21**	**35**	**47**	**44**	**23**	**15**	**11**	**2**	**7**	**3**	**5**	**5**	**246**
MATHEMATICS																	
Mathematical Applications	0	2	0	0	0	1	8	5	4	6	2	3	1	4	0	1	37
Mathematics Pathways	0	0	1	0	0	0	0	1	2	1	0	1	0	0	0	0	6
Total	**0**	**2**	**1**	**0**	**0**	**1**	**8**	**6**	**6**	**7**	**2**	**4**	**1**	**4**	**0**	**1**	**43**
SCIENCES																	
Agriculture and Horticulture																	
Agricultural and Horticultural Applied Technologies	0	0	0	4	2	0	0	2	0	0	0	0	0	0	0	0	8
Agricultural and Horticultural Management	0	0	0	1	0	1	2	1	1	0	1	0	0	0	0	0	7
Total	**0**	**0**	**0**	**5**	**2**	**1**	**2**	**3**	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**15**
Grand Total	129	502	659	816	1113	1251	1501	1803	966	274	132	58	50	64	41	216	9575

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

Table 16c: Stage 2 subjects (10 credits) — Graded results distribution for all students, by learning area, 2011

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
ARTS																	
Creative Arts	0	1	2	2	1	4	1	1	2	2	0	0	1	0	0	1	18
Drama	0	0	0	0	2	3	2	1	0	0	1	0	0	0	1	0	10
Music																	
Composing and Arranging	2	6	19	9	12	7	5	7	3	3	0	0	0	0	0	0	73
Ensemble Performance	41	148	125	110	104	84	76	41	11	5	3	1	1	2	1	0	753
Music in Context	2	3	14	16	16	9	4	1	6	2	1	0	0	0	0	0	74
Music Individual Study	13	26	24	25	31	30	35	31	18	9	2	5	4	2	1	10	266
Music Technology	3	10	5	9	13	14	7	14	9	2	2	2	1	0	0	4	95
Musicianship	8	31	30	32	50	50	38	28	29	7	3	2	0	1	1	0	310
Performance Special Study	23	16	21	15	8	3	5	0	1	0	0	0	0	0	0	0	92
Solo Performance	50	117	115	106	97	57	46	39	17	6	0	1	2	0	0	0	653
Visual Arts – Art	0	1	2	0	0	1	1	4	0	0	0	1	0	0	2	0	12
Visual Arts – Design	0	0	0	0	1	0	1	1	1	2	2	0	0	0	0	0	8
Total	142	359	357	324	335	262	221	168	97	38	14	12	9	5	6	15	2364

BUSINESS, ENTERPRISE, AND TECHNOLOGY

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
Business and Enterprise	0	0	0	1	0	1	1	2	0	0	0	0	0	0	0	0	5
Design and Technology																	
Communication Products I	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Material Products I	0	2	1	2	3	5	8	7	5	5	0	3	0	2	1	3	47
Material Products II	0	0	2	3	7	9	4	1	7	3	1	3	5	2	1	1	49
Systems and Control Products I	0	0	0	1	2	1	6	5	4	0	1	0	0	1	1	0	22
Systems and Control Products II	0	0	0	1	0	2	4	3	0	0	0	0	0	0	0	0	10
Information Processing and Publishing	0	0	1	1	1	4	2	4	3	2	1	0	2	1	0	0	22
Workplace Practices A	0	1	2	7	13	19	16	13	6	3	3	0	1	2	4	3	93
Workplace Practices B	0	0	0	11	14	18	5	4	6	3	1	2	1	2	1	3	71
Total	0	3	6	27	40	59	47	40	31	16	7	8	9	10	8	10	321

Table 16c: Stage 2 subjects (10 credits) — Graded results distribution (all students) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
CROSS-DISCIPLINARY																	
Community Studies																	
Arts and the Community	0	2	0	0	8	0	0	20	0	0	3	0	0	0	0	1	34
Business and the Community	0	0	0	0	1	0	0	6	0	0	5	0	0	0	0	0	12
Communication and the Community	0	5	0	0	5	0	0	14	0	0	6	0	0	1	0	0	31
Design, Construction, and the Community	0	2	0	0	10	0	0	16	0	0	1	0	0	0	0	0	29
Environment and the Community	0	1	0	0	2	0	0	8	0	0	2	0	0	0	0	0	13
Foods and the Community	0	1	0	0	8	0	0	26	0	0	3	0	0	2	0	0	40
Health, Recreation, and the Community	0	1	0	0	22	0	0	33	0	0	8	0	0	0	0	3	67
Science and the Community	0	0	0	0	3	0	0	3	0	0	1	0	0	0	0	1	8
Technology and the Community	0	2	0	0	5	0	0	14	0	0	3	0	0	1	0	0	25
Work and the Community	0	4	0	0	12	0	0	35	0	0	5	0	0	1	0	2	59
Cross-disciplinary Studies	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	2
Integrated Learning	1	1	19	34	42	21	25	29	16	11	2	3	0	0	0	0	204
Research Project A	0	11	24	54	109	210	309	471	293	99	49	16	17	17	22	89	1790
Research Project B	244	1078	1606	1821	2046	2078	2195	2083	1031	258	79	53	35	40	26	214	14887
Total	**245**	**1108**	**1649**	**1909**	**2273**	**2309**	**2529**	**2758**	**1341**	**368**	**167**	**73**	**52**	**62**	**48**	**310**	**17201**
ENGLISH																	
English Communications	0	0	0	1	2	0	1	1	0	0	1	0	1	2	0	0	9
English Pathways	0	0	1	2	2	2	0	0	0	0	0	0	0	0	0	0	7
Total	**0**	**0**	**1**	**3**	**4**	**2**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**2**	**0**	**0**	**16**
HEALTH AND PHYSICAL EDUCATION																	
Child Studies	0	0	0	5	2	1	5	1	0	1	1	1	0	0	0	0	17
Food and Hospitality	0	0	0	2	2	0	2	3	0	0	0	0	0	0	0	0	9
Health	1	2	1	2	0	0	0	0	0	0	0	0	0	1	0	0	7
Outdoor Education	0	0	0	0	0	2	2	1	0	0	0	0	0	0	0	0	5
Total	**1**	**2**	**1**	**9**	**4**	**3**	**9**	**5**	**0**	**1**	**1**	**1**	**0**	**1**	**0**	**0**	**38**

Table 16c: Stage 2 subjects (10 credits) — Graded results distribution (all students) *continued*

Subject	A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E+	E	E−	N	Total
HUMANITIES AND SOCIAL SCIENCES																	
Religion Studies	0	7	16	35	43	56	76	60	36	23	18	3	4	4	1	0	382
Society and Culture	2	6	12	17	17	12	12	10	3	3	1	1	4	2	5	8	115
Total	**2**	**13**	**28**	**52**	**60**	**68**	**88**	**70**	**39**	**26**	**19**	**4**	**8**	**6**	**6**	**8**	**497**
LANGUAGES																	
Australian Languages																	
Language Revival I	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Language Revival II	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	3
Second Language Learning I	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	**0**	**1**	**0**	**0**	**3**	**1**	**0**	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**7**
MATHEMATICS																	
Mathematical Applications	0	3	2	2	2	5	10	8	5	6	2	3	2	5	1	1	57
Mathematics Pathways	0	0	1	0	0	1	0	1	2	2	0	1	0	0	0	0	8
Total	**0**	**3**	**3**	**2**	**2**	**6**	**10**	**9**	**7**	**8**	**2**	**4**	**2**	**5**	**1**	**1**	**65**
SCIENCES																	
Agriculture and Horticulture																	
Agricultural and Horticultural Applied Technologies	0	0	0	6	3	0	1	2	0	0	0	0	0	0	1	0	13
Agricultural and Horticultural Enterprise	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Agricultural and Horticultural Management	0	0	0	1	1	2	3	1	3	0	2	0	0	0	0	0	13
Psychology	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Scientific Studies	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Total	**0**	**0**	**0**	**7**	**4**	**2**	**6**	**4**	**5**	**0**	**2**	**0**	**0**	**0**	**1**	**0**	**31**
Grand Total	390	1489	2045	2333	2725	2712	2911	3056	1520	458	213	102	81	91	70	344	20540

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

Table 17: Stage 2 subjects (20 credits) — Non-graded results distribution, 2011

Subject	Completed		Not Completed		Total		Grand Total
	F	M	F	M	F	M	
Business and Enterprise: Modified	18	11	0	0	18	11	29
Creative Arts: Modified	11	10	0	0	11	10	21
Cross-disciplinary Studies: Modified	13	12	0	0	13	12	25
English Pathways: Modified	45	35	0	3	45	38	83
Health: Modified	38	32	0	2	38	34	72
Mathematics Pathways: Modified	41	32	0	2	41	34	75
Scientific Studies: Modified	9	8	0	0	9	8	17
Society and Culture: Modified	6	3	0	0	6	3	9
Total	**181**	**143**	**0**	**7**	**181**	**150**	**331**

Table 18: Stage 2 subjects (10 credits) — Non-graded results distribution, 2011

Subject	Completed		Not Completed		Total		Grand Total
	F	M	F	M	F	M	
Business and Enterprise: Modified	3	9	0	4	3	13	16
Creative Arts: Modified	8	17	0	0	8	17	25
Cross-disciplinary Studies: Modified	10	8	0	1	10	9	19
English Pathways: Modified	0	8	0	0	0	8	8
Health: Modified	8	14	0	1	8	15	23
Mathematics Pathways: Modified	8	17	0	1	8	18	26
Research Project: Modified	65	61	1	4	66	65	131
Scientific Studies: Modified	7	9	0	0	7	9	16
Society and Culture: Modified	3	5	0	1	3	6	9
Total	**112**	**148**	**1**	**12**	**113**	**160**	**273**

Table 19: Number of SACE completers who undertook VET, by industry*, 2011

Industry Area	Female	Male	Total
Animal Care	75	15	90
Automotive	27	149	176
Business and Finance	274	134	408
Christian Ministry	33	24	57
Community Services	339	24	363
Conservation and Land Management	6	14	20
Construction	21	364	385
Electrotechnology	0	153	153
Engineering	3	141	144
Food Processing	7	3	10
Foundation Courses	121	71	192
Furnishing	8	62	70
Health	97	23	120
Horticulture	1	15	16
Hospitality	520	219	739
Information Technology	359	254	613
Justice and Policing Studies	9	12	21
Manufacturing	2	7	9
Media and Design	37	48	85
Mining and Civil	1	13	14
Music, Art and Culture	139	72	211
Personal Services	198	1	199
Primary Industries	75	99	174
Property and Surveying	2	3	5
Public Safety and Asset Management	15	26	41
Racing	14	1	15
Retail Services	383	202	585
Seafood Industries	13	17	30
Sport and Recreation	200	244	444
Tourism and Events	147	35	182

*Industry areas are reported if five or more students studied VET qualifications in the industry area.

Note: This data is compiled from information supplied to the SACE Board by schools. Schools receive this information from the relevant registered training organisations.

Table 20: Number of SACE completers who undertook VET, by qualification*, 2011

Qualification	Number of Students
CERTIFICATE I	
Access to Employment and Further Study	8
Animal Studies	87
Automotive	126
Business	221
Conservation and Land Management	14
Construction	174
ElectroComms Skills	40
Engineering / Engineering Production	121
Furnishing	70
General Construction	199
Horticulture	11
Hospitality	484
Hospitality (Kitchen Operations)	296
Hospitality Operations	21
Hospitality Studies	11
Information Technology	547
Introductory Vocational Education / Vocational Education	157
Language and Intercultural Communications	17
Manufacturing (Pathways)	8
Racing (Stablehand)	18
Resources and Infrastructure Operations	9
Retail Operations	31
Retail Services	44
Rural Operations	98
Rural Skills	8
Seafood Industry (Aquaculture)	19
Sport and Recreation	97
Tourism (Australian Indigenous Culture)	15
CERTIFICATE II	
Agriculture	27
Animal Studies	6
Applied Fashion Design and Technology	33
Automotive Mechanical	13
Automotive Sales	22
Automotive Vehicle Servicing	15
Business	147
Community Pharmacy	8
Community Recreation	100
Community Services	263
Computer Assembly and Repair	13
Conservation and Land Management	13
Construction Pathways	16
Creative Industries (Media) / Multimedia	115
Driver Competence	7

Table 20: Number of SACE completers who undertook VET, by qualification*, 2011 *continued*

Qualification	Number of Students
Education and Skills Development	13
Electronics	27
Electrotechnology (Career Start)	58
Engineering	39
Family Wellbeing	12
Hairdressing	129
Health Support Services	35
Hospitality	155
Hospitality (Kitchen Operations)	62
Information Technology	259
Introductory Vocational Education	40
Live Production, Theatre and Events	44
Make-up Services	74
Music	68
Outdoor Recreation	44
Outdoor Recreation (Multiple Activities)	24
Public Safety (Aquatic Rescue)	13
Public Safety (Firefighting Operations)	26
Retail	443
Retail Operations	50
Rural Operations	47
Seafood Industry (Aquaculture)	21
Sport	40
Sport and Recreation	186
Tourism	161
Visual Arts and Contemporary Craft	35

CERTIFICATE III	
Aged Care	84
Agriculture	34
Allied Health Assistance	54
Applied Language	13
Automotive Mechanical Technology	31
Basic Health Care	12
Beauty Services	29
Business	52
Business Administration	25
Carpentry	79
Children's Services	100
Christian Ministry and Theology	56
Civil Construction	6
Community Services Work	20
Education Support	5
Electrotechnology Electrician	40
Engineering—Fabrication Trade	24
Engineering—Mechanical Trade	5
Engineering—Production Systems	12

Qualification	Number of Students
English Proficiency	6
Events	11
Fitness	35
Hairdressing	21
Health Services Assistance	15
Hospitality	84
Hospitality (Commercial Cookery)	23
Information Technology	29
Media	33
Music Business	7
Plumbing	7
Police Studies	19
Retail	122
Rural Operations	12
Sport and Recreation	17
Tourism	7
Visual Arts and Contemporary Craft	9

CERTIFICATE IV	
Design	13
Herbal Spagyria	32
Photoimaging	43
Property Services (Real Estate)	5
Screen and Media	5

DIPLOMA	
Diploma of Remedial Massage	22

*Qualifications are reported if five or more students undertook that qualification. Where students have undertaken a qualification that has since been replaced with a new qualification, students are reported under the title of the new qualification.

Note: This data is compiled from information supplied to the SACE Board by schools. Schools receive this information from the relevant registered training organisations.

Table 21: Number of SACE completers who undertook a school-based apprenticeship or traineeship*, by industry, 2011

Industry Area	Number of Apprenticeships
Automotive	33
Business and Finance	37
Community Services	25
Construction	27
Electrotechnology	15
Engineering	12
Food Processing	5
Hospitality	50
Personal Services	10
Primary Industries	11
Retail Services	191
Sport and Recreation	7

*Industry areas are reported if five or more students undertook a school-based apprenticeship or traineeship in that area.

Note: This data is compiled from information supplied to the SACE Board by schools. Schools receive this information from the relevant registered training organisations.

Table 22: Number of SACE completers who undertook a school-based apprenticeship or traineeship*, by qualification, 2011

Qualification	Number of Apprenticeships
Certificate I in Hospitality	14
Certificate II in Automotive Sales	9
Certificate II in Hospitality	5
Certificate II in Hospitality (Kitchen Operations)	6
Certificate II in Retail	143
Certificate II in Retail Operations	7
Certificate III in Agriculture	8
Certificate III in Automotive Mechanical Technology	14
Certificate III in Business	25
Certificate III in Business Administration	7
Certificate III in Carpentry	21
Certificate III in Children's Services	18
Certificate III in Electrotechnology Electrician	14
Certificate III in Engineering—Fabrication Trade	7
Certificate III in Hospitality	20
Certificate III in Hospitality (Commercial Cookery)	6
Certificate III in Retail	55

*Qualifications are reported if five or more students undertook that qualification as part of a school-based apprenticeship or traineeship. Where students have undertaken a qualification that has since been replaced with a new qualification, students are reported under the title of the new qualification.

Note: This data is compiled from information supplied to the SACE Board by schools. Schools receive this information from the relevant registered training organisations.

Table 23: Number of students completing all requirements of the SACE*, 1999–2011

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
SOUTH AUSTRALIA													
Female	6015	6173	6186	6307	6292	6428	6316	6726	6713	6790	6865	6975	6853
Male	4544	4650	4739	4795	4778	4899	5188	5441	5343	5447	5656	5717	5514
Total	**10559**	**10823**	**10925**	**11102**	**11070**	**11327**	**11504**	**12167**	**12056**	**12237**	**12521**	**12692**	**12367**
NORTHERN TERRITORY													
Female	457	478	487	484	444	491	506	505	526	534	573	578	582
Male	313	303	334	335	365	365	417	428	459	486	476	463	577
Total	**770**	**781**	**821**	**819**	**809**	**856**	**923**	**933**	**985**	**1020**	**1049**	**1041**	**1159**
ASIA													
Female	483	483	548	587	654	706	674	895	778	981	961	945	788
Male	345	363	372	427	513	517	565	761	657	793	767	709	612
Total	**828**	**846**	**920**	**1014**	**1167**	**1223**	**1239**	**1656**	**1435**	**1774**	**1728**	**1654**	**1400**
Grand Total	**12157**	**12450**	**12666**	**12935**	**13046**	**13406**	**13666**	**14756**	**14476**	**15031**	**15298**	**15387**	**14926**

*Students in the Northern Territory are awarded the NTCET; students in Asia undertake studies in the South Australian Matriculation Program.

Table 24: Number of students receiving an Australian Tertiary Admission Rank (ATAR)*, 2011

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1595	1203	2839	1902	1698	1387	6132	4492	10624
Northern Territory	61	74	355	314	73	76	489	464	953
Asia	0	0	141	91	651	525	792	616	1408
Grand Total	**1656**	**1277**	**3335**	**2307**	**2422**	**1988**	**7413**	**5572**	**12985**

*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 25: Number of students receiving a TAFE SA Selection Score*, 2011

	Catholic		Government		Independent		Total		Grand Total
	F	M	F	M	F	M	F	M	
South Australia	1642	1317	3153	2261	1751	1471	6546	5049	11595
Northern Territory	69	77	393	360	77	86	539	523	1062
Asia	0	0	141	91	651	525	792	616	1408
Grand Total	**1711**	**1394**	**3687**	**2712**	**2479**	**2082**	**7877**	**6188**	**14065**

*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 60.0.