

ANNUAL REPORT

31 December 2015



SACE
Board of SA

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Thursday 31 March 2016

To the Honourable Susan Close MP
Minister for Education and Child Development

Dear Minister

I am pleased to submit the 2015 Annual Report of the SACE Board of South Australia, in accordance with the *SACE Board of South Australia Act 1983* and the Department of the Premier and Cabinet Circular, PC013 — Annual Reporting Requirements (for 2014/15 Annual Reporting).

This report documents the activities and achievements of the SACE Board of South Australia for the period 1 January 2015 to 31 December 2015.

Yours sincerely



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



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PRESIDING MEMBER'S STATEMENT

I have pleasure in submitting the 2015 Annual Report of the SACE Board of South Australia in accordance with s. 20 of the *SACE Board of South Australia Act 1983*. The report records the activities of the Board for the year ended 31 December 2015.

I would like to acknowledge and thank Dr Neil McGoran, Chief Executive of the SACE Board, for his leadership during 2015, and for his strong commitment to young people's education in South Australia through his work with the Board.

As a former principal, Dr McGoran is well aware of the difference that achieving a senior secondary qualification makes to the future opportunities, and successful engagement in study and employment, of young people.

As a principal myself I share Dr McGoran's wish to see all young South Australians achieve a senior secondary qualification and progress to leading fulfilled lives in which their individual abilities and aspirations are realised.

As Presiding Member of the SACE Board, I am able to see, first hand, the hard work and dedication that contributes to the South Australian Certificate of Education (SACE) being a senior secondary qualification that is relevant, flexible, rigorous, high-quality, and inclusive. I am immensely proud of the work of the SACE Board and the way in which each staff member realises the importance of his or her role in the shaping of young lives in a positive way.

Research consistently shows that young people who miss out on achieving a senior secondary qualification struggle to achieve the positive outcomes of those young people who do successfully achieve the qualification.

Completing a senior secondary qualification like the SACE really is key to achieving success on any number of levels: the opportunity to access high quality further education, to gain fulfilling employment, to lead active and engaged lives as valued and valuable members of society.

It is this imperative — to ensure that all young South Australians have the opportunity to successfully complete the SACE — that drives the work of the Board and which shapes our strategic thinking.

The Board is also aware that such work does not exist in isolation of the critical partnerships that

guide and facilitate the realisation of the Board's strategic goals. These partnerships — with the three school sectors; school communities including parents and students, teachers and principals; the higher education sector including universities and TAFE SA; employers and the business community — play an important role in shaping the Board's priorities and assisting the Board to fully engage with the issues and challenges facing education in the 21st century.

This is a responsibility that the Board does not take lightly, and in 2015 considerable effort was given to developing a strategic plan that the Board is confident will underpin the future directions and goals of the organisation, in order that the SACE can continue to provide young people with the educational tools they need in a rapidly evolving global community.

The Board's Strategic Plan 2016–2020 is titled 'A Case for Generational Transformation' because it recognises that the values and priorities that shaped education even just 10 years ago need to keep pace with a rapidly changing landscape, in which technology, modes of communication, and employment growth, to name but a few of the critical factors that shape opportunity for our young people, are continuing to change and evolve.

'Generational transformation' is not about replacing the SACE with something different, or even, indeed, changing our fundamental values and aspirations for young people. It is about ensuring the currency and relevance of the learning and skills young people require for participation in a world that continues to change.

While the Board's vision remains a constant: that *all* students will successfully achieve the SACE, and the SACE itself will continue to be a highly respected and internationally recognised senior secondary qualification, the Board has refined its strategic goals to more fully capture the challenges facing a rapidly changing world, and to identify solutions that we believe will serve the needs of our students into the future.

To this end the Board has identified seven strategic priorities:

- electronic assessment: introduce electronic assessment for marking, moderating, and examinations

- results delivery: continue to ensure the accurate and timely delivery of end-of-year results
- SACE International: strengthen the international profile of the SACE, to enhance its reputation and contribute to the state's economy
- Institute of Educational Assessors: contribute to a high-quality teaching workforce through the Institute
- subject renewal: renew SACE subjects to ensure that they suitably prepare young people for work, life, and further learning
- SACE reputation: communicate to stakeholders and the community on the SACE as a world-class qualification
- sustainability: strengthen the SACE Board's financial position to ensure sustainability and build capacity for innovation.

These strategic priorities recognise that the progressive introduction of reforms to the SACE from 2009 to 2011 — the introduction of the 'new' SACE — has resulted in a significant increase in the retention of students in secondary education and the successful completion of the SACE by students. Around 2000 more students completed the SACE in 2015 than in 2011.

In addition, measures of both excellence and equity have also improved. More students than ever before achieve meritoriously in the SACE; many more enter tertiary studies; and there have been historic rises in achievement for disadvantaged groups.

While it is worth pausing to reflect on the positive benefits — both to the individual student and to the community as a whole — of these improved outcomes, it is also timely to acknowledge that the success of these reforms may also embody imminent and significant threats: the current paper-based and manual processes that the SACE Board employs to manage its core business of accrediting subjects and courses, and assessing and certifying student achievement in the SACE, is not sustainable if the number of students successfully completing the SACE continues to rise.

As such, the Board has recognised the need for an intensive program of modernisation to the SACE Board's outmoded systems and processes for undertaking its core activities.

In addition to progressively replacing paper-based processes with online technologies, the SACE Board intends renewing its suite of accredited subjects to ensure that students have access to subject content that equips them

with the skills, knowledge, and understanding to become 'learner citizens' and 'learner contributors' through contemporary, forward-thinking, and globally relevant curriculum.

At the same time, the Board will continue to deliver a high quality SACE that includes, in 2016, the first of the senior secondary Australian Curriculum English and mathematics subjects. As Presiding Member I am aware of the significant workload required to integrate the Australian Curriculum content into SACE Board-accredited subjects, and to ensure that teachers are fully prepared to commence teaching and assessing these subjects in 2016. Work has also commenced on the next phase of Australian Curriculum subjects in history and the sciences, to be implemented in 2017.

Inevitably, the combination of significant work pressures and the implementation of a transformational agenda of change can create other pressures, for example, the capacity of the organisation to maintain its core business and continue to deliver a high-quality qualification. I am proud that the SACE Board has met this challenge and I have full confidence that it will continue to meet such challenges with confidence and integrity.

I would like to now address some of the significant outcomes and highlights of 2015.

Of course, not least of these are the wonderful results achieved by our students, with increases in all measures of achievement in the SACE in 2015 over previous years.

As Presiding Member I am very proud that the SACE is a flexible, inclusive qualification that provides all students with opportunities for successful completion. I truly believe that the SACE is the equal of any secondary qualification in Australia and internationally — a belief supported by the increasing take up of the SACE by schools and educational organisations in China, Vietnam, and Malaysia (where it is known as 'SACE International').

A highlight in 2015 was travelling to China with the Minister for Education and Child Development, the Hon. Susan Close MP, and the Chief Executive of the SACE Board, to sign five memoranda of agreement with institutions in China. In addition to these five agreements, a further four schools in China, one school in Vietnam, and one school in Malaysia are set to commence delivering the SACE in 2016 and beyond.

This demonstrates increasingly that institutions in Asia believe that the SACE offers their students a passport to educational opportunity

at the world's leading universities. This is borne out by the numbers of students who graduate with the SACE International who then proceed to gain places at the world's most prestigious universities, including the University of Cambridge, the London School of Economics and Political Science, and Cornell and Stanford universities in the United States, along with Australia's leading universities.

Clearly, the SACE offers these students significant opportunities to forge successful pathways to further study and employment, and the SACE Board is keen to expand its delivery in Asia in the coming years. Not only does this consolidate the reputation of the SACE as world-class, but it also has a direct economic benefit to the state as many of these students choose to continue their tertiary studies in South Australia.

Another highlight of 2015 was the successful implementation of the Institute of Educational Assessors.

Elsewhere in this report is an account of the take up of the professional learning offered by the Institute; suffice it to say that our

expectations have been significantly exceeded as large numbers of teachers, educators, and school leaders have recognised the benefits of accessing professional learning that enhances their pedagogical skills, and which leads to improved educational outcomes for students.

Underpinning these successes and highlights is the solid foundation of a high-quality, rigorous, and inclusive certificate; strong partnerships between the SACE Board and schools, school communities and educators; and an organisation that values highly the worth and integrity of its work in assisting young people to realise their goals and ambitions.

A handwritten signature in black ink that reads "Jane Danvers". The signature is written in a cursive style with a large, looped 'J' and 'D'.

Jane Danvers
Presiding Member

CHIEF EXECUTIVE'S STATEMENT

In reflecting on 2015, I am once again reminded of the critical importance that gaining a senior secondary qualification represents for a young person's future.

In particular, I am proud and gratified that the South Australian Certificate of Education (SACE), with its emphasis on skills and abilities that will equip a young person for study, work, and life, is a high-quality qualification that, increasingly, is being viewed internationally as a prestigious and respected passport to a successful future.

In 2015 the SACE Board significantly expanded its reach into Asia, with five educational organisations in China signing memoranda of agreement with the SACE Board to deliver the SACE in 2016 and beyond. A further four schools in China, one school in Vietnam, and one school in Malaysia have also indicated their intention to deliver the SACE in the next 2–3 years.

This indicates the respect with which the SACE is regarded globally, based on the understanding that the SACE provides students with a world-class education that is equal to any other senior secondary qualification anywhere in the world, including the International Baccalaureate.

The SACE is based on an understanding that young people today require much more than an academic education.

The world today, in which young people must forge a pathway towards fulfilling study and work outcomes, necessitates a different set of skills and abilities than was required even just 5 to 10 years ago. Young people must operate in a rapidly and constantly shifting global environment, in which technology and the types and contexts of employment are constantly changing and evolving.

The SACE is underpinned by values and principles that respond to these demands, including a set of capabilities that will enable young people to become better thinkers and better learners, and to act ethically and responsibly. These young people will not only learn, they will learn how to learn, and they will learn how to think. The SACE develops students' capabilities to:

- grow as a person and as a contributing member of society
- understand, develop, and apply new knowledge and skills

- think creatively and critically
- research significant questions and problems
- find new solutions to problems
- be enterprising and think globally
- be flexible and responsive to changing circumstances
- interact and collaborate positively with others
- be attuned to diversity, and act ethically with intercultural sensitivity.

Two of the key features of the SACE that facilitate these capabilities are the combination of 70% school assessment with 30% external assessment, and the compulsory Research Project and Personal Learning Plan subjects.

The emphasis on school assessment encourages young people to develop the required discipline and organisational abilities to regulate their study habits to meet the demands of continuous assessment.

Both the Research Project and the Personal Learning Plan are based on an understanding that young people need to become independent, self-directed learners in order to participate successfully in life, work, and study. Young people need to be able to think through problems, evaluate possible solutions, and assess the effectiveness of those solutions. They will need to do this in any number of situations and contexts as they embrace their multi-faceted pathways to further study and work.

Furthermore, while it is undoubtedly the case that developing the capacity for independent and self-directed learning is critical for successful tertiary study, it is also the case that these skills are vital for community life.

Every day we all make decisions, negotiate with others, assess situations, and possibly deal with difficulties or problems. Our ability to become valued and engaged participants in our communities is due to the capabilities and values that we have gained — through our parents and carers, naturally, but also through education, the school community, and the teachers and mentors we encounter along the way. This is the vital role played by schools, and by education.

When the SACE review took place in 2004, it was the first major reform of senior secondary education since the late 1980s. The world had changed significantly during that time, as had the learning needs of young people.

As a consequence, the 'new' SACE recognises the importance of giving young people the skills and abilities they need to successfully negotiate a changing world, through this emphasis on critical, evaluative thinking and self-directed learning. At the same time, the SACE ensures that all young people undertaking the SACE achieve a level of literacy and numeracy that will equip them for life and work.

In addition, the SACE does not distinguish between young people's ambitions and abilities. The SACE is a qualification for all. Underpinning the flexibility of the SACE is a key assumption: that all young people deserve to be successful in obtaining a senior secondary qualification that will positively enhance their future opportunities. This includes students with intellectual disabilities, who are able to achieve a SACE through modified SACE subjects. I am particularly proud of the fact that a student who may experience the challenge of an intellectual disability may nonetheless gain a senior secondary qualification that has the same standing as the certificate achieved by any other South Australian student.

While 2015 continued the process of consolidating the reforms to the 'new' SACE, it was also a year that strengthened a forward-looking agenda of change and opportunity. This was most evident in the continued development of online technologies to replace paper-based processes. It hardly needs to be stated that processes based on manual input using paper-based forms are expensive, time-consuming, and, in the context of a school environment, detract from a teacher's central role as a teacher.

In 2015, the SACE Board introduced online submission of school-based assessments, thus freeing teachers to spend more time with their students, in their critical capacity as teachers and mentors. Teachers were able to electronically submit assessment results for the Research Project in the mid-year results submission period, and by the end of 2015 they were able to electronically submit their assessment results for all Stage 2 subjects.

In 2016 the SACE Board anticipates expanding its capacity for online technologies beyond submission of assessment results. The Board will progressively modernise all of its key functions and procedures including online provision of teacher support (known as 'clarifying forums'), online moderation and marking, and, ultimately, online examinations.

While there is a significant amount of work required to realise these ambitions, the SACE

Board is committed to its strategic vision to modernise the SACE to ensure that the SACE itself keeps pace with technological change and retains its credibility, relevance, and currency in a globalised, digital economy.

I would like to conclude by expressing my sincere thanks to the Board and to the staff of the SACE Board for their dedication and commitment in carrying out the important work of this organisation.

This commitment to responding to the needs of young South Australians through a senior secondary qualification that is inclusive and flexible, which also has high academic standards and a rigorous approach to quality learning, underscores the excellent outcomes achieved by students in 2015.

I am immensely proud to be able to celebrate the following achievements of our 2015 graduates:

- 14 668 students achieved the SACE, compared with 14 050 in 2014.
- 295 Aboriginal students completed their SACE — the most ever — up from 253 in 2014.
- A record number of students completed the SACE with at least one modified SACE subject — 219, compared with 128 in 2014.
- The number of subject Merits awarded was 1232, compared with 1173 in 2014. The number of students to achieve at least one Merit was 920, compared with 874 in 2014.
- 5989 students completed their SACE with a vocational education and training (VET) component, compared with 5728 in 2014. Of these, 1588 students achieved a Certificate III qualification.
- The total number of students who gained an Australian Tertiary Admission Rank for entry to university rose from 11 741 in 2014 to 11 960 in 2015.

These statistics underscore the tangible positive outcomes for young people when they achieve a senior secondary qualification. It is their passport to a future full of promise and opportunity. I am proud to be associated with an organisation, and a qualification, that assists in the achievement of young people's goals and ambitions.



Neil McGoran
Chief Executive

THE SACE BOARD OF SOUTH AUSTRALIA

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

The legislation establishing the SACE Board of South Australia is the *SACE Board of South Australia Act 1983*, which it sets out the following functions of the Board:

15 (1) The Board has the following functions:

- (a) to establish a qualification (to be called the *South Australian Certificate of Education* or SACE) to be awarded by the Board after taking into account any requirements prescribed by the regulations;
- (b) to determine the requirements for the achievement of the SACE;
- (c) to commission the development and review of courses and subjects;
- (d) to accredit subjects and courses (whether prepared at the direction of the Board or submitted to it by a school, institution or other authority or organisation) that will be recognised by the Board as being suitable for the purposes of the SACE;
- (e) to approve learning frameworks in order to provide the structures within which subjects and courses may be developed;
- (f) to assess, in such manner and to such extent as the Board thinks fit, achievements in or satisfactory completion of subjects, courses or other requirements determined by the Board for the purposes of the SACE;
- (g) to recognise, in such manner and to such extent as the Board thinks fit—
 - (i) assessments of students made by schools, institutions or other authorities or organisations;
 - (ii) the achievements of a student in or towards completion of any activities or requirements recognised by the Board for the purposes of the SACE;
- (h) to assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE;
- (i) to prepare and maintain records of assessments or achievements made or recognised by the Board and to provide, on request, a copy or extract of those records to a student or former student or to such other person as the student or former student may direct;
- (j) to certify the successful completion by a student of any studies or other activities that contribute to qualifying for the SACE and, if or when the SACE has been achieved, to award the SACE;
- (k) to prepare and publish—
 - (i) information on the requirements determined by the Board under paragraph (b); and
 - (ii) guidelines relating to the operation of paragraph (c); and
 - (iii) criteria to apply in connection with the accreditation of subjects or courses under paragraph (d) or the approval of learning frameworks under paragraph (e); and
 - (iv) information on the assessment processes established under paragraph (f); and
 - (v) advice on the assessments and achievements that will be recognised for the purposes of paragraph (g); and
 - (vi) information on the quality assurance processes established under paragraph (h); and
 - (vii) information on the method for gaining access to records under paragraph (i) and notifying achievements under paragraph (j);
- (l) to undertake or commission research related to any matter for which the Board is responsible and to publish the results or such research as the Board thinks fit;
- (m) to the extent determined by the Minister or the Board, to collect, record and collate information that is directly related to the participation (or non-participation) of children of compulsory education age in secondary education, or training or development programs or opportunities, and, in relation to any such information—

- (i) to provide the information to the Minister, or other authorities or organisations determined by the Minister; and
- (ii) to publish the information in such other manner as the Board thinks fit;
- (n) to keep under review the operation of this Act and the policies and processes of the Board;
- (o) to perform other functions assigned to the Board under this or any other Act.

The Board

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

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

The present Board includes five members whose 3-year term will conclude on 30 June 2016, and six members whose 3-year term will conclude on 30 June 2018. There are currently no Deputy Board members appointed to the Board.

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

Members of the SACE Board of South Australia as at 31 December 2015

Presiding Member	Ms J.E. Danvers
Deputy Presiding Member	Mr R.J. Debelle
Chief Executive	Dr N.A. McGoran
Members	Mrs C. Bauer Ms M.I. Guppy Mr K.F. Hebenstreit Mr A. Lunniss Ms H.F. O'Brien Ms P.M. Ronan Ms J.D. Scott Mr P. Vaughan Professor M.S. Westwell

In 2015, the Board met eleven times, including a Strategic Planning half-day, from February through to November.

From February to June, Deputy Board members attended Board meetings in the absence of their designated Board members. Deputy Board members were also invited by the Presiding Member to attend Board meetings as observers.

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

Standing Committees

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

- The Accreditation, Recognition, and Certification Committee advises and assures the Board on the SACE Board of South Australia's policies and procedures for fulfilling its legislative, governance, and organisational responsibilities for the accreditation of SACE subjects, the recognition of other learning, and the determination of the requirements for achieving the SACE.
- The Planning, Finance, and Performance Committee advises and assures the Board on the SACE Board of South Australia's policies and procedures for fulfilling its legislative, governance, and organisational responsibilities for strategic planning, resource use, organisational quality, and performance.

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

Members of the Standing Committees as at 31 December 2015

Member	Observer
ACCREDITATION, RECOGNITION, AND CERTIFICATION COMMITTEE	
Ms P.M. Ronan (Chair)	Dr N.A. McGoran (Chief Executive)
Mr K. Clayton	Dr A. Mercurio (Executive Manager, Curriculum Services)
Associate Professor D.D. Curtis	Ms J.K. Raymond (Executive Manager, School Assessment Services)
Professor S. Dobson	Ms K. Cooper (Manager, Learning and Assessment Design)
Mrs S.G. Duong	Ms C. Schultz (Manager, Moderation and Standards)
Ms B. Harris	
Dr L.M. MacLeod	
Mrs K.A. McGuigan	
Professor S.M. Pyke	
PLANNING, FINANCE, AND PERFORMANCE COMMITTEE	
Mr K.F. Hebenstreit (Chair)	Dr N.A. McGoran (Chief Executive)
Mr P. Daw	Ms S. Maio (Manager, HR and Corporate Services)
Ms G. Bernardi	Mr W.P. Abbott (Quality Coordinator)
Mr R. Cairney	Mr A. Herman (Chief Finance Officer)
Mr M.R. Leahy	
Mr P.R. Prest	

Other Board Committees

The Board has also established other groups that provide it with advice and help it to fulfil its legislative responsibilities. In most instances these groups are established with a specific focus that the Board has determined requires further investigation or research, but which it does not have the capacity itself to undertake within its regular meeting times.

The Innovation Development Advisory Group is a future-focused working group of the Board that provides recommendations and advice to the Board on potential innovations for the SACE. The group analyses the risks and benefits associated with potential innovations and new technologies for the SACE, and prioritises the potential projects in line with the strategic priorities of the Board.

In 2015, the Innovation Development Advisory Group focused on innovation in curriculum development and renewal.

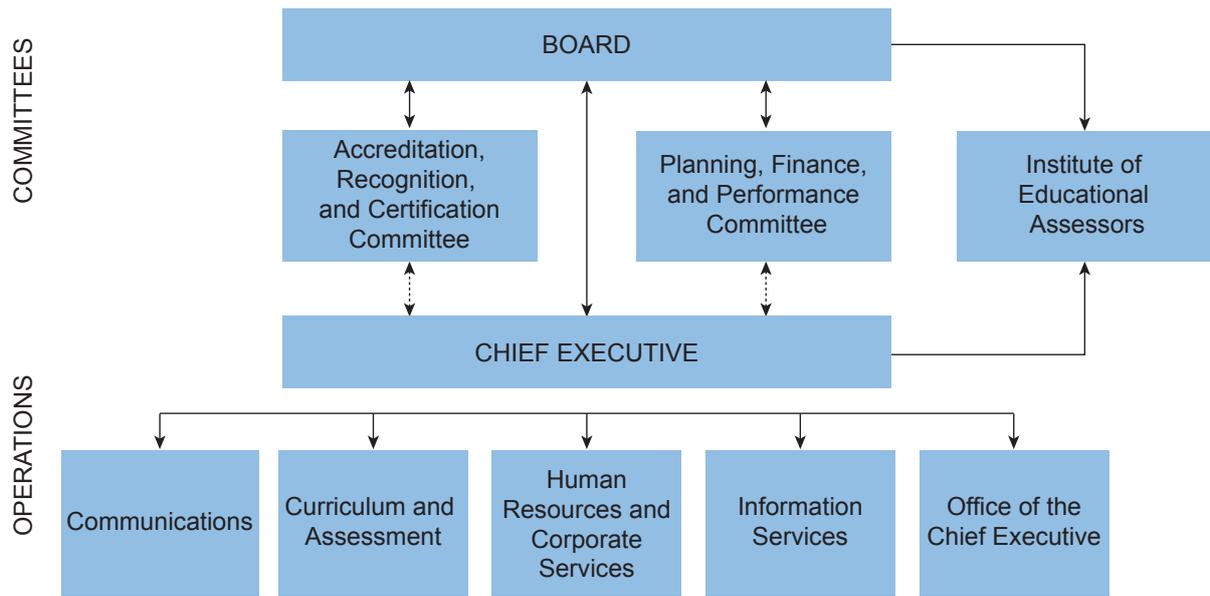
The Office of the SACE Board

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

The Office of the SACE Board consists of the following groups:

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

Operational and Committee Structure of the SACE Board of South Australia



STRATEGIC PLAN 2012–16

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

Target 6 Aboriginal wellbeing: Improve the overall wellbeing of Aboriginal South Australians.

Target 54 Learning or earning: Increase the proportion of 15–24 year olds engaged full-time in school, post-school education, training or employment (or combination thereof) to 85% by 2020.

Target 88 Science and maths: By 2020, increase by 15% the number of students receiving an Australian Tertiary Admissions Rank or equivalent in at least one of the following subjects: mathematics, physics or chemistry.

Target 89 SACE or equivalent: Increase yearly the proportion of 15–19 year olds who achieve the SACE or comparable senior secondary qualification.

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

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

Our Vision

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

Our Mission

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

Our Values

Excellence

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

Equity

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

Innovation

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

Collaboration

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

Integrity

We uphold the highest ethical standards.

Respect

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

Our Key Directions

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

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

Key Direction 1: Advocating for Students

SACE activity constantly focuses on benefits for students.

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

Key Direction 2: Strengthening SACE Innovation and Relevance

The SACE is a highly relevant and beneficial credential.

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

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

Key Direction 3: Delivering Quality Outcomes

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

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

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

Key Direction 4: Building Professional Capacity

SACE activity builds assessment understanding and expertise.

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

In detailing the achievements of the SACE Board in 2015 in the following sections, each Key Direction is clearly evidenced.

CURRICULUM, ASSESSMENT, AND STANDARDS

In 2015, students were able to access a large range of Board-accredited subjects and Board-recognised courses as part of their South Australian Certificate of Education (SACE).

SACE Curriculum

SACE Policy Framework

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

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

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

In 2015, the Redrafting, Reuse of Assessed Work, and Assessment Deadlines and Submission Dates Policy Procedures were redrafted and re-presented as four separate policies:

- Assessment Deadlines Policy
- Redrafting of Assessed Work Policy
- Reuse of Assessed Work Policy
- Submission Dates for Stage 2 External Assessment and Moderation Materials Policy.

The SACE Board approved these policies for use from 1 January 2016.

Special Provisions in Curriculum and Assessment Policy

The SACE Board continued to review and discuss the policy principles and definitions during 2015 to ensure consistency with the *Disability Discrimination Act 1992*, the *Disability Standards for Education 2005*, and contemporary disability definitions.

The SACE Board continued to consult with the Crown Solicitor's Office, the Equal Opportunity Commission, and health professionals to ensure that the principles and definitions used are appropriate.

As a result of this ongoing review, some minor amendments were made to the principles and definitions for 2015.

The SACE Capabilities

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

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

After reviewing the first set of five capabilities — communication, learning, citizenship, personal development, and work — that were used as part of the curriculum and assessment design of the SACE, the SACE Board approved the following seven capabilities to be integrated progressively within the SACE curriculum and assessment:

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

These capabilities, which articulate with the capabilities that underpin the Australian Curriculum, were integrated into the following subjects:

- English (Stage 1 and Stage 2)
- Essential English (Stage 1 and Stage 2)
- English Literary Studies (Stage 2)
- English as an Additional Language (Stage 1 and Stage 2)
- Essential Mathematics (Stage 1 and Stage 2)
- General Mathematics (Stage 1 and Stage 2)
- Mathematical Methods (Stage 2)
- Specialist Mathematics (Stage 2).

These subjects will be taught for the first time at Stage 1 in 2016, and at Stage 2 in 2017.

The capabilities were also integrated in the reaccredited Community Studies subject outline, which will be taught for the first time in 2016.

Board-accredited Subjects

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

- Arts
- Business, Enterprise, and Technology
- Cross-disciplinary
- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages
- Mathematics
- Sciences.

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

The Compulsory Subjects of the SACE — Personal Learning Plan

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

Students must achieve a C grade or better in the Personal Learning Plan to be eligible to achieve the SACE. Of the 21 091 students who enrolled in the Stage 1 Personal Learning Plan in 2015, 20 584 (97.6%) achieved a C grade or better.

In 2015, the reaccredited Stage 1 Personal Learning Plan, incorporating the seven capabilities, was taught for the first time. The reaccredited version with the five capabilities was also taught. From 2016, only the version with the seven capabilities will be offered.

The Personal Learning Plan: Modified enables students with identified intellectual disabilities to meet the requirements of the SACE. Of the 264 students who enrolled in the Personal Learning Plan: Modified in 2015, 261 achieved a result of 'completed'.

The Compulsory Subjects of the SACE — Research Project

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

Students must achieve a C– grade or better in the Research Project to be eligible to achieve the SACE.

In 2015, 16 707 South Australian students studied the Stage 2 Research Project; 16 528 of these students (98.9%) completed the subject by achieving a grade of C– or better. Of the 16 707 students, 1503 studied Research Project A and 15 204 studied Research Project B.

In 2015, 248 students studied the Stage 2 Research Project: Modified; 235 of these students achieved a result of 'completed'.

Integration of Australian Curriculum into SACE Subjects

By August 2013, ministers of education had endorsed fifteen senior secondary subjects as the agreed and common base for development of state and territory senior secondary Australian Curriculum subjects.

The integration of these fifteen subjects into the SACE has been scheduled to occur in two phases between 2014 and 2018:

- phase one: English and mathematics subjects
- phase two: history and science subjects, and geography.

Phase One — Consultation and Accreditation

Following the redrafting process in 2014, the SACE Board completed the consultation and accreditation process for the four English subjects and four mathematics subjects.

Subject outlines for the following English subjects were made available online for consultation between 3 March 2015 and 10 April 2015:

- Essential English (Stage 1 and Stage 2)
- English (Stage 1 and Stage 2)
- English Literary Studies (Stage 2)
- English as an Additional Language (Stage 1 and Stage 2).

The following table shows the number of responses received for the four English subjects. Totals include responses submitted by individuals and groups.

Number of Responses: English Subjects

	Stage 1	Stage 2
English as an Additional Language	14	16
Essential English	29	17
English	32	31
English Literary Studies	N/A	35

These English subject outlines were accredited by the Board in May 2015. Stage 1 English subjects will be taught for the first time in 2016. Stage 2 English subjects will be taught for the first time in 2017.

Subject outlines for the following mathematics subjects were made available for online consultation between 11 March 2015 and 17 April 2015:

- Essential Mathematics (Stage 1 and Stage 2)
- General Mathematics (Stage 1 and Stage 2)
- Mathematical Methods (Stage 1 and Stage 2)
- Specialist Mathematics (Stage 1 and Stage 2).

The following table shows the number of responses received for the four mathematics subjects. Totals include responses submitted by individuals and groups.

Number of Responses: Maths Subjects

	Stage 1	Stage 2
Essential Mathematics	56	34
General Mathematics	43	32
Mathematical Methods	37	26
Specialist Mathematics	20	15

In response to the consultation feedback the Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics subject outlines were merged into one subject outline — Stage 1 Mathematics.

The five mathematics subject outlines were accredited by the Board in June 2015. The Stage 1 mathematics subjects will be taught for the first time in 2016. The Stage 2 mathematics subjects will be taught for the first time in 2017.

As part of the consultation process, the draft subject outlines were also presented and discussed at the SACE leaders' forums on 30 and 31 March, and 1 April 2015.

Phase One — Implementation Workshops

Twenty-six English implementation workshops, attended by approximately 660 teachers, and twenty-eight mathematics implementation workshops, attended by 685 teachers, were held between 27 July 2015 and 17 September 2015 to support the teaching of the newly accredited subject outlines. The 3-hour workshops provided teachers with:

- an overview of the changes to the SACE English and mathematics subjects
- the assessment requirements of each subject
- information on what is new in task design
- an overview of the learning and assessment plan approval process
- options and pathways presented by the new subjects
- advice on the use and integration of electronic technology in learning and assessment in each subject.

Workshop materials, pre-approved learning and assessment plans, exemplar tasks, and teaching and learning programs were made available online in Term 3. The published subject outlines were available online in Term 4.

Phase Two — Drafting Process

During 2015, drafting of the phase two subjects began for:

- Biology
- Chemistry
- Earth and Environmental Science (incorporating Geology)
- Physics
- Geography
- Modern History
- Ancient Studies (incorporating the SACE Stage 1 Ancient Studies and Stage 2 Classical Studies, and the Australian Curriculum Ancient History).

To guide the integration, the SACE Board established a number of groups, including learning area and subject reference groups, focus groups, and writers' groups.

Learning area and subject reference groups, comprising curriculum and assessment leaders in the relevant subject areas contributed to the drafting of the curriculum and assessment requirements for each subject.

The learning area reference group for Science met four times (19 February; 7 May; 29 June; 8 October).

The Modern History reference group met four times (24 April; 17 June; 4 August; 23 September).

The Ancient History reference group met twice (5 May; 28 May).

The Geography reference group met four times (1 April; 9 June; 23 July; 15 September).

Regular writers' group meetings were held throughout the year, following the first meeting of each of the reference groups.

The Science Focus Group, comprising twenty-seven teachers from country and metropolitan regions and representing the three school sectors, met on 21 September to provide feedback on the draft subject outlines for the science subjects.

The History Focus Group, comprising sixteen teachers from country and metropolitan regions and representing the three school sectors, met on 9 December to provide feedback on the draft subject outlines for the history subjects.

The draft subject outlines for the history and science subjects and Geography, and exemplar materials for phase two, will be available for consultation early in 2016.

Collaborative Curriculum and Assessment Framework for Languages

The SACE Board continued its commitment to the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), a national languages sharing arrangement under the auspices of the Australasian Curriculum, Assessment and Certification Authorities (ACACA). The hosting of examination setting, vetting, and marking under this arrangement is shared between New South Wales, South Australia, and Victoria. In 2015, New South Wales hosted the national project on behalf of the participating ACACA authorities. The SACE Board continues to provide strong leadership to this significant and practical example of national collaboration in curriculum and assessment.

SACE officers and their interstate counterparts participated in one face-to-face conference and a number of teleconferences throughout the year. The focus of the teleconferences was on data exchange, analysis of the design of reading and responding assessments, and CCAFL sharing arrangements.

In 2015, a total of 1055 students studied a language, of whom 225 were based in the Northern Territory.

Of the students across Australia who studied a language supported by CCAFL, 186 were in South Australia. A further 167 students in South

Australia participated in languages through interstate arrangements.

In 2015, twenty-seven nationally assessed languages were offered under the CCAFL arrangements. In addition, thirteen locally assessed languages (including Australian Languages) and thirteen interstate assessed languages (including beginners level languages) were available at Stage 2.

Changes to SACE Subjects

Stage 1 and Stage 2 subject outlines are reviewed and updated for annual publication. The reviewed subject outlines for 2016 were published on the SACE website at the start of Term 4 of 2015.

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

In 2015, some changes were approved by the Board. Of particular note were changes to the following Stage 2 subject outlines for 2016:

- Dance (change of title of Assessment Type 2 from 'Written Response' to 'Response').
- English Pathways: Modified (change of subject name to 'English: Modified')
- Mathematics Pathways: Modified (change of subject name to 'Mathematics: Modified').

The Board approved the introduction of an additional option for Community Studies at Stage 2, to be offered for the first time in 2016. The new enrolment option, Community Studies B, provides an additional programming option for schools, and enables students to be taught simultaneously with students studying another Board-accredited Stage 2 subject. Students will be able to enrol in a 10-credit or a 20-credit subject, in up to three areas of study:

- Humanities and the Community
- Science, Technology, Engineering, and Mathematics (STEM) and the Community
- Interdisciplinary Learning and the Community.

The SACE Board currently offers Korean at background speakers level through its interstate borrowing arrangement with the Victorian Curriculum and Assessment Authority. The SACE Board approved the introduction of Stage 1 Korean (beginners), to be offered from 2016, and Stage 2 Korean (beginners), to be offered from 2017.

The SACE Board also undertook a review, as part of the national CCAFL, in collaboration with subject experts, into schools offering Persian at background speakers level. As a result of the review, Stage 1 Persian (background speakers) will be offered for the last time in 2016, and Stage 2 for the last time in 2017; and Stage 1 Persian (continuers) will be offered for the first time from 2017, and Stage 2 Persian (continuers) will be offered for the first time from 2018.

In 2015, the five English and five mathematics subjects were also revised and reaccredited. The reaccredited version integrates the senior secondary Australian Curriculum content, and the seven SACE capabilities.

Curriculum Renewal

The SACE Board regularly renews its accredited subjects, according to an accreditation schedule, to ensure that students have access to a relevant, contemporary, quality senior secondary education. The curriculum renewal process includes a review of the subject, and in 2015 work began on the review of Stage 1 and Stage 2 Information Technology, Stage 1 Agriculture and Horticulture, and the six Stage 2 Agriculture and Horticulture subjects.

A scoping group comprising educators and agricultural industry representatives met in June 2015 to provide guidance to the Agriculture and Horticulture writers. Writing began in July, with the redeveloped subject outlines scheduled for consultation in Term 1 of 2016.

The Information Technology Scoping Group, comprising educators and experts in the field, met in July and August 2015 to provide advice to the SACE Board on the knowledge, skills, and understandings that should shape the study of digital technologies in the SACE. Writing began in November, with the redeveloped subject outline scheduled to be available for consultation in Term 3 of 2016.

Board-recognised Courses

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

In 2015, the SACE Board recognised students' learning towards the SACE through vocational education and training, community

learning, and curriculum of other authorities (e.g. from other state and territory curriculum and assessment authorities, universities, or international curriculum organisations such as the International Baccalaureate Organization).

Recognition of Vocational Education and Training

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

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

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

The year 2015 was the fifth year of implementation of the policy, Recognition Arrangements for Vocational Education and Training (VET) in the SACE. In 2015, 40.8% of students who completed the SACE included VET in their studies, the same percentage as in 2014.

Three hundred and seventy-nine different VET qualifications were undertaken by these students across thirty-five different industry areas.

Of the students who completed the SACE and included VET in their studies, 478 were identified by schools as undertaking VET as part of a school-based apprenticeship or traineeship. These school-based apprenticeships or traineeships were across 106 different VET qualifications in twenty-five different industry areas.

The SACE Board approved new maximum SACE credits that can be granted to students for successful completion of units of competency towards foundation-type qualifications in categories A and B.

This change will commence on 1 January 2016. Schools were notified of this change via a

principals letter in May 2015 and via the VET minisite.

Recognition of Community Learning

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

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

Community-developed Programs

As at 2015, 124 community-developed programs from twenty-six community organisations were listed in the Recognised Community-developed Programs Table.

Eighteen programs developed by Australian Teachers of Dancing Ltd were added to the Recognised Community-developed Programs Table. These programs, successfully completed on or after 1 January 2015, will be retrospectively recognised towards the SACE.

In 2015, 1393 students were granted recognition towards their SACE for achievements in a community-developed program.

Self-directed Community Learning

In 2015, 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. In 2015, 105 teachers undertook Community Learning assessor training.

In 2015, 395 students were granted recognition towards their SACE for self-directed community learning.

Recognition of Learning Through Other Authorities

The SACE Board recognises learning from courses that are accredited and quality assured by schools, institutions, authorities,

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

In 2015:

- 176 students were granted recognition towards their SACE for IBDP courses
- five students were granted recognition towards their SACE for courses delivered by the School of Languages
- sixty-two students were granted recognition towards their SACE for studies undertaken towards interstate secondary school qualifications
- sixty-nine students were granted recognition towards their SACE for overseas secondary school qualifications
- seventy-four students were granted recognition towards their SACE for university studies comprising a semester or full-year undergraduate course.

Assessment and Standards

Performance Standards

Performance standards define the five levels of achievement in the SACE, from A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers referred to in deciding, on the basis of the evidence provided, how well a student demonstrated his or her learning.

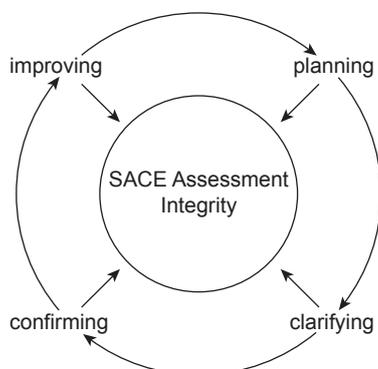
During the teaching and learning program, teachers gave students feedback on, and made decisions about, the quality of students' learning, with reference to the performance standards.

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

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

Quality Assurance Model

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



Quality assurance processes in the SACE were organised into a four-phase cycle that involved the SACE Board, school leaders, teachers, and students. The four phases were:

- planning
- clarifying
- confirming
- improving.

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

In the clarifying phase, teachers and assessors developed their understanding of the performance standards and of how to apply the standards to student work.

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

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

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

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

Assessment and Reporting Model

The SACE Board's Assessment and Reporting model was maintained for Stage 1 and Stage 2 subjects in 2015. The model is based on the SACE Assessment and Quality Assurance of Board-accredited Subjects Policy and the SACE Assuring Assessment Integrity Policy. The performance standards, which were provided in each subject outline, described in detail the level of achievement required to obtain each grade from A to E.

Stage 1

At Stage 1, schools are responsible for assessing student performance. In 2015, the SACE Board approved learning and assessment plans in all Stage 1 subjects.

Moderation

In 2015, students' results in the Stage 1 compulsory subjects — Stage 1 English and mathematics subjects and the Personal Learning Plan — were confirmed through the process of moderation.

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

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

In 2015, moderation occurred at a central location at the end of each semester. For all Stage 1 compulsory subjects, schools were required to prepare a sample of school-assessed student folios in the C and D grades, including folios at the border between the C and D grades.

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

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

Stage 2

Final Stage 2 assessment occurred at multiple points during the year. Different subjects had different assessment requirements, with each

subject comprising a school assessment component (worth 70%) and an external assessment component (worth 30%). Specific learning requirements are described in the Stage 2 subject outlines.

In 2015, schools were responsible for assessing the school assessment component. The document 'SACE Assessment and Reporting Guidelines 2015' provided detailed guidance for teachers. The SACE Board was responsible for moderating the results for the school assessment component and for assessing the external assessment component.

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

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

School Assessment Component

As part of the final school assessment process, moderation was held at a central venue for all subjects. Final moderation (central) required the collection of samples of student work from schools. It occurred at the end of Semester 1 for the Research Project and at the end of Semester 2 for all subjects. The final moderation process at the end of Semester 2 took place with approximately 8000 bags of student work processed by 1245 moderators.

All subjects were moderated in November and December 2015 at the Magill Campus of the University of South Australia.

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

In 2015, quality assurance for Stage 2 moderation outcomes was achieved through a range of activities. Moderators were trained in moderation procedures using a central training process led by a senior SACE officer. Additionally, members of the standards leadership teams were trained in moderation principles and procedures prior to moderation.

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

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

External Assessment Component

Students complete either an examination, an investigation, or a performance for external assessment for each Stage 2 subject.

Examinations

The Stage 2 external examinations commenced on Tuesday 20 October 2015 with the nationally assessed language examinations. These include languages that have been offered collaboratively by state curriculum and assessment authorities since 1992.

For the majority of students, end-of-year examinations commenced on the morning of Monday 2 November 2015 with English Studies and concluded on the afternoon of Wednesday 18 November 2015 with Musical Styles.

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

Investigations

In 2015, thirty-five Stage 2 subjects included an externally marked investigation as part of the assessment scheme. In these subjects students chose an issue, hypothesis, area of study, or product for investigation, undertook research, and analysed, evaluated, and presented the findings. Investigations were marked first by the teacher, and then by an external marker appointed by the SACE Board.

SACE AS A BEST PRACTICE QUALIFICATION

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

SACE Directions and Actions

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

Progress on SACE Actions

In *SACE Directions and Actions*, the SACE Board committed to key actions, in partnership with schools and the school sectors, to strengthen the SACE for each student and to improve students' learning outcomes and pathways. The following were undertaken during 2015.

- A successful 2-day Research Project Student Expo was held on 12–13 August 2016, to inspire and inform students preparing to start their Research Project in 2016. The expo featured forty-two booths and research-related organisations — including seventeen booths from schools, with 121 student exhibitors, as well as a range of guest presenters. The event attracted approximately 4000 visitors, including fifty-six school groups, 243 teachers, and ninety-three members of the public.
- The changed arrangement for entry into university for 2016, for students who completed their SACE in 2015, was communicated to schools through South Australian Tertiary Admissions Centre (SATAC) publications. Associated system changes at the SACE Board were implemented and released.
- Improvements and updates to SACE Board quality assurance processes for school assessment and external assessment continued to be strengthened.
- Workshops and online resources supported teachers in strengthening their professional expertise in standards-based assessment and in designing valid and reliable assessment tasks.
- Assessment quality assurance processes continued to be strengthened by analysing the correlation between school assessment and external assessment results.
- The Institute of Educational Assessors (IEA) developed, wrote, and delivered ten modules of professional learning. This professional learning content formed two major courses, each comprising five modules. These courses are the Assessment for Educators (AES) course and the Certified Educational Assessors (CEA) course.
The delivery of this professional learning commenced in 2015 for 1176 teachers from across fifty-five local, national, and international schools. Overall, 95% of school leaders and 85% of individuals responded positively in regards to the content, structure, and presentation of the modules.
- Online Results Sheets for the school assessment component of all Stage 2 subjects were successfully implemented and released to schools in 2014. Schools managed their own users of *Schools Online*, which significantly reduced administrative time for schools and increased flexibility and security. In 2015 these digital innovations were expanded upon, with the successful implementation into schools of online school assessment results for Stage 1, as well as online school assessment results for investigations and online predicted examination results.
- Work is continuing on establishing a data warehouse that will provide a foundation for improving reporting both within the SACE Board and to external stakeholders.
- On 12 January 2015, the significantly upgraded SACE website was launched. The 2015 outcomes of the upgrade were significant. The website saw an increase in visits of 13% — 100 000 more visits than in 2014. The number of users accessing the site via mobile phone increased by 63%. A number of key content areas were added to the website during 2015, including a new VET

minisite and a SACE Improvement section targeted towards teachers and school leaders.

- A SACE Board Twitter account and publicly viewable SACE Board YouTube account were launched in July 2015. The Twitter account sent around five tweets per week, and up to twenty tweets per day during special events such as the Research Project Student Expo and during results release. The account had approximately 200 followers by year's end. The YouTube account was used to deliver long-form videos around professional development, SACE improvement strategies, and introducing the Research Project to students.

Providing the SACE to International Communities

The SACE International program, previously known as the South Australian Matriculation (SAM) program, is the SACE Board's globally recognised offshore educational program. In 2015, the SACE International was delivered in five colleges in Malaysia and two colleges in China:

- Taylor's College (Subang Jaya campus)
- Taylor's College (Sri Hartamas campus)
- INTEC Education College
- INTI College Nilai
- DISTED College (Penang)
- Qian Huang International College
- Beijing Bacui Bilingual School.

The SACE International, which has been delivered in Malaysia since 1982 and in China since 2005, is a highly regarded pre-university program that attracts students on the basis of its academic rigour and the quality and breadth of the curriculum.

The SACE International is based on Stage 2 of the SACE, with students receiving recognition for Stage 1 since they have usually completed the senior secondary equivalent qualification in their home country. Students who successfully complete the SACE International receive the SACE and are eligible for an Australian Tertiary Admission Rank, which enables them to apply to Australian and international universities.

Graduates from the program have successfully gained places in the world's top universities, including the University of Cambridge and the London School of Economics and Political Science in the United Kingdom, Cornell University in the United States of America, and the Australian National University.

In 2015, sixteen SACE subjects were offered as part of the SACE International: English as Second Language Studies, English Communications, English Studies, Accounting, Biology, Chemistry, Economics, Information Technology, Legal Studies, Malay (background speakers), Mathematical Studies, Nutrition, Physics, Psychology, Research Project, and Specialist Mathematics. Students study five subjects.

With the introduction of the senior secondary Australian Curriculum, the English and mathematics subjects will be replaced with the relevant Australian Curriculum subjects from 2016. In addition, the SACE Board is anticipating that students studying the SACE International will, within the next 2–3 years, be able to choose subjects from all available SACE Board-accredited subjects. This will be facilitated through the SACE Board's commitment to replacing its paper-based processes with online technologies.

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

In 2015 the SACE Board undertook to expand delivery of the SACE International within China, and developed strong ties with a number of educational organisations that have expressed interest in delivering the SACE International from 2016.

In May 2015, the Executive Manager, Curriculum Services, joined the South Australian Government Trade and Investment delegation to China, as part of the education sector of the delegation. The SACE Board's participation in this delegation created opportunities for consolidation of relationships with schools in the Shandong, Hunan, and Shanxi provinces.

As a consequence, in August 2015, memoranda of agreement were signed with five educational organisations in China for delivery of the SACE International from 2016 onwards:

- Wuxi Foreign Language School, Wuxi, Jiangsu Province
- Zhengzhou No. 47 High School, Zhengzhou, Henan Province
- Shuozhou Shuocheng No.1 High School, Shanxi Province

- PKU College, Haidian District (Beijing)
- Guangdong Country Garden School, Shunde, Guangdong Province.

The Minister for Education and Child Development, the Hon. Susan Close MP, travelled to China for the signing ceremonies at these organisations, along with the SACE Board's Presiding Member, Ms Jane Danvers, Chief Executive, and Executive Manager, Curriculum Services.

As part of its program of expansion within China, in 2015 the SACE Board continued to explore offering schools in China a broader curriculum that incorporates Year 10, Year 11, and Year 12 as part of the SACE International. Educational organisations in China will partner with schools in South Australia for delivery of the SACE, with students completing some of their studies in China and some in South Australian schools, with an expectation that students will then proceed to tertiary study at a South Australian university.

In late 2015, initial discussions commenced with four colleges in China: the Barstow School of Ningbo, the Hunan Concord College of Sino Canada, Tengzhou No. 1 Middle School, and Tsinghua University. It is expected that memoranda of agreement will be signed with these colleges in 2016.

In addition, the SACE Board is currently negotiating with a college in Vietnam for delivery of the SACE International in 2016.

Although the SACE Board concentrated on expanding the SACE International within China, during 2015 it also welcomed a new college — Al-Azhar International Malaysia School (AIMS) — which will commence delivery of the SACE International at three campuses in Malaysia in 2016 and 2017.

SACE Innovations

Schools Online

Since 2010, the SACE Board has been rolling out a significant program of improvements to its online services for teachers, schools, and students. These improvements have included an upgrade to the SACE website to provide greater accessibility and ease of use, and the provision of more online tools for teachers and schools. A range of improvements to the *Schools Online* system have also been made.

These improvements and enhancements are the result of extensive consultation with the

SACE Board's stakeholders to ensure that these changes will result in positive benefits for schools, teachers, and, ultimately, student outcomes.

In 2013, the SACE Board committed to a major, transformational program to replace paper-based results sheets with online tools and procedures.

The first of these online results sheets, the school assessment results sheet, was used to collect the school assessment grades for all students studying a Stage 2 subject in 2014. Three additional paper-based results sheets for the collection of results from schools were transformed into online results sheets in 2015.

The next major focus areas for transformation from paper to online will be online moderation of Stage 2 school assessment results, online submission of student materials, and online external marking of investigations.

School Assessment Results for Stage 1, School Assessment Results for Investigations, and Predicted Examination Results

In 2015, three additional significant steps towards online SACE information exchange were achieved, building on the successful introduction in 2014 of online submission of school assessment results for Stage 2 ('yellows').

The following were submitted in 2015 using *Schools Online* rather than paper results sheets:

- school assessment results for Stage 1
- school assessment results for investigations
- predicted examination results.

These projects delivered the following benefits:

- increased number of teachers directly accessing *Schools Online* (8000, up from 5000 in 2014)
- enhanced assurances of the integrity of school assessment results
- reduced time spent by teachers completing and checking these results
- reduced time spent by SACE coordinators and principals administering and quality assuring these results
- reduced need for manual checking and follow-up by the SACE Board when one or more results are missing.

In 2016, a major focus of online SACE information exchange will be online moderation of Stage 2 school assessment results and online submission of student materials, rather than the use of paper processes for those activities.

Renewal of the Board

Six Board member positions became vacant on 30 June 2015.

The three remaining Deputy Board member positions also became vacant on 30 June 2015. The Board had, in 2014, requested that Deputy Board members no longer be appointed to the Board. These Deputy Board member positions have not been filled.

The Minister called for nominations for the six Board member positions through *The Advertiser* on 28 March 2015, and letters were sent to the Board's designated entities (*SACE Board of South Australia Act 1983*, Schedule 1) and to the Board members and Deputy Board members whose terms were ending on 30 June 2015. Nominations closed on 29 April 2015.

The Minister considered the applications received, and as per the instructions in the *SACE Board of South Australia Act*, Board member appointments were made by the Governor on the nomination of the Minister. All appointments were for a 3-year period and were announced in the *South Australian Government Gazette*, number 35 (dated 11 June 2015).

The first meeting of the renewed Board was held on 23 July 2015.

Renewal of Board Standing Committees

Board standing committee membership is generally for a 2-year period. Membership includes Board members and nominations sought from the designated entities defined in Schedule 1 of the *SACE Board of South Australia Act*.

Appointments to the standing committees are determined by the Board Presiding Member, the Board Deputy Presiding Member, and the chairs of the standing committees (who are also Board members).

In 2015, appointments and reappointments were made for a 1-year period (beginning on 1 January 2016), in order for the renewal process to be aligned to a 2-year period.

Quality Accreditation

On 12 May and 13 May 2015, the SACE Board was audited against the Australian and New Zealand standard ISO 9001:2008 'Quality Management Systems'. The audit did not find any non-conformance issues. The SACE Board has maintained ISO 9001 accreditation since November 2002.

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

PROFESSIONAL CAPACITY AND PARTNERSHIPS

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

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

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

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

Assessment Capacity

One of the priorities in the SACE Board's professional learning program for 2015 was building on the strength of teacher expertise and enhancing expertise in standards-based assessment.

As part of the SACE Board's quality assurance cycle, a range of professional learning opportunities were designed and delivered to build and consolidate teachers' knowledge and understanding of standards-based assessment.

In 2015, the range of professional learning programs offered by the SACE Board provided teachers and school leaders with opportunities to extend professional learning in the areas of curriculum, the design of assessment tasks, and the interpretation and application of performance standards. The range of programs catered for a broad spectrum of professionals including subject experts, school leaders, and teachers new to the SACE.

There was a continued focus on expanding the range of exemplars and support materials available on the SACE website. These were aimed at supporting teachers' interpretation of the performance standards and facilitating in-school and cross-sector clarifying activities. The SACE Board published new materials to help implement the newly accredited English and mathematics subjects that incorporated the senior secondary Australian Curriculum.

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

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 — 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 2015, 130 community and/or teaching experts participated in eighty standards leadership teams, in one or more roles.

The standards leadership teams provide expert advice on the assessment of Board-accredited subjects. In collaboration with SACE Board officers, the Chief Assessors and Chief Supervisors provide leadership to activities that support each of the four phases of the quality assurance cycle: planning, clarifying, confirming, and improving.

SACE Curriculum Leaders Groups

During 2015, curriculum leaders groups met to:

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

For some subjects, the curriculum leaders groups also gave expert advice to the SACE Board on revisions to SACE subject outlines, to clarify learning and assessment requirements, and to update information.

During Term 3 and Term 4, members of the curriculum leaders groups in the Sciences Learning Area, and the curriculum leaders groups for History, Geography, and Ancient and Classical Studies contributed to the work of the relevant Australian Curriculum reference groups in integrating the senior secondary Australian Curriculum into SACE subjects.

Planning and Clarifying

The SACE Board provides support in the planning phase of the quality assurance cycle by reviewing and approving plans to ensure that intended learning and assessment programs reflect the subject outline against which students' results are to be reported.

In 2015 the SACE Board approved and provided feedback on 3014 Stage 2 learning and assessment plans and 3235 Stage 1 learning and assessment plans. Plans are approved for 3 years and although teachers are encouraged to review and update their plans annually, these do not require SACE Board approval each year.

Stage 2 clarifying support was provided to teachers of all Stage 2 subjects, to assist them to interpret and apply the performance standards consistently when assessing student evidence. In these forums a panel of subject experts facilitated discussion of samples of student work. The discussions covered areas such as making assessment decisions, assessment task design, interpretation of performance standards, and review of 2014 Chief Assessors' reports.

A total of 132 Stage 2 clarifying forums were held in 2015; 117 forums were held across the metropolitan area and fifteen forums were held in regional areas across the state. The forums were attended by 1861 teachers: 1777 at metropolitan forums and eighty-four at regional forums. To consolidate the

professional partnerships developed nationally and internationally, additional clarifying forums were held in Malaysia and China for the SACE International program and in the Northern Territory for the Northern Territory Certificate of Education and Training (NTCET) teachers.

A total of 300 online evaluation and feedback forms were distributed following the forums, and 165 responses were received, providing a response rate of 55%. Feedback received was positive. Teachers' acknowledgment and appreciation of the value and effectiveness of the clarifying forums has been a consistent trend over the past 4 years.

The SACE Board also provided planning and clarifying support for the Stage 1 compulsory subjects: Personal Learning Plan and the English and mathematics subjects. In 2015, targeted planning and clarifying support sessions were held in Semester 1 and Semester 2, with over fifty participants attending these sessions from across the three school sectors, and both regional and metropolitan schools.

Institute of Educational Assessors

The Institute of Educational Assessors (IEA) is a professional learning program that aims to support educators in consolidating and enhancing their expertise in educational assessment.

To date, the IEA has developed, written, and delivered ten modules of the Professional Practice in Assessment and Learning strand. This professional learning initially consists of two major courses, each consisting of five modules. These courses are the Assessment for Educators (AES) course and the Certified Educational Assessors (CEA) course.

The AES course is designed to support a whole-school commitment to reflecting on, evaluating, and improving existing assessment practices. The CEA course is designed for individuals and teams of educators who are seeking to strengthen their expertise in assessment knowledge and practice and to extend their capacity to support others in analysing and evaluating their assessment practice.

The delivery of this professional learning commenced in 2015, with 1176 teachers from across fifty-five local, national, and international schools engaging with the IEA in AES or CEA courses. Overall, 95% of school leaders and 85% of individuals who provided feedback responded positively in regards to the content, structure, and presentation of the modules.

Teachers New to the SACE: Assessment in the SACE Workshops

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

Full-day and half-day workshops were offered around the state, with a focus on providing opportunities for teachers in regional areas. The workshops covered key information that teachers require to plan and deliver assessments within the SACE such as:

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

Eight workshops were conducted: three in the metropolitan area, four in regional settings, and one via videoconference. The workshops attracted a total of 115 participants: sixty-nine teachers in the metropolitan area, forty-two in regional areas, and four via videoconference.

Exemplars and Support Materials

During 2015, the SACE Board continued its commitment to building professional expertise in standards-based assessment by providing quality support materials and exemplars to teachers and students.

Over 100 additional individual exemplar documents were made available on the SACE website in 2015, including a range of materials previously used as benchmarking activities.

A range of video support materials and subject advice and strategies were also made available on the various minisites to support student and teacher success in the SACE.

Existing support materials for both Stage 1 and Stage 2 subjects were revised to incorporate changes to subject outlines for 2015.

In Term 3, over seventy new exemplars, including tasks and pre-approved learning and assessment plans, were developed and made available online for the reaccredited Stage 1 English and mathematics subjects that are to be taught for the first time in 2016.

Schools and School Sectors

Leaders Forums

In 2015 the SACE Board convened three leaders forums to develop its strategic partnership with school principals and other SACE leaders. The forums provided principals and school leaders with up-to-date information, and opportunities to share with colleagues their ideas, strategies, and local planning to assist in the delivery of the SACE in 2015 and beyond.

The forums were held in late March and early April — two at metropolitan locations and one via videoconference — and were attended by 234 principals and leaders from the three school sectors.

The forums focused on the integration of the senior secondary Australian Curriculum into the SACE, its associated quality assurance, and the operational implications for schools. Leaders also discussed the collective goal of maximising student success in the SACE.

The forums generated some engaging discussion, particularly regarding the implications for schools of the new English and mathematics subjects and changes. The collated feedback was provided to the relevant committees to guide and inform ongoing planning, and support for key stakeholders.

Senior Officers Liaison Group

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

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

In 2015, the group met every 2 months and provided critical liaison and support between the school sectors and the SACE Board. The group provided updates on organisational activities and examined key issues such as:

- continuing initiatives and strategies for maximising student success in the SACE
- integration of the senior secondary Australian Curriculum into the SACE
- ongoing development of the IEA
- teacher participation in professional learning opportunities and involvement in SACE Board quality assurance panels.

SACE Principals Partnership Strategy Group

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

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

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

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

In 2015, the group met four times, once each in February, May, August, and November. The group continued to provide high-level advice and feedback to the SACE Board on a range of issues and policy areas.

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

Additionally, the group has contributed to other key areas, including providing advice and feedback on the:

- Maximising Student Success Strategy
- South Australian Senior Secondary Education Alliance
- Online Results Release Project
- Stage 1 learning and assessment plans for 2016
- integration of senior secondary Australian Curriculum subjects into the SACE
- additional opportunity for Research Project resubmission
- separation of the electronic and paper release of SACE results
- additional enrolment option for Stage 2 Community Studies
- Stage 2 Moderation Feedback Trial.

Key Stakeholders

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

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

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

The Joint Chairs Group comprises:

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

Following the State Government's 2014 reform of boards and committees, the group has suspended meetings pending the outcomes of the reform process. In its final report, the government stated that further consultation would occur regarding membership of the Training and Skills Commission in order to focus its engagement activities.

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

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

Membership of the group in 2015 comprised:

- Dr Neil McGoran, Chief Executive of the SACE Board of SA (Chair)
- Mr David Smith, President of the Australian Education Union (AEU) (SA Branch)
- Mr Daniel Pereira, Organiser, AEU
- Ms Julia Morris, AEU member (Hamilton Secondary College)
- Ms Jan Raymond, Executive Manager, School Assessment Services, SACE Board of SA
- Mr Andrew Green, Manager, Communications, SACE Board of SA
- Mr Hassan Mekawy, Manager, Professional Learning and Networks, SACE Board of SA
- Mr Daniel Dew, Media and Communications Coordinator, SACE Board of SA
- Ms Susan Lohmeyer, Executive Coordinator, SACE Board of SA (executive officer).

In 2015, the group met on three occasions, once each in March, May, and November.

Key areas of discussion included:

- The take up by teachers of the professional learning offered by the IEA, and the opportunities provided for teachers to gain recognition for this professional learning towards postgraduate studies in education.
- The effectiveness of the Maximising Student Success Strategy in assisting the small percentage of students who do not successfully complete the SACE, by identifying the reasons for non-completion and assisting schools and teachers to provide early assistance to students at risk of non-completion.
- The appropriateness and effectiveness of the SACE Board's special provisions policy and procedures.
- Approaches to reporting achievement for students who complete the SACE using modified SACE subjects.
- The ongoing work required to integrate the senior secondary Australian Curriculum

content into SACE Board-accredited subjects, the timelines for implementation of the new Australian Curriculum subjects, and the impact on teacher workload.

- Preparations for the SACE Board's progressive replacement of paper-based processes with online technologies, and the positive impact on schools and teacher workload through reduced manual and paper-based operations.

In addition to the key initiatives identified above, the group explored opportunities for mutual collaboration and engagement in the context of promoting the underpinning principles and values of the SACE and its benefits for all students.

At the end of 2015, members of the working group agreed that the group provided a valuable forum for cooperation and collaboration. As such, the group will continue in 2016.

Independent Education Union of South Australia–SACE Board Collaborative Working Group

Established in 2014, the Independent Education Union of South Australia–SACE Board Collaborative Working Group provides a formal mechanism for teachers represented by the Independent Education Union of South Australia (IEUSA) to engage with the SACE Board and provide feedback on SACE policies and procedures.

Membership of the group in 2015 comprised:

- Dr Neil McGoran, Chief Executive of the SACE Board of SA (Chair)
- Ms Jan Raymond, Executive Manager, School Assessment Services, SACE Board of SA
- Mr Andrew Green, Manager, Communications, SACE Board of SA
- Mr Hassan Mekawy, Manager, Professional Learning and Networks, SACE Board of SA
- Mr Daniel Dew, Media and Communications Coordinator, SACE Board of SA
- Mr Glen Seidel, Secretary, IEUSA
- Ms Louise Firrell, Assistant Secretary, IEUSA
- Ms Susan Lohmeyer, Executive Coordinator, SACE Board of SA (executive officer).

In 2015, the group met on three occasions, once each in March, May, and October.

Key areas of discussion included:

- Policy approaches to ensuring students have the best possible opportunity for successfully completing the SACE, including the SACE Board's Maximising Student Success

Strategy, and changes to policies that relate to resubmission of the Research Project.

- Approaches to reporting achievement for students who complete the SACE using modified SACE subjects.
- The take up by teachers of the professional learning offered by the IEA, and the opportunities provided for teachers to gain recognition for this professional learning towards postgraduate studies in education.
- The appropriateness and effectiveness of the SACE Board's special provisions policy and procedures.
- The ongoing work required to integrate the senior secondary Australian Curriculum content into SACE Board-accredited subjects, the timelines for implementation of the new Australian Curriculum subjects, and the impact on teacher workload.
- Preparations for the SACE Board's progressive replacement of paper-based processes with online technologies, and the positive impact on schools and teacher workload through reduced manual and paper-based operations.

In addition to the key initiatives identified above, the group explored opportunities for mutual collaboration and engagement in the context of promoting the underpinning principles and values of the SACE and its benefits for all students.

At the end of 2015, members of the working group agreed that the group provided a valuable forum for cooperation and collaboration. As such, the group will continue in 2016.

Parents Associations–SACE Board Consultative Group

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

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

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

Due to the nature of governance arrangements for Independent schools the Independent schooling sector is not represented on the group; however, the SACE Board does consult regularly with Independent school communities.

In 2015, the group met on four occasions, once each in March, May, August, and October. Areas of discussion and issues of concern that were raised within the group include the following:

- Special provisions: the group provided feedback during the review into the SACE Board's policy and procedures governing special provisions that took place in 2013. From 2014–15, all sixteen of the review's recommendations were progressively implemented. The group was particularly interested in gaining feedback on eligibility to access special provisions, and the process for granting special provisions.
- Maximising Student Success Strategy: the SACE Board established the strategy to address the reasons contributing to students failing to complete the SACE. The group indicated its interest in the complementary roles played by the school (and teachers) and parents in ensuring that students successfully complete the SACE.
- Senior secondary Australian Curriculum: the group was informed of the SACE Board's timelines for, and progress in, implementing the senior secondary Australian Curriculum.
- Engaging school communities: members of the group identified opportunities for the SACE Board to increase its engagement with, and awareness of the issues affecting school communities. The Chief Executive was invited to attend the inaugural Parents in Education Week, an initiative of the Federation of Catholic School Parent Communities. In addition, members shared resources produced by their associations to help parents engage with schools and their children's learning.

In addition, the SACE Board outlined the improvements made to the SACE Board website designed to increase its user-friendliness and accessibility, and provided to the group a copy of its social media policy which is designed to assist the SACE Board, schools and school communities to navigate the use of social media in a responsible way.

Members confirmed the value of the group as a means of keeping parents informed of issues and developments in relation to the SACE, and for providing a forum within which parents' views can be expressed. Members were unanimous in their view that the group should continue in 2016.

South Australian Tertiary Admissions Centre

The SACE Board and the South Australian Tertiary Admissions Centre (SATAC) continued to collaborate extensively throughout 2015. During this time, the systems required to support the 90-credit university aggregate were released, and the 90-credit university aggregate was used for university entry for the first time.

Throughout the results-processing period, members of the SACE Board and of SATAC worked together to ensure the integrity and accuracy of the results that students were to receive.

As in 2014, SACE certification was printed on SACE Board stationery and sent to students separately from the Tertiary Entrance Statement, which was printed on SATAC stationery.

Communication

Students and Parents

During 2015, two editions of the student magazine *Achieve* were produced. At the beginning of Term 1, an edition tailored to students commencing their SACE was distributed to every South Australian Year 10 student. This edition featured clear explanations of the structure and key elements of the overall SACE, and detailed information about Stage 1. At the beginning of Term 3, an edition designed to support course counselling in preparation for Year 12 was distributed to all South Australian Year 11 students. This edition focused on Stage 2, SACE results, the Research Project, and pathways into higher education and further training.

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

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

On 12 January 2015, the significantly improved SACE website was launched. During 2014, several upgrades were made to the website, including an update of the structure of the site; an upgrade of the underlying software and the site's design to make it responsive to smartphones and tablet devices; and improvements to accessibility for people with

disabilities, with thousands of pieces of web content and hundreds of documents updated for improved accessibility.

The upgraded website has a 'Students' section as a top-level category, to improve the navigability of information about the SACE for students and their families. Pages within the Students section — being more prominent than the previous 'Students and Families' section — were visited about 460 000 times, up from about 280 000 in 2014.

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

SACE Board employees worked with a print supplier and Australia Post to deliver printed documentation to students in South Australia, the Northern Territory, and Asia.

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

A new section explaining SACE certification was launched on the SACE website prior to results release. The section provides an overview of the certificate and the Record of Achievement, and explains the role and requirements of modified subjects in the SACE.

The full SACE website was available on the day of results release and included a range of materials to assist students and families to understand their results.

Around 81% of SACE completers accessed their results via the SACE website on 15 December 2015 when results were released, with 47% using a smartphone or tablet device. The SACE website received approximately 33 000 visits on that day.

Schools

Usage of the SACE website, the SACE Board's primary tool for communicating with teachers and schools, increased significantly after its 2015 upgrade. According to analytics, site usage increased by approximately 100 000 visits compared with 2014 — an increase of 13%. The number of users accessing the site via mobile phone increased by 63%.

A minisite supporting VET, and significant sections about the senior secondary Australian Curriculum and SACE Improvement were launched in 2015.

A SACE Board Twitter account targeted towards teachers and schools, as well as a publicly viewable SACE Board YouTube account, were launched in July 2015. The Twitter account sent around five tweets per week, and up to twenty tweets per day during special events such as the Research Project Student Expo and during results release. The account had approximately 200 followers by year's end. The YouTube account was used to deliver long-form videos around professional development, SACE improvement strategies, and introducing the Research Project to students.

'SACE News', an electronic news bulletin, was sent each term to subscribers to keep teachers and schools up-to-date with the SACE. Each edition was viewed more than 2000 times.

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

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

Chief Assessors' reports for the 2014 assessment cycle were posted on the SACE website early in 2015.

The SACE Board's *Annual Report 2014* was published online, and a limited number of printed copies were provided to key agencies.

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

Industry, Employer Groups, and the Community

Approximately 1150 copies of the two editions of *Achieve* magazine were sent to more than 100 institutions in the community, including a range of VET providers, business groups, and libraries.

A range of data reports around student enrolments, results, and other aggregate data were uploaded to the SACE Data minisite. Every year, the SACE Board also responds to requests for data. In 2015, a range of data was provided to schools and other institutions, both state and federal.

STUDENT OUTCOMES

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

Success Indicators

SACE Completion Rates

In 2015, there was an increase in the number of students who studied at least one Stage 2 subject, from 21 857 in 2014 to 23 028 in 2015.

The South Australian Certificate of Education (SACE) completion rate* increased from 94.5% in 2014 to 96.2% in 2015.

The SACE Board also recognises many other courses towards the SACE in lieu of SACE subjects, such as vocational education and training (VET), university studies, community learning, and interstate or overseas studies. For example, in 2015, 2105 students completed both the SACE and a VET certificate, of whom 1588 completed a VET Certificate III.

Literacy and Numeracy

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

- a range of Board-accredited English or mathematics subjects
- English or mathematics courses from other institutions, authorities, or organisations
- a folio of evidence verified by the principal of the student's school (for adult students only).

To meet the Stage 1 and Stage 2 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. (At Stage 2, a C grade is defined as C+, C, or C-.)

To meet the Stage 1 and Stage 2 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. (At Stage 2, a C grade is defined as C+, C, or C-.)

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 2015, of those students who undertook at least 20 credits of English subjects at Stage 1, 95.2% achieved a C grade or better and thereby met the SACE literacy requirement. Similarly, of those students who undertook at least 10 credits of mathematics subjects at Stage 1, 93.7% achieved a C grade or better and thereby met the SACE numeracy requirement.

The Stage 1 and Stage 2 Board-accredited subjects of English Pathways: Modified and Mathematics Pathways: Modified provided opportunities for students with identified intellectual disabilities to meet the literacy and numeracy requirements of the SACE.

Aboriginal Education Strategy

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

In 2015, the SACE Board Aboriginal Education Strategy 2012–2016 built on the achievements of the previous year in the following five areas of strategic development:

- achievement
- participation
- recognition
- sustainability
- representation.

The SACE Aboriginal Education Strategy Steering Committee continued to guide the implementation of the strategy, with the support

*The annual SACE 'completion rate' is based on those students who completed the SACE as a proportion of the 'potential SACE completers' in a given year. Potential SACE completers are those Year 12 students whose enrolment pattern showed that they were attempting to complete the SACE.

of the SACE Aboriginal Education Strategy Working Party.

The 2015 strategy outcomes include:

- 295 students successfully completed their SACE, the highest to date for Aboriginal students. This resulted in a completion rate* of 93.7%.
- 143 of the 295 Aboriginal SACE completers received an Australian Tertiary Admission Rank (ATAR) and 196 completers received a TAFE SA Selection Score.
- Four merits were achieved by Aboriginal students in 2015, and the fourth Governor of South Australia Commendation — Aboriginal Student SACE Award was awarded to the Aboriginal student with the best overall performance in the SACE in 2015.
- The seventh SACE Aboriginal Student Pathways Conference was held in June and attended by over 150 students from across twenty-eight schools from metropolitan and regional areas.

In 2015, the SACE Aboriginal Education Strategy Steering Committee and Working Party commenced preliminary work on preparation of a new Aboriginal Education Strategy for launch in 2017. Work toward the development and realisation of a 2017–2020 strategy included the following:

- A series of interviews was held with school stakeholders to discuss successful strategies for SACE completion.
- An Aboriginal student focus group, 'Stories of Success', was held in October with past SACE completers. Participants were asked a set of questions about their education and SACE experiences, with a focus on what aspects had helped them to successfully complete their SACE.
- The inspirational stories of two students participating in the Stories of Success focus group were uploaded to the SACE website.
- An annotated literature review was undertaken to synthesise research into how Aboriginal students can be better supported to improve access, retention, and achievement in their senior secondary studies.

Special Provisions

The Special Provisions in Curriculum and Assessment Policy and associated procedures aim to ensure that students have fair opportunities to participate in and comply with the conditions and requirements of assessments.

Students may apply for special provisions on the grounds of a long-term impairment or illness, personal circumstances, misadventure, or short-term sickness or difficulties.

The granting of special provisions to students who applied for special provisions for school assessments remained the responsibility of schools in 2015, but the SACE Board continued to provide advice to schools about the options best suited to different subjects and individual students.

The SACE Board was responsible for granting special provisions to students who applied for special provisions for external assessments. In 2015, 1019 students from 167 schools in South Australia and the Northern Territory were granted special provisions for external assessments.

Four students from two schools in Asia were also granted special provisions.

New support materials and information continued to be added to the special provisions minisite on the SACE website. In addition, a special provisions status report was made available through *Schools Online*, allowing schools to check the status of submitted special provisions applications and, where finalised, what provisions had been approved.

Modified Subjects

Modified subjects are designed to allow students with identified intellectual disabilities to demonstrate their learning in a range of challenging and achievable learning experiences. They are designed for students who are unable to meet the performance standards in a mainstream subject because of their intellectual functioning and adaptive behaviour.

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

The following modified subjects were offered at both Stage 1 and Stage 2 in 2015:

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

*The annual SACE 'completion rate' is based on those students who completed the SACE as a proportion of the 'potential SACE completers' in a given year. Potential SACE completers are those Year 12 students whose enrolment pattern showed that they were attempting to complete the SACE.

The Personal Learning Plan: Modified (Stage 1 only) and Research Project: Modified (Stage 2 only) were also offered in 2015.

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

Assessment of individual achievement is based on the features of knowledge, skills, and understanding that are observed in the student's evidence of learning in relation to the selected capabilities and personal learning goals. Students who undertake modified subjects receive a result of 'completed' or 'not completed' rather than a grade.

A number of meetings were held in 2015 to support teachers to deliver modified subjects. These meetings included:

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

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

In 2015, 219 students completed the SACE by studying at least one modified subject at Stage 1 or Stage 2, and 114 students completed the SACE by studying modified subjects only.

There have been minor changes to the Stage 1 and Stage 2 Modified Subjects subject outline for teaching in 2016. The term 'Pathways' has been removed from subject names as a result

of the senior secondary Australian Curriculum implementation, as follows:

- Subject name in 2015
 - Stage 1 English Pathways: Modified
 - Stage 2 English Pathways: Modified
 - Stage 1 Mathematics Pathways: Modified
 - Stage 2 Mathematics Pathways: Modified
- Equivalent subject name in 2016
 - Stage 1 English: Modified
 - Stage 2 English: Modified
 - Stage 1 Mathematics: Modified
 - Stage 2 Mathematics: Modified.

In 2015, the SACE Board in conjunction with stakeholder groups reviewed the wording on the SACE certificate and the Record of Achievement for students undertaking modified subjects. The new wording, '*This student has fulfilled the requirements of this qualification using modified subjects*', is part of the SACE Board's ongoing work in ensuring that the certificate reflects the needs of all students.

Recognition of Excellence

Merit Ceremony

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

On Tuesday 10 February 2015, 874 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 1173 Merit Certificates for outstanding achievement in SACE subjects in 2014.

Twenty-six students received the Governor of South Australia's Commendation for outstanding overall achievement, and were presented to His Excellency the Hon. Hieu Van Le AO, Governor of South Australia. The Hon. Susan Close MP, Minister for Education and Child Development, presented the Tennyson Medal for English Studies to Miss Tess Catherine Murray. Ms Jane Danvers, the Presiding Member of the SACE Board, presented Merit Certificates to students with outstanding achievements in four, three, or two subjects. Mr Henry Zheng Wei Thong responded on behalf of all students.

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

- Ryan Haseloff (a.k.a 'Purpose'), Songwriter, Producer, and Performer
- Alan Noble, Engineering Director, Google Australia and New Zealand
- Dr Sherry Kothari, Chief Executive Officer and Managing Director, Cell Therapy Manufacturing Cooperative Research Centre
- Professor John Coetzee, Professor of Literature, University of Adelaide
- Callum Hann, 2010 Masterchef Runner-up and Founder, Sprout Cooking
- Tim Jarvis AM, Environmental Scientist, Author, and Adventurer
- Dr Joshua Ross, ARC Future Fellow and Senior Lecturer, Applied Mathematics, University of Adelaide
- Kristina Dryža, Futurist and Author
- Professor Steve Wesselingh, Executive Director, South Australian Health & Medical Research Institute (SAHMRI).

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

The Board expressed its appreciation to the following organisations for their support of the 2015 Merit Ceremony: Adelaide City Council, BankSA, Knispel Fruit Juices Pty Ltd (Nippy's), St John Ambulance Australia SA Inc., and Santos Ltd.

Governor's Awards

Based on the 2015 SACE results, twenty-eight students were identified as recipients of the Governor of South Australia Commendation, recognising overall excellence in the SACE.

These students received a commendation for either:

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

- being the student with an identified intellectual disability who demonstrates outstanding achievement exclusively through SACE modified subjects.

Each school in South Australia was invited to nominate one student to receive the award based on the second criterion. Recipients were chosen by a selection panel that comprised His Excellency the Hon. Hieu Van Le AO, Governor of South Australia, and leaders from the school sectors, vocational education and training, and business.

The 2015 Governor of South Australia's Commendations will be presented to South Australian students at the 2016 SACE Merit Ceremony. (See Appendix E for the names of recipients.)

Subject Merits

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

In 2015, a total of 982 students achieved an A+ with Merit in at least one subject, including 920 from South Australia, thirty-five from the Northern Territory, and twenty-seven from Asia.

Merit Certificates for the 2015 school year will be presented to South Australian students at the 2016 SACE Merit Ceremony. (See Appendix E for the names of recipients.)

Art Show

The thirty-third annual SACE Art Show was held from 21 March 2015 to 29 April 2015 at the Light Square Gallery, Adelaide College of the Arts. The SACE Art Show was opened by Dr Neil McGoran, Chief Executive, SACE Board of South Australia, with guest presenter Mr Seb Humphries, Urban Artist. The Hon. Susan Close MP presented a number of encouragement awards to students from both regional and metropolitan schools.

Selected for exhibition were 143 works by 136 students from eighty-five schools across the three sectors. The artworks demonstrated a broad and insightful interpretation of the performance standards for the Stage 2 Visual Arts Assessment Type 2: Practical. Over 5500 people visited the exhibition.

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

Student Pathways

Australian Tertiary Admission Rank

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

New requirements apply to all students who completed their SACE in 2015 and who plan to undertake university studies from 2016. The university aggregate is now based on 90 credits of tertiary admissions subjects (TAS) and Recognised Studies, rather than 80 credits.

The changed arrangement for entry into university for 2016 was communicated to schools through South Australian Tertiary Admissions Centre (SATAC) publications.

Associated system changes at the SACE Board were implemented and released.

In 2015, 11 960 students obtained a university aggregate and an ATAR.

TAFE SA Selection Score

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

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

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

This mixture of SACE subjects and other recognised courses allows students to use the flexible options of the new SACE for TAFE entry.

In 2015, 13 304 students obtained a TAFE SA Selection Score.

HUMAN RESOURCES MANAGEMENT REPORTING

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

Further human resources information is available from the Commissioner for Public Sector Employment website at publicsector.sa.gov.au/about/our-public-sector/workforce-information/.

Number of Executives by Gender, Classification, and Status

Classification	Ongoing		Term Tenured		Term Untenured		Other (Casual)		Total				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	%#	Female	%#	Total
EX A	–	–	–	1	1	1	–	–	1	0.88	2	1.77	3
EX C	–	–	–	–	1	–	–	–	1	0.88	–	–	1
Total	0	0	0	1	2	1	0	0	2	1.77	2	1.77	4

Percentage of all SACE Board employees.

Employment Opportunity Programs

In 2015, no SACE Board employees were recruited through an employment opportunity program. Nonetheless, equal employment opportunity is a significant part of the SACE Board's recruitment and selection process.

Workforce Diversity

The SACE Board has a diverse workforce, of which 3.5% have an ongoing disability and 18.6% were born overseas.

In 2015, no new workplace adaptations were required for employees with disabilities.

Leave Management

Average Days Leave Taken per Full-time Equivalent Employee

Leave Type	2012	2013	2014	2015
Sick leave	7.1	7.8	6.8	7.2
Family carer's leave	1.6	1.9	1.5	2.0
Miscellaneous special leave	0.5	0.6	0.5	0.7

Number of Employees by Age Bracket by Gender

Age Bracket (years)	Male	Female	Total	% of Agency	2014 Workforce Benchmark*
15–19	–	–	–	–	5.5%
20–24	–	–	–	–	9.7%
25–29	1	6	7	6.1%	11.2%
30–34	6	5	11	9.6%	10.7%
35–39	7	10	17	15.0%	9.6%
40–44	7	10	17	15.8%	11.4%
45–49	9	17	26	22.8%	11.1%
50–54	6	11	17	14.9%	11.4%
55–59	5	5	10	8.8%	9.1%
60–64	–	5	5	4.4%	6.7%
65+	1	2	3	2.6%	3.6%
Total	42	71	113	100%	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 November 2013.

Types of Disability (where specified)

Disability*	Male	Female	Total	% of Agency
Disability requiring workplace adaption	–	–	–	0.0
Physical	–	–	–	0.0
Intellectual	–	–	–	0.0
Sensory	1	1	2	1.7
Psychological/psychiatric	1	–	1	0.9
Other	1	–	1	0.9
Total	3	1	4	3.5

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

Leadership and Management Development

Leadership and Management Training Expenditure

Training and Development	Total Cost	% of Total Salary Expenditure
Total training and development expenditure	\$94 636	1.0%
Total leadership and management development expenditure	\$48 544	0.5%

Performance Management

As at December 2015, 98% of employees had a documented individual performance management review, of which 89% had occurred within the past 12 months.

Documented Review of Individual Performance Management

Employees with . . .	% of Total Workforce	
	2014	2015
a review within the past 12 months	92	89
a review older than 12 months	5	9
no review	3	2

Work Health, Safety, and Injury Management

The SACE Board continues to have a low incidence of workers compensation claims and no new claims were lodged in 2015.

Our service level agreement with the Department for Education and Child Development to provide injury management services was renewed for a further 12 months.

The Work Health and Safety (WHS) Committee focused on employee well-being activities, compliance checks, and training for emergency wardens, first aid officers, and the health and safety representative.

The *Return to Work Act 2014* came into effect on 1 July 2015. The Leadership Team and WHS Committee were provided with information on the new Act and any potential implications for the SACE Board.

In addition, the following were offered to employees:

- flu vaccinations
- manual handling training
- workstation assessments
- access to an online WHS tool that provided a broad range of ergonomic and manual handling information.

Work Health and Safety Notices and Corrective Action Taken

WHS Legislative Requirements	2011	2012	2013	2014	2015
Number of notifiable incidents pursuant to WHS Act Part 3	–	–	–	–	–
Number of notices served pursuant to WHS Act s. 90, s. 191, and s. 195 (provisional improvement, improvement, and prohibition notices)	–	–	–	–	–

OPERATIONS MANAGEMENT REPORTING

Disability Access and Inclusion Plans

The SACE Board of South Australia has continued its commitment to providing facilities and support to customers and employees with disabilities.

During 2015, enhancements to accessibility for people with disabilities, particularly those with visual impairments and those using assistive technologies, were made.

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

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

In 2016, the SACE Board will outline its achievements and actions in its *National Disability Access and Inclusion Plan*. This plan will be made available on the SACE Board website.

Freedom of Information

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

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

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

In 2015, the SACE Board received a total of one application made under the *Freedom of Information Act 1991*. This application was dealt with in accordance with the requirements of the FOI Act.

Freedom of Information Statement 2015

In 2015, an up-to-date information statement was published on the SACE website to satisfy Freedom of Information obligations.

Whistleblowers Protection Act

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

There have been no disclosures of public interest information to the responsible officer of the SACE Board under the WPA during the period 1 January 2015 to 31 December 2015.

Public Complaints

In 2016 the SACE Board will collect data on Public Complaints and report these in its 2016 Annual Report. A procedure has been developed for employees that defines a Public Complaint and outlines how such complaints should be followed up and reported.

FINANCIAL MANAGEMENT REPORTING

The SACE Board's existing financial policies and procedures are reviewed on a regular basis to ensure that they remain accurate and relevant. In addition, changes in legislation, regulations, or practice improvements require new policies and procedures to be developed.

In 2015, the Leadership Team endorsed reviewed versions of the Asset Accounting Policy, the Purchase Card Policy and Purchase Card Procedure, and the Budget Planning and Monitoring Guideline. New policies and procedures were developed and endorsed for salary overpayments recovery and temporary replacement teacher costs.

Fraud

The SACE Board identified one instance of fraud during 2015, involving an employee's attendance records.

To prevent similar fraud from occurring in the future, the SACE Board is moving to an e-timesheet system, and is also reviewing a range of physical and information technology security controls.

The SACE Board has in place a range of strategies to control fraud, including:

- maintenance of the Fraud and Corruption Prevention Guideline that was developed in 2014
- mandatory employee attendance of an Independent Commissioner Against Corruption (ICAC) and Office for Public Integrity (OPI) information session

- creation and approval of policies and procedures to ensure compliance with relevant legislation, guidelines, and other requirements
- provision of information about conditions of employment via the SACE Board of South Australia Induction Manual.

The Induction Manual, available on the SACE Board intranet, is used to induct new employees to the agency. Each employee, as part of their induction, is required to sign the Code of Ethics for the South Australian Public Sector, the SACE Board's IT User Agreement, and any other documentation relevant to their role, to support their employment at the SACE Board. The Code of Ethics sets out the standards of professional conduct expected of every public sector employee.

Contractual Arrangements

The SACE Board's contractual arrangements for 2015 may be found at: tenders.sa.gov.au/tenders/contract/list.do?action=contract-view.

Consultants

In 2015, the SACE Board did not engage any consultants.

Overseas Travel

Overseas travel is no longer reported in the Annual Report. Information on overseas travel can be found on the SACE Board website: sace.sa.edu.au/about/about-sace-board/annual-reports.

Appendix A: Board Profiles



Jane DANVERS

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

of University Senior College.

Jane is a member of the Australian College of Educators and the Australian Council for Educational Leaders, the Association of Heads of Independent Schools of Australia (AHISA), the Association of Independent Schools of SA (AISSA), and the International Association for the Study of Cooperation in Education. She serves on the national AHISA Board and is a member of the University of Adelaide School of Humanities Advisory Board and the South Australian Health & Medical Research Institute (SAHMRI) Wellbeing and Resilience Centre Strategic Advisory Board.

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

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



Robert DEBELLE

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

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

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



Cheryl BAUER

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

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

Cheryl is a Deputy Member of the Education and Early Childhood Services Registration and Standards Board, and she has also served a term as Chair of the AISSA Secondary/Combined Heads Committee. She is a member of the Australian Institute of Company Directors, the Australian Council for Educational Leaders, AHISA, Anglican Schools Australia, and AISSA.



Marion GUPPY

Marion has worked in education for over 25 years. She began her career in Victoria before moving to the Northern Territory, where she has worked in both regional and remote schools including Karguru School, Alpururulam

School, Tennant Creek High School, and Katherine High School. Marion was the founding principal of Casuarina Street Primary School in Katherine before moving to Darwin, where she became the principal of Dripstone High School (now known as Dripstone Middle School) and then of Darwin High School.

Marion worked as the Northern Territory Department of Education's Regional Director Darwin, Executive Director Arafura, and then the

Executive Director Secondary Education. In mid-2015, she assumed her current role of Acting Deputy Chief Executive for School Education. Marion has degrees and postgraduate qualifications from La Trobe University and Charles Darwin University.

Marion enjoys working on system-wide initiatives and helping schools to improve their services. She strongly believes in enabling schools and their students to achieve excellence.



Kim HEBENSTREIT

Kim is currently Director, Operations in the Office for Education and Early Childhood within the Department for Education and Child Development (DECD). Previously, he was the Principal of Thebarton Senior College, a major

provider of vocational education and training and of senior secondary and new arrivals programs for adult students. He has worked in senior leadership positions in secondary schools for the past 20 years.

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 an Honorary Fellow of the Australian Council for Educational Leaders.



Tony LUNNISS

Tony is currently the Director of Review Improvement and Accountability in DECD. In this role, Tony is responsible for the conduct of external school reviews in all DECD schools. Prior to this appointment, Tony

was Principal of Wirreanda Secondary School and a Board Member of the South Australian Secondary Principals' Association.

During Tony's tenure as Principal of Wirreanda Secondary School, the school developed a variety of innovative programs and facilities focusing on improving student learning and wellbeing outcomes, including the development of a Learning Hub and a Learner Wellbeing Centre. Wirreanda Secondary School also delivered significantly improved outcomes for Aboriginal and Torres Strait Islander students and young people enrolled in the school's

successful Flexible Learning Options (FLO) program, which included an extensive range of vocational courses and accreditation, and featured high levels of SACE completion.

Tony has worked in a wide range of school, regional, and central office leadership positions. He was a curriculum officer at the Senior Secondary Assessment Board of South Australia (SSABSA) and author of several subject frameworks in the original SACE. He is a member of the SACE Board's Innovation Development Advisory Group.



Neil McGORAN

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

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

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



Helen O'BRIEN

Helen is the 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. Helen works at the strategic level across the system of Catholic schools, and with other sectors and governments. Her work is interdependent with the leadership of the Catholic Church in the Archdiocese of Adelaide. Helen has worked as a deputy director, regional adviser, principal, mathematics consultant, and teacher in the Catholic education sector. She

considers her work on the SACE Board to be foundational to the well-being of all young people in the senior years of education in Catholic schools in South Australia.

Helen is committed to ensuring that all young people have access to the best learning opportunities possible.



Pam RONAN

Pam is the Principal of St Francis de Sales College, Mount Barker. She was the recent Chair of the Association of Principals of Catholic Secondary Schools in South Australia (2014–15) and is currently state President of the

Australian College of Educators, as well as being a member of various committees and groups supporting high impact well-being and learning outcomes for students in regional and rural areas. Pam's areas of interest and research include transformational leadership and evidence-based mapping of cognitive development and self-efficacy.

In 2016–17 Pam will be the South Australian representative for Catholic Secondary Principals Australia. She has recently engaged all of her R–12 teaching staff in the Institute of Educational Assessors' professional learning program comprising five modules on assessment.



Janette SCOTT

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

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

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

Janette has been involved in leading school improvement programs to increase secondary

students' numeracy and literacy skills and understandings over many years. In 2015, this included supporting other school leaders in the Montague Partnership to improve numeracy and literacy outcomes in their schools as part of DECD's Results Plus program; working with SACE Stage 1 Mathematics and English teachers as they reviewed and updated their programs for teaching in 2016; and supporting teachers in all learning areas to teach specific numeracy and literacy skills explicitly.



Peter VAUGHAN

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

spokesperson, and various senior management roles in both the private and public sectors. Peter was the Chief Executive Officer of Business SA, before retiring in July 2012. He continues to serve on a number of Boards including those of JamFactory (Chair) and TAFE SA (Chair). Peter has sat on various other boards and councils including the Training and Skills Commission, WorkCover SA, and Cancer Council SA.



Martin WESTWELL

Martin leads a team that collaborates with teachers, schools, systems, and policy-makers to develop evidence-informed innovation in policy and practice. As one of the Chief Investigators in the national Australian Research Council

(ARC) Science of Learning Research Centre, Martin undertakes research into young people's problem-solving and cognition, which connects the laboratory to the classroom to help improve student outcomes.

He is a member of the steering group of the United Nations Educational, Scientific and Cultural Organization (UNESCO) Education Research Institutes Network looking at the future of education in the Asia-Pacific region. Closer to home, Martin is a member of the South Australian Science Council, which provides high level, independent advice to the South Australian Government and Chief Scientist on science policy issues.

Appendix B: Curriculum Leaders Groups

Arts

Creative Arts

Tiffany Beasley
Corinne Berry
Robyn Callan
Malcolm Cheffirs
Marty Fox
Emma Hebenstreit
Mary-Lou Michael
Ashleigh Noll
Denise Piggott
Harry Postema

Dance

Corinne Berry
Robyn Callan
Megan Cooper
Amanda Kimber
Mary-Lou Michael
Carolyn Obst
Judy Swan
Christine Underdown
Anne Young

Drama

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

Music

Corinne Berry
Anne Cawrse
Fran Charlton
Janelle Colville
Elizabeth Cox
Bronwyn Elsegood
David Garwood
Peter Gillard
Jason Hammond
Elizabeth Harlock-Lea
Leanda Herring
Antony Hubmayer
Jeffrey Kong
Virginia Lakeman
Janet Leadbeater
Eviniki Levendis
Stephen Millar

Peter Miller
Luke Nash
Daniel Pereira
Caroline Pomeroy
Darryl Pope

Visual Arts

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

Business, Enterprise, and Technology

Accounting

Adele Broster
Scott Copeland
Trudi Duggin
Sotithya Gardner
Glen Malkin
John Medlin
Bala Naidoo
Matthew Noble
Lucy Poloni
Julie Stewart
Helen Willmer

Business and Enterprise

Laura Brady
Scott Copeland
Michelle Cordera
Evan Franco
Sharyn Habel
Vincenza Iammarrone
Don Murray
Jane Ratsch-Jenke
James Reichstein
Simon Tanti
Tricia Yandell

Design and Technology

Greg Bassani
Shane Beitz
Roger Button
Peter Coulter
Angela Facchini
Anthony Izzo
Barry James
Ian McEgan
Leoni Mayes
Don Murray
Ashleigh Noll
Dean Osborn
Stephen Read
Annie Reid
Chris Short
Rod Yon

Information Processing and Publishing

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

Information Technology

Julie Clune
Katrina Falkner
Barbara Hender
Harris Iacovou
Cruz Izu
Leon Marsden
Peter Mitchell
Kylie Murphy
Don Murray
Julie Ruiz
Kevan Varley
Joanne Zucco

Workplace Practices

Adele Broster
Claire Goble
Catherine Green
Malcolm Hughes
Luke Northcote
Mandy Rego
Jason Schutt
Melissa Sherman

Cross-disciplinary

Community Studies

Karen Box
Kathryn Champion
Joy Cresp
Katrina Hudson
Kaye Lee
Adela Lock

Hilda Neville
Tonia Niven
Belinda Oakley
Amanda Parsons
Rebecca Siney

Cross-disciplinary Studies/Integrated Learning

Adele Broster
Jim Debnam
Carmen Gambarotto
James Green
Fiona Greig
Karen Horvath
Michelle Lange
Julienne Lenain
Sarah McCarthy
Kiri McWaters
Susan Melhuish
Jan Milne
Sammy Nutt
Nancy Rodi
Judi Schmidt
Jacinta Stirrat
Rhonda Williams

Personal Learning Plan

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

Research Project

Adele Broster
Bob Buxton
Annabel Dalzell
Heather De Blasio
Nathan Doble
Tracey Dorian
Virginia Grantham
Meridie Howley
Stephen Inglis
Ingrid Lees
Chris McGuire
Alison McLean
Luke Nash
Jasmin Parasiers
Lisa Pope
Mandy Rego
Angela Stamati
Belinda Sulkowski
Gabriele Trobbiani
Peter Westhead
Natasha Woodcock

English

English as a Second Language

Lynette Bellwood
Mei French
Sarah Goldfain
Andrew Hartigan
Meridie Howley
Katrina Hudson
Sarah McCarthy
Joan Richards
Gavin Scrimgeour
Miriam Smith
Lynn Sparks
Virginia Thompson
Dalal Zahr
Olympia Zoanetti

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

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

English Studies

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

Health and Physical Education

Child Studies/Food and Hospitality

Yvonne Ashton
Cheryl Both
Catherine Correll
Carmela Culshaw
Kathleen Dodgson
Lisa Feleppa
Leanne Jarvis
Jan Longbottom
Bronwyn Maywald
Ann Mott
Luke Nash
Italia Parletta
Sue Richards
Irene Towsty
Debra Wherry
Daphne White

Health

Cherie Baker-Hutton
Daniel Bayer
George Evreniadis
Gillian Forster
Fiona Greig
Graeme Hudson
Felicity-ann Lewis
Sharyn Schell
Sue Shephard
Robert Weatherald
Daphne White

Outdoor Education

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

Physical Education

Craig Bailey
Sharon Cibich
Christian Davidson
Jeff Fischer
David Hicks
Deanna Isles
Craig Johncock
Janelle Morrissey
Kain Noack
Brad Snell
Jacinta Stirrat
Glen Urbani

Humanities and Social Sciences

Aboriginal Studies

Neil Blenkinsop
Fiona Greig
Leigh Hughes
Elisa Resce
Lorraine Securo
Andrew Smith
Margie Tilbrook
Cheryl Uren

Ancient and Classical Studies

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

Australian and International Politics

Morris Allen
Fiona Greig
Ascenzo Lancione
Sarah Rance
Malcolm Vaughan

Economics

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

Geography

Krystyna Farnan
Fiona Greig
Malcolm McInerney
Simon Miller
Andrew Penny
Alexandra Piggott
Lisa Pope
Rita Shepherd
Robin Sleeman
Joanne Wegener

History

Daryl Best
Andrew Buxton
Patricia Fabian

Mary Fisher
Matthew Fitzpatrick
Neil Fletcher
Paul Foley
Filomena Isles
Rachel McCall
Sally Mangan
Wendy Martin
Malcolm Massie
Stacey Moros
Luke Nash
David Osborn

Legal Studies

Janine Campbell
David Caruso
Penny Cavanagh
Bill Deegan
Alex Dighton
Matthew Hawkins
Gina Kadis
John McCall
Luke Nash
Jane Penhall
Yvette Winter

Media Studies

Chika Anyanwu
Daniel Bradley
Grant Brindal
Don Murray
Harry Postema
Gareth Saunders
Karen Vered
Cheryl Webber

Philosophy

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

Religion Studies

Josephine Armour
Robert Crotty
Jim Freeman
Anne Harvey
Rosemary Hennig
Laura Law
John Lewis
Deborah Lubatti
Michael Randall

Society and Culture

Peter Davidson
Laila El-Assaad

Ceinwyn Elleway
Jim Freeman
Virginia Grantham
Anne Harvey
Michael Randall
Harry Savelsberg
Lorraine Securo
Moir Stevens

Tourism

Peter Allen
Chris Anargyros
Shane Barnes
Chris Fanning
Fiona Greig
Susan Melhuish
Catherine Pearce
Gabriele Trobbiani

Women's Studies

Anne Bourke
Pam Cramond
Avyi Patitsas
Robyn Pillans
Karen Zilm

Languages

Fayrouz Ajaka
Anna Axarlis
Lynette Bellwood
Brent Bloffwitch
Eric Bouvet
Irene Castrechini-Sutton
Sokho Chau
Toni Chen
Teresa Cimmino
Donovan Cresdee
Christina Emblem
Rachel Francis
Yuhiko Fujiwara
Andrea Gallo de Garcia
Lucia Gentilcore
Amy Geue
Georgia Heynemann
Kylie Hill
Marlene Jarema
Li-Hau Jin
Loiza Karamanis
Ildiko Kereszi
Ly Le
Mireille Le Doledec
Bob Lemar
Fang Liu
Louise Lycett
Diliara Mahmodi
Hassan Mekawy
Keiko Nielsen
Cyriaque Nijenahagera
Susan O'Connell
Kirsten Ohlhaber
Shahla Pakrou

Danielle Popovic
Sophie Qin
Cati Ryan
Dagmar Schmidt-Duncan
Joseph Sun
Gosia Sztolz
Judy Taylor
Christopher Thorburn
Catrina Tridente
Guy Tunstill
Joe van Dalen
Minh Van Pham
Xuewei Wang
Mani White
Philip Wilson

Mathematics

Mathematical Applications

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

Mathematical Methods, Mathematical Studies, and Specialist Mathematics

David Andrew
Leonie Brown
Lois Ey
Valerie Frost
Gary Glonek
James Grant
Anthony Harradine
Isabel Heath
Anne Ind
Deanna Isles
Derek Jeffrey
Jo Kellaway
Lisa Lanchester
Alastair Lupton
Louise Lycett
Jon Roberts
Bill Schenk
Mike Scherer
Natasha Smith
Alison Wolff
Deb Woodard-Knight

Mathematics

David Andrew
Deanna Isles
David Kinna
Rebecca Ludewig
Christine Slattery

Modified Subjects

Niki Baratossy
Jamie Dunnill
Hermione Farmer
Karen Hill
Louise Lycett
Sharon Morrison

Sciences

Agriculture and Horticulture

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

Biology

Jan Brooks
Alison Bullock
Penny Collins
Kathy Daniels
Peter Donnelly
Lois Ey
John Glistak
Lisa Knight
Brian LeCornu
Anne-Marie Taylor
Peter Walwyn

Chemistry

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

Geology

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

Nutrition

Bob Buxton
Lisa Cibich
Sarah Craig
Joy Cresp
Chris Evans
Karen Magee
Anna Palombaro
Bernadette Young

Physics

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

Psychology

Irena Atherton
Kate Cutts
Jillian Dorrian
Matthew Dry
Rachel Earl
Katrina Elliott
Kirsty Gebert
Paul Hudson
Jennifer Hunter
Paul Jessen
Robyn Pillans
Julie Robinson
Samantha Savage
Deborah Skelly
Penny Spencer
Zena Tan

Scientific Studies

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

Appendix C: Accredited Subjects

Stage 2

Full-year (20-credit) subjects

Arts

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

Business, Enterprise, and Technology

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

Cross-disciplinary

Community Studies
 Arts and the Community
 Communication and the Community
 Foods and the Community
 Health, Recreation, and the Community
 Science, Technology, and the Community
 Work and the Community
Cross-disciplinary Studies
Integrated Learning
 Integrated Learning I
 Integrated Learning II

English

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

Health and Physical Education

Child Studies
Food and Hospitality
Health
Outdoor Education
Physical Education

Humanities and Social Sciences

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

Languages

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

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

Mathematics

Mathematical Applications
Mathematical Methods
Mathematical Studies
Mathematics Pathways
Specialist Mathematics

Modified Subjects

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

Science

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

Half-year (10-credit) subjects

Arts

Creative Arts
Drama
Music
 Composing and Arranging
 Ensemble Performance
 Musicianship
 Musical Styles
 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
 Communication and the Community
 Foods and the Community
 Health, Recreation, and the Community
 Science, Technology, and the Community
 Work and the Community
Cross-disciplinary Studies
Integrated Learning
 Integrated Learning I
 Integrated Learning II
Research Project*

English

English Communications
English Pathways

*This subject has two variants:

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

Health and Physical Education

Child Studies
Food and Hospitality
Health
Outdoor Education

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

Mathematics Pathways

Modified Subjects

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

Science

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

Stage 1

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

Arts

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

Business, Enterprise, and Technology

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

Cross-disciplinary

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

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

*10-credit subject only.

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†

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 (continuers)
Serbian (continuers)
Sinhala (continuers)
Spanish (beginners)
Spanish (continuers)
Swedish (continuers)
Tamil (continuers)
Turkish (continuers)
Ukrainian (continuers)
Vietnamese (background speakers)
Vietnamese (continuers)
Yiddish (continuers)

Mathematics

Mathematical Applications
Mathematics
Mathematics Pathways
Numeracy for Work and Community Life

Modified Subjects

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

Sciences

Agriculture and Horticulture
Biology
Chemistry
Geology
Nutrition
Physics
Psychology
Scientific Studies

*10-credit subject only.

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

Appendix D: Prizes and Awards

Prizewinners

Alliance Française d'Adelaide Prize for French

Elaine Thomas

Annie Montgomerie Martin Prize for French

Katerina Kozaderova

Annie Montgomerie Martin Prize for Modern History

Olivia Helene Bickle

Australian Hellenic Educational Progressive Association Prize for Modern Greek

Evangelos Miltsoudis

Australian Institute Of Physics Prize — Bronze Bragg Medal

James Frederick Petchey

Azhar Abbas Memorial Trust Prize for Indonesian

Jia Lih Caleb Lai

Campbell Award for overall excellence (student attending a government school)

Hope Jemimah Stahl

Co-ordinating Italian Committee Prize for Italian

Solange Stefania Villanueva-Alvarez

Don Maynard Music Prize

Yong-Min Lee

Aaron Robert Lloyd

Dylan Nam Nguyen

Jade Je In Paterson

Emily Jane Olivia Squires

Economics Teachers Society of South Australia Award For Excellence

Cathy Jiang

Rhys Morgan

Sebastian John Porter

Goethe Prize for German

Ryan Thomas Wood

Hardwicke College Prize for Biology

Dana Spajic

John Lewis Medal and Prize for Geography

Jack Benjamin Steen

Schiller Prize for German

Ben Goetze

Tennyson Medal for English Studies

Theodora Galanis

Way College Prize for Chemistry

Khizar Rana

Special Awards

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

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

Attorney General's Department Justice Award for Legal Studies in conjunction with the Legal Studies Teachers Association of South Australia

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

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

Australian Hellenic Educational Progressive Association Award for Modern Greek

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

Australian Psychologists and Counsellors in Schools: South Australia (APACS SA) Psychology Merit Award

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

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

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

Leila Rankine Aboriginal Studies Award for Excellence

Royal Australian Chemical Institute Award for Chemistry

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

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

State Theatre South Australia Award for Excellence in Drama.

Appendix E: Governor's Awards and Merit List

Governor's Awards

Governor of South Australia Commendation

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

Amy Badenoch
Neha Bishnoi
Theodora Galanis
Elyse Stephanie Gambell
Ella Rainsford Graham
Jonah Timothy Hansen
Thenu Nethma Herath
Tatyana Hubczenko
Anyue Lang
Brandon Le
Esrom Edward Leaman
Jade Ashley Maiden
Brittany Mashado

Abby Marie Moore
Isaac Nakone
Nina Tam Nguyen
James Frederick Petchey
Elise Marie Prior
Sophie Proud
Khizar Rana
Serena Ricci
Michael Campbell Robinson
Hope Jemimah Stahl
Ricky Gordon Stocker-Johns
Eleanor Thompkins
Flynn Worth Wells

Governor of South Australia Commendation — Aboriginal Student SACE Award 2015

Arabella Hart

Governor of South Australia Commendation — Excellence in Modified SACE Award 2015

Katrina Arnold

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

Mika George Efrat
Thomas Huntingford
Elizabeth Maria Kalfas
Neely Karimi
Matilda Jane Leighton
Jessie Mitchell

Dance

Jasmin Branford
Millie Joy Hunt

Drama

Sophie Claire Bach
Lachlan Fietz
Theodora Galanis
Kyle Philip Charles Hall
Thenu Nethma Herath
Chelsea Ella-Grace Malcolm
Anthony Nicola
Alice Elizabeth Osborne
Alana Pappas
Josiah Gabriel Pay
Helen Christine Smith
David Spencer
Julia Vosnakis
Anna Sachiko Turnbull Wilkinson

Music

Composing and Arranging

Ciara Louise Ferguson

Ensemble Performance

Nadia Jacqueline Barrow
Tatiana Simoes Da Costa E Silva
Tamsin Endley
Kathryn Jannes
Jason Scott Kendall
Martin Gareth Oakley
Momoko Watanabe

Music Individual Study

Jasmine Slater

Music Technology

Jack Donald Richardson

Musicianship

Bonnie Marie Aue
Ciara Louise Ferguson
Kenneth See

Performance Special Study

Charles Peter Henshall
Tatyana Hubczenko
Clayton Yi Xiang Lam
Aaron Robert Lloyd
Ryan James Matulick
Jade Je In Paterson
Mykaela Sophie Podgorski
Emily Jane Olivia Squires

Solo Performance

Isabelle Rose Blacketer
Samuel Levi Blanchard-Jackson
Joshua Dylan Chenoweth
Tatiana Simoes Da Costa E Silva
Annabel Lucy Denbigh
Ciara Louise Ferguson
Kayla Hinton
Zhaohai Li
Zi En Lim
Ryan James Matulick
Lucy Mount
Madeline Murdoch
Alastair Leyson Price
Natasha Joy Slater
Kimberly Tze Wey Wong
Emily Kate Wood

Visual Arts

Visual Arts — Art

Ben Lemuel Abanat
Miriam Italia Barker-Lanzi
Molly Barron

Grace Elizabeth Beer
Olivia Helene Bickle
Henry Cockington
Emma Claire Foley
Carla Ruth Gallasch
Angela Rochelle Garnaut-Jager
Grace Elizabeth Hopton
Elizabeth Maria Kalfas
Helena Karapetis
Madeleine Lilburn
Sarah Maiorano
Chloe Elektra Manglaras
Benjamin Douglas Schofield
Imogen Slater
Zoe Cecile Spooner
Bianca Tramaglino
Cie-Ayn Belinda Wild

Visual Arts — Design

Indigo Grace Buck
Rory William Daniel
Chloe Katopodis
Elisha Nye
Jonathan Christopher Stathy
William Edward Sumner

Business, Enterprise, and Technology

Accounting

Amy Badenoch
Baldeep Kaur Balbinder Singh
Henry Oscar Basedow
Eliza Gray
Joshua Roger Jackson
Han Yang Lim
Jack Christopher McGowan
Cooper William McRae
Rebecca Kate Mintz
Thomas Nicholls
Darcy Pisani
Emily Nicole Schneider
Anna-Maria Zacharakis

Business and Enterprise

Phillip Amos
Jonathan Beacham
Hema Berggren
Taylor Kate Carter
Keilah Gerardine David
Anusha Devi Ravi
Ali Namir Abdul-Amir Hadi
Claire Hockley
Christabella Iuliano
Hyejoo Kwon
Niamh Marah
Brittany Mashado
Kira Tamm Millikan
Kayla Munro
Halyna Kim Nguyen
Ryohei Oka
Annabel Jane O'Malley

Hamish Thomas Peberdy
Tomas Peter Spanovskis
Jonathan Matthew Stokes
Danielle Talbot
Anabel Rose van der Hoek
Brooke Louise Young

Design and Technology

Communication Products I

Matthew Adrian Abregana
Roman Delo
Glenn Dunbar
Lachlan Hall
Sindhu Karan
Carmela Marie Malapira
Ayden Alexander McDonald
Caitlin Ratsch
Dylan Leslie Thomas

Communication Products II

Brady Coutts
Martin Gareth Oakley
Priscilla Parrott
Amelia Jade Turner
Daniel Clyde Williams

Material Products I

Hugh Peter James Dawson
Matthew Hojem
Samuel James Keller
Jeremy Alexander Lush
Phillip Pulis
Jacinta Elysse Rogers
Daniel Stephan Taylor
Hamish Taylor
Joseph Wilksch

Material Products II

Caitlyn Marie Cattuzzo
Kaleb Hesse
Mai Seki
Arabella Muriel Wauchope
Mitchell Young

Systems and Control Products I

Joshua Edward Grant Walter

Systems and Control Products II

Nathan Kevin Scholz

Information Processing and Publishing

Sarah Kaye Allan
Sophie Rose Bammann
Hannah Grace Bransbury
Tayla Conroy
Victoria Darzanos
Charlie Dunemann
Zoe Gomez
Wafa Haj Ali

Caitlin Hegarty
Alayna Jacquier
Lucas Ktoris
Dana McFarlane
Sophie Owen
Ruby Perryman
Anthony Ragno
Paige Stevens
Nicole Zientara

Information Technology

Lukas William Price

Workplace Practices

Jade Anderson-Ives
Christian Luke Biele
Maddison Boettcher
Hannah Grace Bransbury
Jessica Rose Calvert
Matthew Keith Campbell
Sarah Kathryn Chigwidden
Daniella Costa
Peter Dalkos
Cassandra Danielle De Vries
Elizabeth Hancock
Natasha May Harvey
Kate Holland-Smith
Emily Meg Hunter
Jayden Kirk
Tamara Lidums
Harrison James Lodge
Piers Owen Arthurs Mackenzie
Eleni Nicole Makris
Holly Marquis
Nicholas James Moody
Bridgette Price
Emma Grace Sutton
Harrison Max Thoman
Luke Dylan Unwin
Aimee van Diermen
Serena Yaxin Vi
Courtney Daxine Waterman

Workplace Practices B

Edward Tolmer Verco

Cross-disciplinary

Community Studies

Arts and the Community

Shanaai Elizabeth McCarthy

Communication and the Community

Tuba Chandio
Darryl Jones

Health, Recreation, and the Community

Eliza Green

Cross-disciplinary Studies

Kendall Louise Jenner
Chloe Ellen Pate

Integrated Learning I

Thomas William Bailey
Annabel Bramley
Matthew Keith Campbell
William Lampard
Lucy Mayo
Georgia Elizabeth Metcalfe
An-Phong Nguyen
Nicole Marie Walker

Integrated Learning II

Jemma Crosby
Ebony Rose Edwards
Chrishan Michael Kerin Fernando
Fiona Luu
Mawee (May) Pornpunyalert

Research Project B

Mark Gil Abadies
Alexander Agostinelli
Teham Ahmad
Riley Angus Ahrens
Darcy Alfred
Zaahira Ali
Zaharaa Alsharifi
Abigail Christine Amery
Hossam Amin
Phillip Amos
Phoebe Andrews
Ayomide Peter Apena
Molly Jayne Arendt
Vidhi Arya
Amy Badenoch
Katherine Balic
Sophie Rose Bammann
Catrin Alexandra Bannister
Domenico Barbaro
Hayley Georgia Barney
Charlie Beaty
Isabelle Beinke
Hema Berggren
Clare Biju
Joshua Thomas Bilske
Dionisios Bournias
Ashleigh Bradford
Georgina Fay Annells Bradley
Casey Louise Brain
Hannah Grace Bransbury
Bianca Brattoli
Hannah Rebekkah Braunack
Emily Bubner
Nikolay Burdakov
Kimberley Jayne Burgan
Kate Butcher
Paris Caldwell
Zoe Caldwell
Julia Cao

Jack Daniel Cartmer
Laura Cattonar
Eleanor Cattrall
Nathan Daniel Cehic
Mia Adelaide Cescato
Dylan Chadwick
Jack Chen
Zhen Yu (Mary) Chen
Emma Cheney
Rebekah Clark
Chloe Marie Coates
Tahli Cocking
Samuel Coleman
Tamsin Coleman
Evangelia Constantine
Nicholas William Cook
Judah Cricelli
Anna Joan Cross
Leah Marie Currie
Amelia Curyer
Rose Sisera Cusick
Siddharth Dabiru
Beljana Dally
Jessica Tayla Dametto
Annina Kate D'Amico
Vedas Das
Chloe Davidson
Donna Dedic
Annabel Lucy Denbigh
Anusha Devi Ravi
Kylie Quynh Do
Victoria Louise Drysdale
Glenn Dunbar
Imilla Kate Dunn
Olivia Grace Edmonds
Grace Ashleigh Edwards
Jordan Lindsay Evens
Chrishan Michael Kerin Fernando
Matthew Luke Ferragamo
Tess Kate Fiddick
Lachlan Fietz
Amber Renee Flamank
Emma Claire Foley
Lydia Edwinna French
Monica Fundak
Christopher Galimitakis
Elyse Stephanie Gambell
Kaitlin Ganley
Angela Rochelle Garnaut-Jager
Chloe Jayne Gates
Emily Lorraine Gazzard
Supriya Ghorpade
Christina Gibson
Cara Gordon
Jessie Evelyn Gordon
Akash Gowda
Ella Rainsford Graham
Emily Kate Green
Courtney Grace Greening
Kaila Jade Gregory-Alchin
Nazdana Haidari
Lewanna Kay Hampel
Ju Hee (Jenny) Han
Ashleigh Elaine Harris

Ruby Ellen Healey
Timothy Robert Hedger
Katelyn Rose Heinrich
Kelsey Simone Hellyer
Hayley Nicole Hemmings
Yung-Chi (Geena) Ho
Tayla Hocking
Brooke Elyse Hoffmann
Emma Kathleen Holmes
Bonnie Heather Homer
Lucy Catherine Horton
Sariah Beth Howell (McKellar)
Micalie Jacinda Hunt
Grace Hunter
Mikayla Jade Hussey
Lauren Elizabeth Hutchinson
Nathalie Huynh
Andrew Ioakim
James Daniel Jakubowski
Kathryn Jannes
Carl Emmanuel Jenke
Alexis Renee Jennings
August Jocasta
Riley Renee Johns
Amy Johnson
Elizabeth Johnson
Abbey Madison Jones
Ashleigh Jones
Tegan Jakana Jones
Molly Kalman
Julian Joseph Kamenjarin
Tenae Kear
Daniel Patrick James Kennedy
Sophie Louise Kerr
Taeho Kim
Elliette Rose Hatton Kirkbride
Michaela Klimatsakis
Stephan Andrew Koefer
Nathan Ren Xuan Kok
Thomas Xing Da Kong
Elena Koulianos
Emerson Toshiro Krstic
Andreas Ktoris
Jolanta Kudra
Madeleine Kungel
Sarena La
Stephanie Maria Laden
Jia Jiek Abraham Lai
Alexander Lai De Oliveira
Benita Marie Lamb
Anyue Lang
Ashleigh Grace Langton
Alexandra Larke
Jasmin Le
Kim-Nghi Le Tran
Isabella Mara Leach
Esrom Edward Leaman
Keagan Lee
Shanna Qi Lee
Harrison Noel Lees
Beatrix Yi Wen Leong
Emily Rose Lewis
Tamara Lidums
Jacqueline Ling

Alex Mary Linz
Eloise Little
Sophie Elisa Gibbs Ludbrook
Julie Kay Lumasag
Fiona Luu
Nathan Lynch
Veena Maheswaran
Jade Ashley Maiden
Eleni Nicole Makris
Agata Malczyk
Bridget Ellen Manning
Elaine Marinas
Isobel Marshall
Brady Dale Martin
Isabella Annelyse Martin
Zoe Heather Martini
Brittany Mashado
Claudia Louise May
Lucy Mayo
Leon Andrew McCalla
Elise Lauren McCarty
Karen Margaret McNamara
Georgia McVann
Tahnee Kate Measday
Neva Mehbrei
Hannah Marie Mellier
Hamish Bradley Merrigan
Jai Meyers
Kira Tamm Millikan
Anastasios Milochis
Ellen Claire Minervini
Rebecca Kate Mintz
Kritika Mishra
Amritha Mohandas
Harula Mollas
Paris Montgomery
Abby Marie Moore
Claire Morphett
Patrick Martyn Munn
Georgia Angelina Musolino
Michelle Allissa Nasteka
Jesse Anthony Neill
Georgette Elise Newcombe-Hobby
Halyna Kim Nguyen
Karen Nguyen
Nina Tam Nguyen
Phi Nguyen
Phillip Nguyen
Steven Quy Nguyen
Teresa Nguyen
Luke Nicholls
Monique Nolan
Lauren Carole Northcote
Chelsea Nunn
Amani Lillian O'Brien
Ryohei Oka
Georgia Marie O'Malley
Mikayla Emily Opie
Paris Eloise Osborne
Niki Panayiaris
Olivia Papadopoulos
Alana Pappas
Alexandra Patterson
Morgan Ruby Patterson

Annie Matilda Pearce
Madeleine Pemberton
Rhianna Penfold
Maddison Elise Perry
Emily Pham
Kitty Pham
Morgan Phillips
Isabelle Victoria Price
Elise Marie Prior
Lauren Therese Prior
Sophie Proud
Mersel Rahimi
Mahima Raju
Benita Preethi Roy Rajvi
Neha Ravi
Beth Rose Jagungal Raywood Cross
Jack Donald Richardson
Simon Frank Riddell
Venetia Illaria Rigoni
Lucy Madeline Roberts
Rosie Annabel Robinson
Sarah Rosa Rocca
Teagan Romyne
Corbin Dennett Ross
Michaela Rossi
Zoe Jordi Russell-von Bujdoss
Alana Ryan
Sophie Lauren Saegenschnitter
Anthony Salerno
Nicole Scholefield
Madeline Schopp
Angela Sciberras-Xiong
Imogen Lea Scott
Laura Saputri Searby
Mohammad Taha Shabibi
India Shackelford
Zarli Ayers Skinner
Emily Rose Slimming
Lachlan Smith
Ada Sophia Snell
William Alexander Snelling
Brieanna Angela Sobey
Dhaval Solanki
Rhiannen Spano
Hope Jemimah Stahl
Vanessa Marie Standing
Anna Stankevicius
Rebekah Starick
Jonathan Christopher Stathy
Anais Stephens
Jacinta Stevens
Jack Thomas Stewart
Alec Hamish Stimson
Ricky Gordon Stocker-Johns
Isabella Suter
Jessica Ann Sutton
Danielle Talbot
Emily Taliangis
Charlotte Ashleigh Tatton
Kirra Louise Taylerson-Lilley
D'Arcy Taylor
Nathaniel Jaydon Temby
Elly Janelle Thomas
Jesby Elizabeth Thomas

Maya Tlauka
Bianca Tramaglino
Jordana Selina Troeth
Erica van der Wolff
Jessica Ann Viant
Lauren Quynh Thi Vu
Lana Vukadinovic
Senuri Wagaarachchi
Shannon Wark
Alexander Louis Watson
Amy India Watson
Oscar Daniel Watson
Eliza Jane Watts
Michael You-Hong Wei
Flyn Worth Wells
Rachael Anne Maria Wiig
Bethany Patricia Williams
Emily Williams
Nikita Therese Wilson-Beddoe
Edith Wong
Tania Wen Shan Wong
Natasha Woodall
Riley Morgan Woods
Taylor-Jade Woods
Sarah Georgia Wyness
Antoni Xenikis
Harry Yang
Edward James Young
Emily Brooke Young
Anna-Maria Zacharakis

English

English as a Second Language

Ziming Li
Shijian Liang

English as Second Language Studies

Ahmad Rais Abdul Razak
Safwan Abdul Samat
Baldeep Kaur Balbinder Singh
Car-Men Choy
Haris James Goodes
Anand Kukreja
Tyffany Le
Kim-Nghi Le Tran
Kathryn Yi Qing Lee
Wencong (Lyman) Lin
Dharshana Navaratnam
Raushen Singh Randhawa
Aseel Shetewi
Kenneth Soon Shui Thong
Diem-Anh Tran
Kian Hau Wong
Xiu Wei Wong
Shi Jye Yap

English Communications

Madelyn Agaciak
Shae Alexander Allmand
Hossam Amin

Alexander James Andrae
Kalyna Iryna Becker
M'Lis Jayde Beinke
Isaac Christopher Bell
Eloise Georgia Bennett
Neha Bishnoi
Helen Bui
Georgia Nicole Butterworth
Francesca Eloise Campbell
Jessie Hoi Lam Chan
Phoebe Helene Chapley
Theresa Chav
Tahli Cocking
Hannah Cockram
Lisa Cooper
Scott Corbett
Naomi Elizabeth Crosby
Emily Kate Dally
April Paige De Silva
Hannah Ann Doyle
Alisha Elisabeth Dutschke
Beth Catherine Evans
Shelby Fensom
Nicole Elise Gathard
Ashley John Giles
Ella Rainsford Graham
Alexandra Green
Nicholas Lee Gregurke
Jana Gropl
Sam Guempel-Crothers
Tessa Guerin
Wafa Haj Ali
Jessica Ashleigh Hancock
Arabella Hart
Sophie Grace Healy
Kayla Hinton
Claire Hockley
Madeleine Kate Hughes
Claudia Iliou
Timothy Bradley Mark Jolly
Ruby Louise Josif
Nathaniel Putu Kelly
Matilda Jane Leighton
Simone Ellen Lowe
Angus George Lumbers
Juliet Emma Mallinson
Harry James Martin
Claudia Mazzone
Kathryn Jane McIntyre
Alys Mary Sila Messenger
Kayla Munro
Madeline Murdoch
Peta Hayley Musgrove
Olivia Nankivell
Martina Carmen Newlands
Tess Joanna Newton
David Martin Nguyen
Phillip Nguyen
Anthony Nicola
Alexander Geoffrey Parfitt
Emily Catherine Patacca
Alexandra Patterson
Rhianna Penfold
James Frederick Petchey

Theodoros Pezos
Neil Kim Pfeiffer
Elise Marie Prior
Bianca Elizabeth Reinli
Matthew James Richardson
Charlee Anne Ritter
Lachlan Robert
Melpomeni Rollis
Lisa Sheridan Roscarel
Brianna Emily Schaefer
John Shenoda
Stefan Carl Smerdon
Brooke Paige Strange
Ruby-Mae Redmond Taras
Grace Louise Tulysewski
Clare Georgia Turnbull
Lauren Quynh Thi Vu
Brooke Carolyn Washusen
Flyn Worth Wells
Nikita Therese Wilson-Beddoe
Holly May Winter
Amy Wishart
Max McKinnon Withers

English Pathways

Kbora Ali
Lauren Draper

English Studies

Amelia Jane Atkinson
Isabelle Rose Blacketer
Lucy Brown
Zoe Caldwell
Saumya Chanana
Clare Dekuyer
Kathleen Farmilo
Lachlan Fietz
Lauren Fletcher
Kyle Braden Franke
Tess Montague Fuller
Theodora Galanis
Thenu Nethma Herath
Helena Karapetis
Lachlan Peter Kennedy
James Stuart Kimber
Sasha Kockan
Dominique Rose Magbanua Limgenco
Dhanya Maheswaran
Brittany Mashado
Isaac Nakone
Jesse Anthony Neill
Alexandra Beth Nichols
Lauren Carole Northcote
Josephine Margaret Renfrey
Serena Ricci
Teagan Romyn
Mie Kristine Sorensen
Dana Spajic
Jacob Sunter
Mary-Rose Thomas
Eleanor Thompkins
Charlotte Alice Thompson

Alexandra Fay Ward
Alice Watson
Natalya Emily Zupan

Health and Physical Education

Child Studies

Jasmine India Baker
Peta Irene Bonnell
Alexis Dalagiorgos
Courtney Louise Dolphin
Alyssa Jade Ebert
Maddison Mary Ellis
Sarah Louise Hooper
Aimee Marie Elizabeth Jones
Olivia Keatch
Nicola Papazis
Chelsea Rose Potter
Jillian Kay Richardson
Erini Seindanis
Isabelle Ellen Swanbury
Hannah Kate Virgin
Lana Vukadinovic
Jacinta Ellan Wild

Food and Hospitality

Anita Chaplin
Jemma Crosby
Millie Rose Errington
Natasha Hearne
Rebecca Kay Langhans
Karly Nicholas
Amelia Noone
Gabriella Onorato
Amanda Emily Pain
Jade Je In Paterson
Morgan Ruby Patterson
Benjamin Caleb Peters
Kristen Molly Redford
Inca Robst-Lyon
Rochelle Weeding
Mikaela Wild
Noorline Zareh

Health

Chloe Taneil Blacket
Kate Joan Davies
Beth Catherine Evans
Alessandra Marie Gorcilov
Jana Gropl
Sri Sanjana Subash Heraganahally
Savannah Jade Ireland
Lauren Marasco
Nikki Maree Metanomski
Brooke Ottey
Shevonne Pennefather
Erica Jane Rowe
Alicia Lauren Tininczky
Kye Van De Veerdonk

Outdoor Education

Niav Sarah Andrews
Hannah Louise Giles
Madeleine Grace McArthur
Sean Colin Meredith
Natasha Lee Meseldzija
Matthew John Reseigh
Matilda Kate Westhead

Physical Education

Emily Alexander
Jessica Ashby
Emily Kate Bajcarz
Sophie Rose Bammann
Chandrika Davey
Annabel Prudence Day
Isobel Gilkes
Eliza Gray
Scott Leighton Grieve
Benjamin Jonas
Alec James Maiolo
Amy Rose Marin
Hamish Bradley Merrigan
Patrick Martyn Munn
James Liam Murray
Kane Ryan Nurton
Darcy Pisani
Leah Pritchard
Carla Roocke
Lachlan Smith
Jaimee Wittervan

Humanities and Social Sciences

Australian and International Politics

Danielle Pashalidis

Classical Studies

Olivia Helene Bickle
Zoe Caldwell
Judah Cricelli
Kim Thien Tran
Taylor-Jade Woods

Economics

Phillip Amos
Baldeep Kaur Balbinder Singh
Dylan Francis Miranda
Cathy Jiang
Emily Elizabeth Kelsh
Han Yang Lim
Finnigan Marshall
Rhys Morgan
Sebastian John Porter
Matthew Raschella

Geography

Esrom Edward Leaman
Rhys Morgan
Maris Honi Dolling Olekalns
Alex Skuse-Fildes
Jack Benjamin Steen
Arlo Grant Stewart
Ella Grace Sutton
Flynn Worth Wells
Victoria Rose Zaccari

Legal Studies

Charlotte Elizabeth Andersen
Hema Berggren
Nicholas John Griffin
Louise Henry
Emily Maree Kerin
Paige Likos
Dhanya Maheswaran
Shalini Nallaratnam
Samuel James Pikramenos
Beth Rose Jagungal Raywood Cross
Edward Tolmer Verco
Brooke Carolyn Washusen
Flynn Worth Wells

Media Studies

Rachel Anne Black
Mika George Efrat

Modern History

Olivia Helene Bickle
Isabelle Rose Blacketer
Judah Cricelli
Clare Dekuyer
Alisha Elisabeth Dutschke
Lucie Fittock
Theodora Galanis
Ruby Ellen Healey
Micalie Jacinda Hunt
Helena Karapetis
Kate Elizabeth Langley
Ryan Peter Ivan Lovell
Kristen Olivia Martini
Zoe Heather Martini
Sebastian John Porter
Benjamin John Quirk
Bodhi Randell-Deptula
Madeline Schopp
D'Arcy Taylor
Alexandra Fay Ward
Alice Watson
Amy India Watson

Philosophy

Ashleigh Bradford

Religion Studies

Clare Biju
Jade Edith Boffo

Evangelia Constantine
Julia Dottore
Anjali Ann George
Lucy Catherine Horton
Asghar Ismail
Olivia Keatch
Claudia Mazzone
Thi Tuyet Hang Nguyen
Stefan Carl Smerdon
Kim Thien Tran
Joanna Mari Unson

Society and Culture

Bianca Brattoli
Matilda Brown
Madeline Sarah Dal Corobbo
Ella Rainsford Graham
Tessa Guerin
Sophie Grace Healy
Tayla Hocking
Madeleine Kungel
Chloe Lienert
Dominique Rose Magbanua Limgenco
Julie Kay Lumasag
Isobel Marie Lymburn
Jessica Middleditch
Jesse Anthony Neill
Stelio Sinainou
Jonathan Matthew Stokes
Danielle Talbot
Lana Vukadinovic
Emma Wilczek

Tourism

Gina Lee Barker
Taylor Kate Carter
Jessie Evelyn Gordon
Megan Ellen Grzeskowiak
Isabelle Victoria Price

Women's Studies

Clare Dekuyer
Matilda Rose Dorman
Hannah May Errington

Languages

Arabic (continuers)

Farah Babaa

Chinese (background speakers)

Zun Liu

Chinese (continuers)

Vanessa Pearce

French (beginners)

Katerina Kozaderova

French (continuers)

Sabrina Larouche
Fiona Luu
Elaine Thomas

German (continuers)

Sarah Maria Endlich
Ben Goetze
Paula Ostendorf
Ryan Thomas Wood

Hindi (continuers)

Sonam Budhwan

Indonesian (beginners)

Lauren Carole Northcote

Indonesian (continuers)

Jia Lih Caleb Lai

Italian (beginners)

Patrik Zhivkov Georgiev

Italian (continuers)

Giorgia Rosmini
Solange Stefania Villanueva-Alvarez

Japanese (beginners)

Jingyi Wang

Japanese (continuers)

Shawn Joanne Johnstone
Taylor Kilpatrick
Liam Antony Walsh

Khmer (continuers)

Wathnak Vy

Malay (background speakers)

Nur Izzati Salleh

Modern Greek (continuers)

Evangelos Miltsooudis

Russian (continuers)

Daria Gindina

Spanish (continuers)

Daniela Rueda Pinzon

Vietnamese (continuers)

Michael Tran

Mathematics

Mathematical Applications

Caitlin Monique Adams
Jacqueline Altmann
Phillip Amos
Nirbhay Arora
Sophie Claire Bach
M'Lis Jayde Beinke
Daniel Ian Bousfield
Indigo Grace Buck
Joanna Grace Bulian
Lauren Campestre
Kyra Ellen Charsley
Ellen Clements
William Hugo Cook
Stephanie Crawford
Luke Curtale
Adam Dewis
Lauren Diprose
Alisha Elisabeth Dutschke
Brittany Fairbrother
Luke Dylan Gerschwitz
Isobel Gilkes
Emma Kate Greenfield
Olivia Jane Haller
Alexander Hamam
Jacob Hannemann
Jennifer Kate Harlow
Kaleb Hesse
Stephanie Rachelle Hollands
Madeleine Kate Hughes
Hasan Rafat Hussain
Emily Grace Ingamells
Marielle Intveld
Keegan Henry Jones
Jade Jordan-Hall
Muhammad Khalil Kamali
Tasfia Khanam
Joseph Gabriel Kouts
Amelia Kate Mardon
Liam Scott Martin
Lily Claire Maslin
Lauren McGrechan
Georgia Elizabeth Metcalfe
Jessica Mikulcic
Shenae Miller
Isobel Mary Morton
Ella Veronica Murphy-O'Neil
James Liam Murray
Nicole Paige Muscat
Tess Ciara O'Connell
Shannon Paige O'Neill
Jamie Rebecca Phillips
Hollie Lorna Ravenscroft
Marguerite Rebecca Richards
Tessa Sanders
Lucy Antonia Schapel
Madeleine Kate Summerton
Ella Grace Sutton
Hamish Szabo
Winona Tabe
Linnea Stephanie Tattersall

Alice Taylor
Kristy Mae Thurgood
Caprice Christina Weir
Kate Westland
Lane Reilly Whittaker
Max McKinnon Withers
Chloe Fay Leila Zerna

Mathematical Methods

Kavindra Anuk Abeyratne
Matthew Brayden Amberg
Neha Bishnoi
Matthew Andrew Hume
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Jessica Kour
Emerson Toshiro Krstic
Clayton Yi Xiang Lam
Eliza Madigan
Alec James Maiolo
Tanishq Mathur
Arjun Nagasandra
David Martin Nguyen
Phillip Nguyen
Lauren Carole Northcote
Serena Ricci
Sophie Elyse Richter
Flynn Worth Wells
Sophie White
Tania Wen Shan Wong

Mathematical Studies

Nur Syamira Abdul Karim
Samuel Hin-Loong Aggarwal
Hossam Amin
Terence Wee-Xiang Ang
Baldeep Kaur Balbinder Singh
Jasmine Diana Beger
Sargam Bhardwaj
Julia Lauren Blackman
Thomas Patrick Carey
Sophie Carles
Carla de Pasquale
Leon Arthur Dimitrakopoulos
Keeden Dobozy
Nathan Duong
Kyle Braden Franke
Tristram McNamara Fyfe
Glen He
Lachlan Holden
Fanglue (Chris) Hou
Tatyana Hubczenko
Jennifer Phuong Thao Huynh
Alexis Renee Jennings
Lee-Yen Khoo
Don Anh Kieu
Taeho Kim
Zachary David Knopoff
Anand Kukreja
Stephanie Maria Laden
Tsan Hou Lau
Yong-Min Lee
Han Yang Lim
Jae Sung Lim
Wencong (Lyman) Lin

Dhanya Maheswaran
Mohammad Mangi
Brittany Mashado
Amir Syazani Mohamed Ridzwan
Abby Marie Moore
Lauren Newman
Georgia Caitlin Palasis
James Frederick Petchey
Nicholas Ross Phillips
Max Thomas Pickering
Sophie Proud
Nadya Jelita Rachmawati
Anna Elizabeth Ragg
Khizar Rana
Ahad Ismam Sabab
Alexandra Louise Schutz
Jessica Lee Scriven
Lucinda Silvestri
Miriam Slattery
Hope Jemimah Stahl
Sanjit Suresh
Eleanor Thompkins
Charlotte Alice Thompson
Anh Tu Van
Jimmy Vo
Hong Pei Wong
Jasper Jie-Bo Wong
Ryan Thomas Wood
Yaoyuan Xu
Ahmad Idris Yahaya
Zainal Aqil Zainal Azhar

Specialist Mathematics

William Aaron Dent
Matthew Dutton
James Wyn Earnshaw
Kyle Braden Franke
Jonah Timothy Hansen
Shan Jiang
Anand Kukreja
Stephanie Maria Laden
Anyue Lang
Yong-Min Lee
Quyang Liu
Sean McGowan
Dylan John Morris
Isaac Nakone
Georgia Caitlin Palasis
Max Thomas Pickering
Monique Pisaniello
Michael Pivato
Joshua Price
Sophie Proud
Alexandra Louise Schutz
Kenneth See
Hope Jemimah Stahl
William Douglas Voss
Jasper Jie-Bo Wong

Sciences

Agricultural and Horticultural Management

Rebekah Starick

Agricultural and Horticultural Science

Emily Rose Doering

Agricultural and Horticultural Studies

Jana Alice Dixon
Alyssa Kate Rodgers

Biology

Teham Ahmad
Matthew Brayden Amberg
Zahra Ataie Ashtiani
Amelia Jane Atkinson
Melissa Ayyildiz
Amy Badenoch
Thomas William Bailey
Neha Bishnoi
Lucy Brown
Ellen Nicole Callisto
Hannah Carter
Anna Joan Cross
April Paige De Silva
Ellen Arlene Coulter Dorrian
Victoria Louise Drysdale
Alexandra Nicole Early
Timothy Yan Mao'En Gan
Melissa Gardiakos
Nicole Elise Gathard
Michael Harvey Gill
Matthew Gluyas
Joshua Goddard
Ben Goetze
Akash Gowda
Madeline Rose Harold
Abhiram Hiwase
Matthew Diarmuid Holohan
Madeleine Kate Hughes
Amy Johnson
Tegan Jakana Jones
Olivia Keatch
Jessica Kour
Emerson Toshiro Krstic
Wencong (Lyman) Lin
Bridget Ellen Manning
Sarah Elizabeth Macpherson-Oxley
Georgia Kate Moloney
Rosemary Lyn Moss
Peta Hayley Musgrove
Rachel Mynott
Leshya Naicker
Lauren Newman
Daniel Alan Ng
Hoai Tran Ngo
Dylan Nam Nguyen
Antonio Perrotta
James Frederick Petchey
Shyanne Premnath
Sophie Proud
Venetia Illaria Rigoni
Rosie Annabel Robinson
Lisa Sheridan Roscarel
Ahad Ismam Sabab
Sophie Lauren Saegenschnitter
Jessica Lee Scriven

Roney Shibu
Mie Kristine Sorensen
Dana Spajic
Jack Benjamin Steen
Jen Su
Amanda Wan Ting Tan
Anabel Rose van der Hoek
Julia Vosnakis
Jordan Rex Wagner
Cie-Ayn Belinda Wild
Max McKinnon Withers
Lulu Xiao
Anna-Maria Zacharakis

Chemistry

Kavindra Anuk Abeyratne
Zahra Ataie Ashtiani
Amy Badenoch
Alyssia Jae Baker
Catrin Alexandra Bannister
Neha Bishnoi
Ellen Nicole Callisto
Matthew Thomas Camacho
Roland Lloyd Croft
Mason Henry Crossman
Carla Ruth Gallasch
Ewan Johann Stoll Gerken
Vibhu Goel
Haris James Goodes
Malia Haq Gynell
Emma Jane Hamilton
Arabella Hart
Thenu Nethma Herath
Thomas Jacquier
Jack Kayias
Olivia Keatch
Tyler Jordan Kelly
Maryam Khan
Andreas Ktoris
Stephanie Maria Laden
Clayton Yi Xiang Lam
Reynier Evan Remo Lara
Nicholas Alexander Jia Yang Lim
Hoi Yan Loh
Dhanya Maheswaran
Abby Marie Moore
Peta Hayley Musgrove
Isaac Nakone
Molly Anne Neville
David Martin Nguyen
Dylan Nam Nguyen
Jessica Nguyen
Rhianna Penfold
Monique Pisaniello
Sophie Proud
Khizar Rana
Venetia Illaria Rigoni
Grace Isabella Dennis Roache
Sophie Lauren Saegenschnitter
Krutarthkumar Jayeshkumar Satani
Brianna Emily Schaefer
Hope Jemimah Stahl
Sanjit Suresh
Nathan Peter Swincer
Jedwin Villanueva

Tam Vo
William Douglas Voss
Lauren Quynh Thi Vu
Jordan Rex Wagner
Hong Pei Wong
Jasper Jie-Bo Wong
Tania Wen Shan Wong

Nutrition

Matthew Brayden Amberg
Terence Wee-Xiang Ang
Helen Bui
Emma Jager
Lucy Mayo
Lija Linda Pfeiler
Anna Stankevicius
Victoria Tianqi Tang
Jesby Elizabeth Thomas

Physics

Amy Badenoch
Catrin Alexandra Bannister
Joshua Bean
Julia Lauren Blackman
King Sung Samuel Chu
Roland Lloyd Croft
Cooper John Ellidge
Tristram McNamara Fyfe
Haris James Goodes
Dinglin (Lily) Gu
Phillip Stephen Hagi Diakou
Jonah Timothy Hansen
Thenu Nethma Herath
Tatyana Hubczenko
Matthew Andrew Hume
Maryam Khan
Anyue Lang
Yong-Min Lee
Hoi Yan Loh
Brittany Mashado
Alec Campbell Morley
Isaac Nakone
Tess Joanna Newton
An-Phong Nguyen
David Martin Nguyen
Tam-An Nguyen
James Frederick Petchey
Monique Pisaniello
Sebastian John Porter
Shabab Rahman
Khizar Rana
Grace Isabella Dennis Roache
Teagan Romyne
Ahad Ismam Sabab
Krutarthkumar Jayeshkumar Satani
Brianna Emily Schaefer
Alexandra Louise Schutz
Kenneth See
Ji Min Shin
Hope Jemimah Stahl
Linda Sunny
Nathan Peter Swincer
Eleanor Thompkins

Harshil Vinod
Thomas Martin William Walker
Jasper Jie-Bo Wong
Antoni Xenikis
Julius Chun Yin Yip

Psychology

Baldeep Kaur Balbinder Singh
Catrin Alexandra Bannister
Vincent Barbaro
Jesse William Beckinsale
Olivia Helene Bickle
Joshua Thomas Bilske
Charlotte Blake
Stephanie Bourboulis
Zoe Caldwell
Tessa Cartledge
Roman Delo
Crescenzo Di Iulio
Emma Claire Foley
Theodora Galanis
Christopher Galimitakis
Melissa Gardiakos
Christina Juliette Garnaut-Jager
Stella Goosay
Emily Margaret Hudson Henshaw
Madeleine Kate Hughes
Alexander Johnson
Brodie Kalmar
Rachel Key
Regan Raha Lambert
Paige Likos
Han Yang Lim
Elaine Marinas
Justin McInerney
Megan Alice Molony
Jessica Morrison
Peta Hayley Musgrove
Sophie Muusse
Shalini Nallarathnam
Georgette Elise Newcombe-Hobby
Thi Tuyet Hang Nguyen
Alexandra Beth Nichols
Danielle Pashalidis
Georgia Irene Penglis
Sophie Lauren Saegenschnitter
Erin Tayla Simister
Carly Micah Sisto
Jessica Szulc
Charlotte Alice Thompson
Oliver Alexander von Doussa
Caitlin Waldie
Brooke Louise Young
Isabella Rose Zannettino
Chloe Fay Leila Zerna

Scientific Studies

Megan Adlem
Laura Cimarosti
Sam Guempel-Crothers
Jorjilou Porteria Reyes
Aidan Sapio
Dannielle Schwarz

Appendix F: Financial Statements for the Year Ended 31 December 2015

Statement of Comprehensive Income for the Year Ended 31 December 2015

	Note No.	2015 \$'000	2014 \$'000
Expenses			
Employee benefits expenses	4	14 281	14 470
Supplies and services	5	5 212	5 665
Replacement teachers' expense	6	1 760	1 624
Depreciation and amortisation expense	7	699	655
Other expenses	8	2	173
Total expenses		21 954	22 587
Income			
Revenues from fees and charges	10	2 510	2 488
Interest revenues	11	221	231
Net gain from the disposal of assets	12	1	1
Replacement teachers' write-back	13	610	450
Other income	14	505	334
Total income		3 847	3 504
Net cost of providing services		18 107	19 083
Revenues from/Payments to SA Government			
Revenues from SA Government	15	18 724	19 697
Net result		617	614
Other comprehensive income		–	–
Total comprehensive result		617	614
The net result and total comprehensive result are attributable to the SA Government as owner.			

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

**Statement of Financial Position
as at 31 December 2015**

	Note No.	2015 \$'000	2014 \$'000
Current assets			
Cash and cash equivalents	16	1 437	703
Receivables	17	340	563
Other financial assets	18	6 979	7 001
Total current assets		8 756	8 267
Non-current assets			
Receivables	17	94	–
Plant and equipment	19	316	537
Intangible assets	20	1 659	1 111
Total non-current assets		2 069	1 648
Total assets		10 825	9 915
Current liabilities			
Payables	22	885	1 026
Replacement teachers' liability	23	1 203	906
Employee benefits	24	1 455	1 501
Other liabilities	25	71	100
Total current liabilities		3 614	3 533
Non-current liabilities			
Payables	22	183	165
Employee benefits	24	2 017	1 801
Other liabilities	25	–	22
Total non-current liabilities		2 200	1 988
Total liabilities		5 814	5 521
Net assets		5 011	4 394
Equity			
Retained earnings	26	2 386	1 769
Staff entitlements reserve	26	2 625	2 625
Total equity		5 011	4 394
The total equity is attributable to the SA Government as owner.			
Auditor's remuneration	9		
Unrecognised contractual commitments	27		
Remuneration of Board and committee members	28		
Financial risk management/financial instruments	30		

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

**Statement of Changes in Equity
for the Year Ended 31 December 2015**

	Note No.	Staff Entitlements Reserve \$'000	Retained Earnings \$'000	Total Equity \$'000
Balance at 31 December 2013		2 625	1 155	3 780
Net result for 2014		–	456	456
Adjustments to prior year balances	31	–	158	158
Restated net result for 2014		–	614	614
Total comprehensive result for 2014		–	614	614
Balance at 31 December 2014	26	2 625	1 769	4 394
Net result for 2015		–	617	617
Total comprehensive result for 2015		–	617	617
Balance at 31 December 2015	26	2 625	2 386	5 011
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 2015

	Note No.	2015 \$'000	2014 \$'000
Cash Flows from Operating Activities			
Cash outflows			
Employee benefit payments		(14 214)	(14 298)
Payments for supplies and services		(5 920)	(6 547)
Replacement teachers		(869)	(1 367)
Cash used in operations		(21 003)	(22 212)
Cash inflows			
Fees and charges		2 756	2 638
Interest received		241	210
GST recovered from the ATO		455	472
Other receipts		564	365
Cash generated from operations		4 016	3 685
Cash flows from SA Government			
Receipts from SA Government		18 724	19 697
Cash generated from SA Government		18 724	19 697
Net cash provided by (used in) operating activities	29	1 737	1 170
Cash Flows from Investing Activities			
Cash outflows			
Purchases of plant and equipment		(124)	(20)
Purchases of intangible assets		(901)	(608)
Net cash provided by (used in) investing activities		(1 025)	(628)
Net increase (decrease) in cash and cash equivalents		712	542
Cash and cash equivalents at the beginning of the calendar year		7 704	7 162
Cash and cash equivalents at the end of the calendar year	29	8 416	7 704

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

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Notes to the Financial Statements

Note 1 Objectives of the SACE Board of South Australia

The SACE Board of South Australia aims to achieve student success through the South Australian Certificate of Education (the SACE), by providing a locally and internationally respected qualification that gives all students the capabilities to move successfully into further learning and work as confident and responsible citizens.

The SACE Board is actively pursuing three key strategic objectives:

1. increase the number of students completing the SACE
2. support quality curriculum, teaching, learning, and assessment
3. secure financial sustainability for the SACE Board, and economic benefit for the state.

The main functions of the SACE Board of South Australia, prescribed by the *SACE Board of South Australia Act 1983*, are to:

- establish a qualification to be called the South Australian Certificate of Education (SACE)
- determine the requirements for the achievement of the SACE
- accredit subjects and courses that will be recognised by the SACE Board as being suitable for the purposes of the SACE
- assess achievements in or satisfactory completion of subjects or courses
- assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE
- 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 \$18.72 million (2014: \$19.70 million).

Note 2 Summary of Significant Accounting Policies

a) Statement of Compliance

These financial statements have been prepared in compliance with section 23 of the *Public Finance and Audit Act 1987*.

The financial statements are general purpose financial statements. The accounts have been prepared in accordance with relevant Australian Accounting Standards and comply with

Treasurer's Instructions and Accounting Policy Statements promulgated under the provisions of the *Public Finance and Audit Act 1987* (PFA Act).

The SACE Board has applied Australian Accounting Standards that are applicable to not-for-profit entities, as the SACE Board is a not-for-profit entity.

Australian Accounting Standards and interpretations that have recently been issued or amended but are not yet effective have not been adopted by the SACE Board for the reporting period ended 31 December 2015. These are outlined in Note 3.

b) Basis of Preparation

The preparation of the financial statements requires:

- The use of certain accounting estimates and requires management to exercise its judgment in the process of applying the SACE Board's accounting policies. The areas involving a higher degree of judgment or where assumptions and estimates are significant to the financial statements, are outlined in the applicable notes.
- Accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events are reported.
- Compliance with Accounting Policy Statements issued pursuant to section 41 of the *Public Finance and Audit Act 1987*. In the interest of public accountability and transparency the accounting policy statements require the following note disclosures that have been included in this financial report:
 - (a) Revenues, expenses, financial assets and liabilities where the counterparty/ transaction is with an entity within the SA Government as at the reporting date, classified according to their nature. No threshold for separate identification of these items applies.
 - (b) Expenses incurred as a result of engaging consultants.
 - (c) Employee targeted voluntary separation package information.
 - (d) Employees whose normal remuneration is equal to or greater than the base executive remuneration level (within \$10 000 bandwidths) and the aggregate of the remuneration paid or payable or otherwise made available, directly or indirectly, by the entity to those employees.

- (e) SACE 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 the historical cost convention, except for certain assets that were valued in accordance with the valuation policy applicable.

The Statement of Cash Flows has been prepared on a cash basis.

The financial statements have been prepared based on a 12-month period and presented in Australian currency.

The accounting policies set out below have been applied in preparing the financial statements for the year ended 31 December 2015 and the comparative information presented.

c) Reporting Entity

The SACE Board of South Australia is a statutory authority established under the *SACE Board of South Australia Act 1983* (the Act).

The SACE Board does not control any other entity and has no interests in unconsolidated structured entities. The SACE Board has not entered into any contractual arrangements that involve the sharing of control or significant influence over another entity.

d) Comparative Information

The presentation and classification of items in the financial statements are consistent with prior periods except where specific accounting standards and/or accounting policy statements have required a change.

Where presentation or classification of items in the financial statements has been amended, comparative figures have been adjusted to conform to changes in presentation or classification in these financial statements unless impracticable.

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

e) Rounding

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

f) Taxation

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

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

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

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

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

g) Events after the Reporting Period

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

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

h) Income

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

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

The following are specific recognition criteria:

Fees and Charges

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

Primary income streams include:

- international high school students undertaking the SACE program from within South Australia
- providing the SACE International program (previously known as the South Australian Matriculation program) — a pre-matriculation program administered by the SACE Board in Malaysia and China
- providing educational support to the Northern Territory Government, such as access to the SACE curriculum, stage curriculum development, standard support, results processing, research, data exchange, and curriculum implementation.

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

Revenues from SA Government

Appropriations for program funding are recognised as revenues when the SACE Board obtains control over the funding. Control over appropriations is normally obtained upon receipt.

Interest Revenues

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

Gain from 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 has been determined by comparing proceeds with carrying amount.

Replacement Teachers' Write-back

Income from the temporary replacement teachers' (TRTs) write-back represents the reduction in the temporary replacement teachers' liability due to unclaimed salary reimbursements. The SACE Board's internal policy in the treatment of claims for TRTs is not to accept any liability for charges if the claim is made more than one semester after the semester of issue. Note 13 includes further details.

Other Income

Other income mainly comprises funding received from the South Australian Tertiary Admissions

Centre (SATAC) for the scaling process undertaken by the SACE Board on behalf of the three South Australian universities and TAFE SA. Other income types are recognised on an accrual basis.

i) Expenses

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.

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.

The following are specific recognition criteria:

Employee Benefits Expenses

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

Superannuation

The amount charged to the Statement of Comprehensive Income represents the contributions made by the SACE Board to the superannuation plan in respect of current services of current employees. The Department of Treasury and Finance centrally recognises the superannuation liability in the whole-of-government financial statements.

Depreciation and Amortisation

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 depreciation/amortisation methods are reviewed and adjusted if appropriate, on an annual basis.

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

The value of leasehold improvements is amortised over the estimated useful life of

each improvement, or the unexpired period of the relevant lease, whichever is shorter. The SACE Board expenses items of plant and equipment with an initial purchase price of less than \$10 000 except where that item is part of a group of like assets that have a combined value in excess of \$10 000.

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

Class of Asset	Useful Life (years)
Furniture and fittings	3–10
Equipment	3–10
Computer equipment	3–8
Internally developed software	3–8
Leasehold improvements	Life of lease, or the unexpired period of the lease, whichever is the shorter

Replacement Teachers' Expense

The expense for replacement teachers represents the cost to schools of replacing their teachers who are involved in SACE Board activities. The actual costs are paid by the SACE Board upon submission of approved claims from schools. The expense is recognised when the authority to make a claim is issued to schools that provide teachers to the SACE Board.

j) Current and Non-current Classification

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

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

k) Assets

Assets have been classified 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.

Where an asset line item combines amounts expected to be settled within 12 months and more than 12 months, the SACE Board has separately disclosed the amounts expected to be recovered after more than 12 months.

Cash and Cash Equivalents

Cash and cash equivalents in the Statement of Financial Position include cash at bank and on hand and in other short-term, highly liquid investments with maturities of 3 months or less that are readily converted to cash and which are subject to insignificant risk of changes in value.

For the purposes of the Statement of Cash Flows, cash and cash equivalents consist of cash and cash equivalents as defined above.

Cash is measured at nominal value.

Receivables

Receivables include amounts receivable from goods and services, GST input tax credits recoverable, prepayments, and other accruals.

Receivables arise in the normal course of selling goods and services to other government agencies and to the public. Receivables are generally settled within 30 days after the issue of an invoice or the goods/services have been provided under a contractual arrangement.

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

Other Financial Assets

Other financial assets consist of a short-term, highly liquid investment account with maturities of 3 months or less that are readily converted to cash and which are subject to insignificant risk of changes in value. 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 at historical cost.

Plant and Equipment

Acquisition and Recognition

Plant and equipment is initially recorded at cost or at the value of any liabilities assumed, plus any incidental cost involved with the acquisition. Plant and equipment is subsequently measured at fair value after allowing for accumulated depreciation.

Where plant and equipment is acquired at no value, or at minimal value, it is recorded at fair value in the Statement of Financial Position.

Plant and equipment with a value equal to or in excess of \$10 000 is capitalised.

The SACE Board has not recognised its library as an asset in the financial report because its value cannot be measured reliably. 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.

Revaluation of Plant and Equipment

Plant and equipment has not been revalued as the SACE Board has no items with a fair value at the time of acquisition of greater than \$1 million and with an estimated useful life greater than 3 years, in accordance with *Accounting Policy Framework III – Asset Accounting Framework*. The carrying amount of plant and equipment is deemed to approximate fair value. These assets are classified in level 3 of the fair value hierarchy as described in Note 21 Fair Value Measurement as there has been no subsequent adjustment to their values, except for management assumptions about the assets' conditions and remaining useful lives.

Intangible Assets

An intangible asset is an identifiable non-monetary asset without physical substance. Intangible assets are measured at cost. Following initial recognition, intangible assets are carried at cost less any accumulated amortisation and any accumulated impairment losses.

The useful lives of intangible assets are assessed to be either finite or indefinite. The SACE Board only has intangible assets with finite lives. The amortisation period and the amortisation method for intangible assets is reviewed on an annual basis.

The acquisition of 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 developed software. This asset includes the *Schools Online* (formerly known as DATEX) and Students Online applications.

All research and development costs that do not meet the capitalisation criteria outlined in AASB 138 are expensed.

l) Liabilities

Liabilities have been classified 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.

Where a liability line item combines amounts expected to be settled within 12 months and more than 12 months, the SACE Board has separately disclosed the amounts expected to be settled after more than 12 months.

Payables

Payables include creditors, accrued expenses, employment on-costs, and Paid Parental Leave Scheme payable.

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

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

The Paid Parental Leave Scheme payable represents amounts that the SACE Board has received from the Commonwealth Government to forward on to eligible employees via the SACE Board's standard payroll processes. That is, the SACE Board is acting as a conduit through which the payment to eligible employees is made on behalf of the Family Assistance Office.

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

Employee benefits on-costs include payroll tax and superannuation contributions in respect to outstanding liabilities for salaries and wages, long service leave, annual leave, and skills and experience retention leave (SERL).

The SACE Board makes contributions to several State Government and externally managed superannuation schemes. These contributions are treated as an expense when they occur. There is no liability for payments to beneficiaries as they have been assumed by the respective superannuation schemes.

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

Leases

The determination of whether an arrangement is or contains a lease is based on the substance of the arrangement.

The SACE Board has entered into operating leases only.

Operating lease payments are recognised as an expense in the Statement of Comprehensive Income on a straight-line basis over the lease term. The straight-line basis is representative of the pattern of benefits derived from the leased assets.

Lease Incentives

All incentives for the agreement of a new or renewed operating lease are recognised as an integral part of the net consideration agreed for the use of the leased asset. Incentives received to enter into operating leases are recognised as a liability. The aggregate benefits of lease incentives received by the SACE Board in respect of operating leases have been recorded as a reduction of rental expense over the lease term, on a straight-line basis.

Lease incentives in the form of leasehold improvements are capitalised as an asset and depreciated over the remaining term of the lease or estimated useful life of the improvement, whichever is shorter.

Employee Benefits

These benefits accrue for employees as a result of services provided up to the reporting date that remain unpaid. Long-term employee benefits are measured at present value and short-term employee benefits are measured at nominal amounts.

Salaries and Wages, Annual Leave, SERL, and Sick Leave

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

The annual leave liability and the SERL liability are expected to be payable within 12 months and are measured at the undiscounted amount expected to be paid.

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

Long Service Leave

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

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

Current long service leave reflects the portion of leave expected to be settled within the next 12 months based on previous experience.

m) Unrecognised Contractual Commitments

Commitments include operating and outsourcing arrangements arising from contractual or statutory sources and are disclosed at their nominal value.

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

Note 3 New and Revised Accounting Standards and Policies

The SACE Board revised its Asset Accounting Policy during 2015 to amend the useful life of the different classes of assets held in its Statement of Financial Position (refer to Note 2 (i)). This amendment was required because the depreciation rates that were in use for those respective asset classes did not reflect the policy.

There are no impacts to the financial statements as a result of the amendments to the policy.

In 2014, the SACE Board made a voluntary change to its Asset Accounting Policy by increasing the asset capitalisation threshold from \$1000 to \$10000, effective 1 January 2014. This change to the asset capitalisation threshold decreased the carrying amount of assets by \$162000 on 1 January 2014.

Accounting Policy Framework

No amendments to the Accounting Policy Framework have impacted on the SACE Board.

Accounting Standards

Australian Accounting Standards and interpretations that have been recently issued or amended, but are not yet effective, have not been adopted for the reporting period ended 31 December 2015. 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 Benefits Expenses

	2015 \$'000	2014 \$'000
Salaries and wages	8 049	8 122
Casual salaries external assessment	2 171	2 153
Casual salaries moderation	393	375
Casual salaries other	361	200
Long service leave (LSL)	225	555
Annual leave	668	751
SERL	42	26
Employment on-costs — superannuation	1 594	1 538
Employment on-costs — other	654	658
Fringe benefits tax	17	21
Board and committee fees	107	71
Total employee benefits expenses	14 281	14 470

Remuneration of Employees

	Number	
	2015	2014
Remuneration of employees		
The number of employees whose remuneration received or receivable falls within the following bands:		
\$141 500 to \$151 499	3	2
\$151 500 to \$161 499	1	1
\$161 500 to \$171 499	2	–
\$191 500 to \$201 499	1	1
\$201 500 to \$211 499	1	–
\$211 500 to \$221 499	–	1
\$281 500 to \$291 499	1	1
Total	9	6

The table includes all employees who received remuneration equal to or greater than the base executive remuneration level during the year. Remuneration of employees reflects all costs of employment including salaries and wages, payments in lieu of leave, superannuation contributions, salary sacrifice benefits, and fringe benefits and any fringe benefits tax paid

or payable in respect of those benefits. The total remuneration received or receivable by these employees for the year was \$1.596 million (2014: \$1.160 million).

Targeted Voluntary Separation Packages

The number of employees who received a targeted voluntary separation package during the reporting period was nil (2014: nil).

Note 5 Supplies and Services

	2015 \$'000	2014 \$'000
Supplies and services provided by entities within the SA Government		
Office accommodation	1 132	1 040
Computing charges	204	154
Fleet management costs	40	47
Shared Services SA charges	115	121
Other	144	112
Total supplies and services — SA Government entities	1 635	1 474
Supplies and services provided by entities external to the SA Government		
Consultants	–	8
Contractors	624	1 313
Printing	231	248
Travel and accommodation	325	258
Postage, courier, and freight	438	600
Motor vehicle transport	179	182
Computing and communication	580	607
Software (expensed)	314	226
Rent (other)	99	107
Hospitality	154	153
Stationery and office supplies	79	90
Equipment hire	76	30
Repairs and maintenance	47	44
Security	25	9
Staff development	93	76
Other	313	240
Total supplies and services — Non-SA Government entities	3 577	4 191
Total supplies and services	5 212	5 665

	2015		2014	
	Number	\$'000	Number	\$'000
The number and dollar amount of consultancies paid/payable (included in supplies and services expense) that fell within the following bands:				
Below \$10 000	–	–	1	8
Total paid/payable to consultants engaged	–	–	1	8

Note 6 Replacement Teachers' Expense

	2015 \$'000	2014 \$'000
Replacement teachers provided by entities within the SA Government		
Temporary replacement teachers	773	777
Total replacement teachers' expense — SA Government entities	773	777
Replacement teachers provided by entities external to the SA Government		
Temporary replacement teachers	987	847
Total replacement teachers' expense — Non-SA Government entities	987	847
Total replacement teachers' expense	1760	1624

This expense relates to costs incurred by schools for the release of teachers to undertake duties for the SACE Board. The costs comprise a total of the amount of claims paid by the SACE Board plus an estimate of the cost of outstanding claims not yet received. See also Note 23 for details of the unclaimed funds as at 31 December 2015.

Note 7 Depreciation and Amortisation Expense

	2015 \$'000	2014 \$'000
Depreciation		
Leasehold improvements	55	110
Equipment	27	59
Furniture and fittings	1	13
Computer equipment	263	263
Total depreciation	346	445
Amortisation		
Internally developed software	353	210
Total amortisation	353	210
Total depreciation and amortisation	699	655

Note 8 Other Expenses

	2015 \$'000	2014 \$'000
Other expenses		
Change in asset accounting policy (refer to Note 3)	—	162
Allowances for doubtful debts (refer to Note 17)	(1)	—
Bad debts	3	11
Total other expenses	2	173

Note 9 Auditor's Remuneration

	2015 \$'000	2014 \$'000
Audit services		
Audit fees paid/payable to the Auditor-General's Department relating to the audit of the financial statements	61	62
Total audit fees	61	62

Other Services

No other services were provided by the Auditor-General's Department. Auditor's remuneration costs are recognised in the Statement of Comprehensive Income and included in the balance of 'other expense' under the supplies and services category (refer to Note 5).

Note 10 Revenues from Fees and Charges

	2015 \$'000	2014 \$'000
Fees and charges received/receivable from entities within the SA Government		
Total fees and charges — SA Government entities	—	—
Fees and charges received/receivable from entities external to the SA Government		
Overseas students studying in South Australia	360	296
SACE International program	503	586
Northern Territory Government	1647	1606
Total fees and charges — Non-SA Government entities	2510	2488
Total fees and charges	2510	2488

The SACE Board receives revenue from delivering the SACE to students who are not South Australian residents. This includes

students from overseas who are studying in local schools on a temporary student visa, students in schools in China and Malaysia who have chosen to undertake the SACE under the SACE International program, and students in Northern Territory schools. The SACE Board has an exclusive agreement with the Northern Territory Government to have the SACE delivered through all Northern Territory government schools.

Note 11 Interest Revenues

	2015 \$'000	2014 \$'000
Interest revenues		
Interest from non-SA Government entities	30	41
Interest from entities within the SA Government (SAFA)	191	190
Total interest revenues	221	231

The interest rates applying at 31 December 2015 were 2.20% (2014: 2.70%) for the Commonwealth Bank of Australia operating account, and 2.35% (2014: 2.85%) for the South Australian Government Financing Authority (SAFA) cash management facility.

Note 12 Net Gain from the Disposal of Assets

	2015 \$'000	2014 \$'000
Net gain from the disposal of assets		
Proceeds from disposal	1	1
Total net gain from the disposal of assets	1	1

Note 13 Replacement Teachers' Write-back

	2015 \$'000	2014 \$'000
Replacement teachers' write-back income from SA Government entities		
Replacement teachers' write-back income	268	215
Total replacement teachers' write-back income — SA Government entities	268	215
Replacement teachers' write-back income from entities external to the SA Government		
Replacement teachers' write-back income	342	235
Total replacement teachers' write-back income — Non-SA Government entities	342	235
Total other income	610	450

The write-back relates to outstanding amounts, recorded as expenses, raised prior to 31 December 2014, for which schools have not sought reimbursement within the allowable claim time. This write-back is recorded as revenue in the Statement of Comprehensive Income in accordance with accounting standards.

Refer to Note 23 for additional explanation of the liability for replacement teachers.

Note 14 Other Income

	2015 \$'000	2014 \$'000
Other income from SA Government entities		
Department for Education and Child Development (DECD)	–	5
Institute of Educational Assessors (IEA) revenue from DECD schools	109	–
Other government agencies	9	15
Total other income from SA Government entities	118	20
Other income from entities external to the SA Government		
Assessment fees	6	4
Miscellaneous income	101	173
Replacement certificates	25	30
Sale of publications	–	1
Scaling grant	109	106
Institute of Educational Assessors (IEA)	146	–
Total other income from entities external to the SA Government	387	314
Total other income	505	334

Other income includes fees received from the SACE Board's Institute of Educational Assessors (IEA) which commenced in 2015. The IEA provides professional learning for teachers who are seeking to strengthen their expertise in the quality assessment of student achievement in accordance with the SACE Board's standards. Professional learning is delivered to teachers for a fee set by the *SACE Board of South Australia Regulations 2008*.

Note 15 Revenues from SA Government

	2015 \$'000	2014 \$'000
Revenues from SA Government		
Operating grant	18 724	19 697
Total revenues from SA Government	18 724	19 697

The SA Government operating grant for 2015 was received in twelve monthly instalments.

Note 16 Cash and Cash Equivalents

	2015 \$'000	2014 \$'000
Cash and cash equivalents		
Cash on hand	1	1
Cash at bank	1436	702
Total cash and cash equivalents	1437	703

Interest Rate Risk

Cash on hand is non-interest-bearing. Deposits with the Commonwealth Bank of Australia (operating account) earn a floating interest rate, based on daily deposit rates with interest paid monthly. The carrying amount of cash and cash equivalents represents fair value.

Note 17 Receivables

	2015 \$'000	2014 \$'000
Current		
Receivables	76	214
Less allowance for doubtful debts	(8)	(9)
Prepayments	182	175
Accrued revenues	20	37
GST input tax recoverable	70	146
Total current receivables	340	563
Non-current		
Prepayments	94	–
Total non-current receivables	94	–
Total receivables	434	563
SA Government/Non-SA Government receivables		
Receivables from SA Government entities		
Receivables	3	7
Prepayments	10	15
Accrued revenues	15	21
Total receivables from SA Government entities	28	43
Receivables from non-SA Government entities		
Receivables	74	207
Less allowance for doubtful debts	(8)	(9)
Prepayments	266	160
Accrued revenues	4	16
Other	70	146
Total receivables from non-SA Government entities	406	520
Total receivables	434	563

Movement in the Allowance for Doubtful Debts

The allowance for doubtful debts (allowance for impairment loss) is recognised when there is objective evidence (i.e. calculated on past experience and current and expected changes in client credit rating) that a receivable is impaired.

An allowance for impairment loss has been recognised in other expenses in the Statement of Comprehensive Income for specific debtors and debtors assessed on a collective basis for which such evidence exists.

	2015 \$'000	2014 \$'000
Movements in the allowance for doubtful debts (impairment loss)		
Carrying amount at the beginning of the period	9	9
Amounts written off (bad debts)	(3)	–
Increase/(Decrease) in the allowance	2	–
Carrying amount at the end of the period	8	9

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. Receivables, prepayments, and accrued revenues are non-interest-bearing. Other than as recognised in the allowance 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. There is no concentration of credit risk.

a) Categorisation and Maturity Analysis of Financial Instruments — refer to Note 30.

b) Ageing Analysis of Financial Assets — refer to Note 30.

c) Risk Exposure Information — refer to Note 30.

Note 18 Other Financial Assets

	2015 \$'000	2014 \$'000
Current		
Investments with SAFA	6 979	7 001
Total other financial assets	6 979	7 001

Investments are held with the South Australian Government Financing Authority (SAFA) in the Cash Management Facility (CMF). The CMF

is an at-call, pooled investment portfolio comprising cash and short-term money market securities. The daily earnings from the portfolio's investments are applied to the SACE Board's investment balances. The CMF interest rate is the Reserve Bank of Australia's cash rate plus a margin set by the SAFA General Manager.

a) Categorisation of Financial Instruments and Maturity Analysis of Other Financial Assets — refer to Note 30.

b) Risk Exposure Information — refer to Note 30.

Note 19 Plant and Equipment

	2015 \$'000	2014 \$'000
Furniture and fittings at cost	50	50
Accumulated depreciation at the end of the calendar year	(50)	(49)
Total furniture and fittings	–	1
Leasehold improvements at cost	664	664
Accumulated depreciation at the end of the calendar year	(578)	(523)
Total leasehold improvements	86	141
Equipment at cost	972	916
Accumulated depreciation at the end of the calendar year	(888)	(873)
Total equipment	84	43
Computer equipment at cost	1 591	1 534
Accumulated depreciation at the end of the calendar year	(1 445)	(1 182)
Total computer equipment	146	352
Total plant and equipment	316	537

Reconciliation of Plant and Equipment

The following table shows the movement of plant and equipment during 2015 and 2014.

	Furniture and Fittings \$'000	Leasehold Improvements \$'000	Equipment \$'000	Computer Equipment \$'000	Total \$'000
Carrying amount at 1 January 2015	1	141	43	352	537
Additions	–	–	68	57	125
Assets derecognised (including disposals)	–	–	–	–	–
Transfers	–	–	–	–	–
Depreciation	(1)	(55)	(27)	(263)	(346)
Carrying amount at 31 December 2015	–	86	84	146	316
Carrying amount at 1 January 2014	16	288	125	693	1 122
Additions	–	–	–	21	21
Assets derecognised (including disposals)	2	37	23	99	161
Transfers	–	–	–	–	–
Depreciation	(13)	(110)	(59)	(263)	(445)
Carrying amount at 31 December 2014	1	141	43	352	537

Carrying Amount of Plant and Equipment

All items of plant and equipment had a fair value at the time of acquisition that was less than \$1 million or had an estimated useful life that was less than 3 years, and have not been revalued in accordance with APF III. The carrying values of these items are deemed to approximate fair value. These assets are classified in level 3 as there has been no subsequent adjustments to their value, except for management assumptions about the asset condition and remaining useful life.

Impairment

There were no indications of impairment of plant and equipment assets at 31 December 2015.

Note 20 Intangible Assets

	2015 \$'000	2014 \$'000
Computer software		
Internally developed computer software at cost	3 752	2 851
Accumulated amortisation	(2 093)	(1 740)
Total computer software	1 659	1 111

Reconciliation of Intangible Assets	Total Intangible Assets \$'000
Carrying amount at 1 January 2015	1 111
Additions	901
Assets derecognised (including disposals)	–
Transfers	–
Amortisation	(353)
Carrying amount at 31 December 2015	1 659
Carrying amount at 1 January 2014	714
Additions	608
Assets derecognised (including disposals)	1
Transfers	–
Amortisation	(210)
Carrying amount at 31 December 2014	1 111

Impairment

There were no indications of impairment of intangible assets at 31 December 2015.

Note 21 Fair Value Measurement

Fair Value Hierarchy

The fair value of non-financial assets must be estimated for recognition and measurement or for disclosure purposes. The SACE Board categorises non-financial assets measured at fair value into a hierarchy based on the level of inputs used in measurement.

Level 1 — quoted prices (unadjusted) in active markets for identical assets and liabilities

Level 2 — inputs other than quoted prices within level 1 that are observable for the asset or liability either directly or indirectly

Level 3 — inputs for the asset or liability that are not based on observable market data (unobservable inputs).

	Note No.	Level 3 2015 \$'000	Level 3 2014 \$'000
Recurring fair value measurements			
Plant and equipment			
Furniture and fittings	19	–	1
Leasehold improvements	19	86	141
Equipment	19	84	43
Computer equipment	19	146	352
Total plant and equipment		316	537
Total recurring fair value measurements		316	537

Valuation Techniques and Inputs

Valuation techniques and inputs used to derive level 3 fair values are at Note 19. There were no changes in valuation techniques during 2015.

Note 22 Payables

	2015 \$'000	2014 \$'000
Current		
Creditors	26	25
Accrued expenses	531	591
Employment on-costs	328	410
Total current payables	885	1 026
Non-current		
Employment on-costs	183	165
Total non-current payables	183	165
Total payables	1 068	1 191

	2015 \$'000	2014 \$'000
SA Government/Non-SA Government payables		
Payables to SA Government entities		
Accrued expenses	144	129
Employment on-costs	511	575
Total payables to SA Government entities	655	704
Payables to non-SA Government entities		
Creditors	26	25
Accrued expenses	387	462
Total payables to non-SA Government entities	413	487
Total payables	1 068	1 191

As a result of an actuarial assessment performed by the Department of Treasury and Finance, the proportion of long service leave taken as leave has been amended to 37.00% (2014: 40.00%), while the average factor for the calculation of employer superannuation on-cost has remained at 10.3%. These rates are used in the employment on-cost calculation. The net financial effect of the changes in the current year is a decrease in the employment on-cost of \$8100 and employee benefits expense of \$8100.

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 represents fair value due to the amounts being payable on demand.

a) Categorisation of Financial Instruments and Maturity Analysis of Payables — refer to Note 30.

b) Risk Exposure Information — refer to Note 30.

Note 23 Replacement Teachers' Liability

	2015 \$'000	2014 \$'000
Current		
Temporary replacement teachers	1 203	906
Total replacement teachers' liability	1 203	906
SA Government/Non-SA Government replacement teachers' liability		
SA Government entities		
Temporary replacement teachers	529	473
Total replacement teachers' liability — SA Government entities	529	473
Non-SA Government entities		
Temporary replacement teachers	674	433
Total replacement teachers' liability — Non-SA Government entities	674	433
Total replacement teachers' liability	1 203	906

The liability for replacement teachers represents the unclaimed portion of expense as at 31 December 2015.

Note 24 Employee Benefits

	2015 \$'000	2014 \$'000
Current		
Accrued salaries and wages	195	102
Annual leave	724	697
Long service leave	481	658
Skills and experience retention leave (SERL)	55	44
Total current employee benefits	1 455	1 501
Non-current		
Long service leave	2 017	1 801
Total non-current employee benefits	2 017	1 801
Total employee benefits	3 472	3 302
Total current and non-current employee liability (i.e. total employee benefits plus employment on-costs disclosed in Note 22)	3 983	3 877

AASB 119 contains the calculation methodology for long service leave liability. The actuarial assessment performed by the Department of Treasury and Finance has provided a basis for the measurement of long service leave.

AASB 119 requires the use of the yield on long-term Commonwealth Government bonds as the discount rate in the measurement of the long service leave liability. The yield on long-term Commonwealth Government bonds has increased to 3.00% (2014: 2.75%).

This increase in the bond yield, which is used to discount future long service leave cash flows, results in a decrease in the reported long service leave liability.

The net financial effect of these changes in the current year is a reduction in the long service leave liability of \$34 000 and a corresponding reduction in the employee benefits expense of \$34 000. The impact on future periods is impracticable to estimate as the long service leave liability is calculated using a number of assumptions — a key assumption is the long-term discount rate.

The actuarial assessment performed by the Department of Treasury and Finance left the salary inflation rate at 4.00% in 2015 (2014: 4.00%) for long service leave liability. However, the salary inflation rate was revised down to 3.00% (2014: 4.00%) for annual leave and SERL.

Note 25 Other Liabilities

	2015 \$'000	2014 \$'000
Current		
Lease incentive	39	52
Unearned revenue	32	48
Total current other liabilities	71	100
Non-current		
Lease incentive	–	22
Total non-current other liabilities	–	22
Total other liabilities	71	122

Lease liabilities are effectively secured, as the rights to the leased assets revert to the lessor in the event of default.

Note 26 Equity

	2015 \$'000	2014 \$'000
Equity		
Retained earnings	2 386	1 769
Staff entitlements reserve	2 625	2 625
Total equity	5 011	4 394

The staff entitlements reserve represents funds retained by the SACE Board to meet liabilities for long service leave, annual leave, and SERL accrued by employees.

Note 27 Unrecognised Contractual Commitments

	2015 \$'000	2014 \$'000
Expenditure commitments — remuneration		
Commitments for the payment of salaries and other remuneration under fixed-term employment contracts in existence at the reporting date but not recognised as liabilities are payable as follows:		
Within 1 year	6 791	6 496
Later than 1 year but not longer than 5 years	2 774	6 611
Total remuneration commitments	9 565	13 107
Amounts disclosed include commitments arising from executive and other service contracts. The SACE Board does not offer fixed-term remuneration contracts greater than 5 years.		
Operating lease commitments		
Commitments in relation to operating leases contracted for at the reporting date but not recognised as liabilities are payable as follows:		
Within 1 year	1 079	1 028
Later than 1 year but not longer than 5 years	464	422
Total operating lease commitments	1 543	1 450
Other commitments		
Within 1 year	777	739
Later than 1 year but not longer than 5 years	273	458
Total other commitments	1 050	1 197

The SACE Board's operating leases and other commitments are for office accommodation, leased vehicles, equipment, contractors, and other contracted supplies and services. Office accommodation is leased through the Department of Planning, Transport and Infrastructure (DPTI). The lease commitment relating to office accommodation is net of a lease incentive received from the lessor. This incentive has been applied across the full term of the lease in accordance with accounting standards. 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 information technology contractors and a number of contracts for services and maintenance over the next 5 years. The operating lease expenses incurred by the SACE Board were \$1171516 (2014: \$982391).

Note 28 Remuneration of Board and Committee Members

The members and deputy members who were entitled to receive remuneration for services during the 2015 calendar year were:

SACE Board of South Australia		
Presiding Member		
Ms J.E. Danvers		
Deputy Presiding Member		
Mr R.J. Debelle		
Members		
Mrs C. Bauer		
Ms M.M. Bentley (term ended 30 June 2015)		
Mr S.J. Dowdy (term ended 30 June 2015)		
Ms H.F. O'Brien		
Ms P.M. Ronan		
Mr P. Vaughan		
Professor M.S. Westwell		
Deputy Members		
Mr S.V. Bousfield (term ended 30 June 2015)		
Mr P. Daw (term ended 30 June 2015)		
Mrs S.G. Duong (term ended 30 June 2015)		
	Number	
	2015	2014
The number of Board and committee members whose remuneration received or receivable falls within the following bands:		
\$0 to \$9999	5	10
\$10000 to \$19999	6	8
\$20000 to \$29999	1	1
Total number of Board and committee members	12	19

Remuneration of members reflects all costs of performing Board/committee member duties, including sitting fees, superannuation contributions, salary sacrifice benefits and fringe benefits, and any fringe benefits tax paid or payable in respect of those benefits. The total remuneration received or receivable by members was \$124 000 (2014: \$152 000).

In accordance with the Department of Premier and Cabinet Circular No. 016, government employees did not receive any remuneration for Board duties during the calendar year.

The Accreditation, Recognition, and Certification Committee (ARCC) and Planning, Finance, and Performance Committee (PFPC) committee members did not attract remuneration in 2015.

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 29 Cash Flow Reconciliation

	2015 \$'000	2014 \$'000
Reconciliation of cash and cash equivalents at the end of the reporting period:	8 416	7 704
Cash and cash equivalents disclosed in the Statement of Financial Position		
Cash on hand and at bank	1 437	703
Deposits with SAFA	6 979	7 001
Balance as per the Statement of Cash Flows	8 416	7 704
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 (used in) operating activities to net cost of providing services:		
Net cash provided by (used in) operating activities	1 737	1 170
Less revenues from SA Government	(18 724)	(19 697)
Add (less) non-cash items		
Depreciation and amortisation expense	(699)	(655)
Gain/loss on sale of non-current assets	1	1
Change in capitalisation threshold	–	(162)
Movement in assets and liabilities		
Increase/(Decrease) in receivables	(129)	160
(Increase)/Decrease in payables	123	208
(Increase)/Decrease in employee benefits	(170)	(206)
(Increase)/Decrease in replacement teachers' liability	(297)	193
(Increase)/Decrease in other liabilities	51	(95)
Net cost of providing services	(18 107)	(19 083)

Note 30 Financial Risk Management/Financial Instruments

30.1 Financial Risk Management

Risk management is managed by the SACE Board's Office of the Chief Executive, and agency risk management policies are in accordance with the *Risk Management Policy Statement* issued by the Premier and Treasurer and the principles established in the Australian Standard *Risk Management Principles and Guidelines*.

The SACE Board is exposed to financial risk — liquidity risk, credit risk, and market risk. There have been no changes in risk exposure since the last reporting period.

30.2 Categorisation of Financial Instruments

Details of the significant accounting policies and methods adopted including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised with respect to each class of financial asset and financial liability are disclosed in Note 2.

Refer to Note 30.3 for the carrying amounts of each financial asset and liability category measured at cost.

The SACE Board does not recognise any financial assets or financial liabilities at fair value, but does disclose fair value in the notes.

The carrying value less impairment provisions of payables, receivables, and replacement teachers' liability is a reasonable approximation of their fair values due to the short-term nature of these (refer to Notes 2, 17, 22, and 23).

30.3 Liquidity Risk

Liquidity risk arises where the SACE Board is unable to meet its financial obligations as they fall due. The SACE Board is funded principally from an appropriation by the SA Government. The SACE Board works with the Department of Treasury and Finance to determine the cash flows associated with its Government approved program of work and to ensure funding is provided through SA Government budgetary processes to meet the expected cash flows.

The SACE Board settles undisputed accounts within 30 days of the date from the invoice or date that 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.

The carrying amount recorded in Note 30.3 represents the SACE Board's maximum exposure. The following table discloses the carrying amount of each category of financial instrument held by the SACE Board including the contractual maturity analysis for financial assets and liabilities (i.e. liquidity risk).

Cash flows realised from financial assets reflect management's expectation as to the timing of realisation. Actual timing may differ from that disclosed. The timing of cash flows presented in the table to settle financial liabilities reflects the earliest contractual settlement dates.

Table 30.3 Categorisation and Maturity Analysis of Financial Assets and Liabilities

Category of Financial Asset/Liability	Note	Carrying/ Fair Value Amount \$'000	Current \$'000	Contractual Maturities		
				< 1 Year \$'000	1–5 Years \$'000	> 5 Years \$'000
2015						
Financial assets						
Cash and cash equivalents	16	1 437	1 437	1 437	–	–
Receivables ^{(1) (2)}	17	88	88	88	–	–
Other financial assets	18	6 979	6 979	6 979	–	–
Financial liabilities						
Payables ⁽¹⁾	22	499	499	499	–	–
Replacement teachers' liability	23	1 203	1 203	1 203	–	–
2014						
Financial assets						
Cash and cash equivalents	16	703	703	703	–	–
Receivables ^{(1) (2)}	17	242	242	242	–	–
Other financial assets	18	7 001	7 001	7 001	–	–
Financial liabilities						
Payables ⁽¹⁾	22	598	598	598	–	–
Replacement teachers' liability	23	906	906	906	–	–

(1) Receivable and payable amounts disclosed here exclude amounts relating to statutory receivables and payables (e.g. Commonwealth, state, and local government taxes, fees and charges; Auditor-General's Department audit fees). In government, certain rights to receive cash or pay cash may not be contractual and therefore in these situations, the requirements will not apply. Where rights or obligations have their source in legislation such as levies, tax and equivalents, they would be excluded from the disclosure. The standard defines contract as enforceable by law. All amounts recorded are carried at cost (not materially different from amortised cost).

(2) Receivables amount disclosed here excludes prepayments. Prepayments are presented in Note 17 in accordance with paragraph 78(b) of AASB 101. However, prepayments are not financial assets as defined in AASB 132, as the future economic benefit of these assets is the receipt of goods and services rather than the right to receive cash or another financial asset.

30.4 Credit Risk

Credit risk arises where there is the possibility of the SACE Board's debtors defaulting on their contractual obligations resulting in a financial loss to the SACE Board. The SACE Board measures credit risk on a fair value basis and monitors risk on a regular basis.

The SACE Board has minimal concentration of credit risk. The SACE Board has policies and procedures in place to ensure that transactions occur with customers with appropriate credit history. The SACE Board does not engage in high-risk hedging for its financial assets. No collateral is held as security and no credit enhancements relate to financial assets held by the SACE Board.

Allowances for impairment of financial assets are calculated on past experience and current and expected changes in client credit rating. Other than receivables, there is no evidence to indicate that financial assets are impaired. Refer to Note 17 for information on the allowance for impairment in relation to receivables.

The carrying amount of financial assets as detailed in Note 30.3 represents the SACE Board's maximum exposure to credit risk.

The following table discloses the ageing of financial assets that are past due but not impaired and impaired financial assets.

Table 30.4 Ageing Analysis of Financial Assets

	Carrying Amount	Not Past Due and Not Impaired	Past Due but Not Impaired Assets			Impaired Assets
			Overdue for < 30 Days \$'000	Overdue for 30–60 Days \$'000	Overdue for > 60 Days \$'000	
2015						
Receivables ⁽¹⁾	88	58	16	–	22	8
2014						
Receivables ⁽¹⁾	242	221	18	–	12	9

(1) Receivable amounts disclosed here exclude amounts relating to statutory receivables (amounts owing to government). They are carried at cost.

30.5 Market Risk

Market risk is primarily through interest rate risk. Exposure to interest rate risk may arise through interest-bearing financial assets which are managed by the South Australian Government Financing Authority. The SACE Board has no exposure to foreign currency or other price risks.

Sensitivity Disclosure Analysis

A sensitivity analysis has not been undertaken for the interest rate risk of the SACE Board as it has been determined that the possible impact on profit and loss or total equity from fluctuations in interest rates is immaterial.

Note 31 Adjustments to Prior Year Comparative Amounts

Item	Note	Previously Published Amount \$'000	Increase/ (Decrease) \$'000	Revised Amount \$'000	Explanation for Adjustment
Employee benefits expenses	4	14 628	(158)	14 470	The adjustment is the net effect of two items: 1. A review of employee benefit expenses undertaken during 2015 showed that Chief Assessor expenses and oncosts were understated by \$114 000. This was caused by costs incorrectly reflected in 2014, recording a corresponding overstatement in employee benefit expenses. 2. The SACE Board had accrued expenses for the services of a former Board member who did not wish to receive remuneration. Those expenses totalling \$44 000 were in respect of services provided in prior years, requiring a reduction in the cost and corresponding liability when the accrual was reversed during 2015.
Payables	22	1 208	(17)	1 191	
Employee benefits liability	24	3 443	(141)	3 302	
Supplies and services	5	11	(11)	–	In 2014 and prior years, bad debts expense and allowance for doubtful debts were recorded under the 'supplies and services' category. In 2015, these expenses have been moved to the 'other expense' category.
Other expenses	8	–	11	11	
Retained earnings	26	1 611	158	1 709	Net impact on 2014 retained earnings as a result of the above adjustments.

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 SACE Board; and
- present a true and fair view of the financial position of the SACE Board of South Australia as at 31 December 2015 and the results of its operations and cash flows for the calendar year.

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



Jane Danvers
Presiding Member

Date: 22 March 2016.



Dr. Neil McGoran
Chief Executive

Date: 22 March 2016



Alan Herman
Chief Finance Officer

Date: 22 March 2016



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To the Presiding Member SACE Board of South Australia

As required by section 31(1)(b) of the *Public Finance and Audit Act 1987* section 19A(3) of the *SACE Board of South Australia Act 1983*, I have audited the accompanying financial report of the SACE Board of South Australia for the financial year ended 31 December 2015. The financial report comprises:

- a Statement of Comprehensive Income for the year ended 31 December 2015
- a Statement of Financial Position as at 31 December 2015
- a Statement of Changes in Equity for the year ended 31 December 2015
- a Statement of Cash Flows for the year ended 31 December 2015
- notes, comprising a summary of significant accounting policies and other explanatory information
- a Certificate from the Presiding Member, the Chief Executive and the Chief Finance Officer.

The Board's Responsibility for the Financial Report

The members of the Board are responsible for the preparation of the financial report that gives a true and fair view in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987* and Australian Accounting Standards, and for such internal control as the members of the Board determines 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.

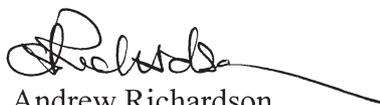
An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. 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 2015, 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.



Andrew Richardson

Auditor-General

30 March 2016