

SENIOR SECONDARY
ASSESSMENT
BOARD OF
SOUTH AUSTRALIA

ANNUAL REPORT

31 December 2006



SSABSA

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To the Honourable Jane Lomax-Smith, MP
Minister for Education and Children's Services
Friday 30 March 2007

My dear Minister

I have pleasure in submitting to you the Annual Report of the Senior Secondary Assessment Board of South Australia, in accordance with Section 20 of the *Senior Secondary Assessment Board of South Australia Act 1983*. The report records the activities of the Board for the year ended 31 December 2006.

The Board met on eight occasions during the year and conducted a seminar with Mr Bill Cossey, the Independent Reviewer of the SSABSA Act and its governance arrangements. The two standing committees, for Curriculum and Assessment Policy and for Resources Policy, met more frequently to do the detailed work on recommendations to the Board.

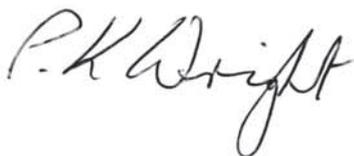
The Board was appointed from 1 July 2005 until 30 June 2007 and has continued almost unchanged throughout 2006. I would like to thank all the Board members for their cooperation and forbearance, particularly those who served on the standing committees, accreditation panels, and working parties of the Board.

The Board elected me as Presiding Member, Associate Professor Adrian Vicary as Deputy Presiding Member, Ms Susan Cameron as Chair of the Curriculum and Assessment Policy Committee, and Mr Bernard Meatheringham as Chair of the Resources Policy Committee. Together with the Commissioner for Equal Opportunity, Ms Linda Mathews, and the Chief Executive, Dr Janet Keightley, we comprise the Executive Group of the Board. I thank them all for their support and assistance.

Highlights of the year included the Merit Ceremony in the grounds of Government House, the SSABSA Art Show at the Adelaide Centre for the Arts, Light Square Gallery, the SSABSA Technology Show, and the Extension Studies Expo. The 2006 results release was the best yet, with a record number of South Australian Certificates of Education awarded and delivered in record time, thanks to the dedication of SSABSA staff and hundreds of teachers in all three schooling sectors working as examiners, markers, and moderators.

I have pleasure in referring the 2006 report to you.

Yours sincerely



Patrick Wright

Presiding Member

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INTRODUCTION AND EXECUTIVE SUMMARY

SSABSA is committed to excellence in the provision of curriculum, assessment, reporting, and certification services to the students of South Australia, the Northern Territory, and Asia who undertake studies for the South Australian Certificate of Education (SACE). This commitment was exemplified again in 2006, underpinned by SSABSA's collaborative partnerships with schools, parent bodies, tertiary institutions, and the industry sector.

Initiatives in Assessment and Moderation

SSABSA funded three special projects to support the Aim of its strategic plan by improving the support and final moderation models of school-based assessment components. These projects focused on the following areas:

- Improving teachers' understanding of assessment standards.
- Exploring alternative moderation models.
- Improving the feedback provided to teachers about their standards.

Workshops in Schools

SSABSA offered a range of assessment workshops for schools. These workshops were designed for individual schools or school clusters. Workshops were offered in five areas:

- Information, including An Introduction to the SACE and Adapting Stage 1 Assessment Plans.
- Literacy Strategy.
- Retention and Completion, including The Board's Priorities, Flexibility in the SACE, and Retaining Students at Risk.
- Assessment Strategies, including The Use of Assessment for Learning.
- Analysis of 2005 Student Achievement Data.

Schools showed most interest in workshops relating to flexibility in the SACE. Over the year more than 1000 teachers attended approximately fifty workshops. In most schools the Assessment Field Officers (AFOs) worked with small groups of teachers to increase flexibility of assessment plans and to modify teaching programs for students at risk of not completing the SACE.

Investigations

SSABSA once again conducted funded marker-training workshops in metropolitan and country areas for all twelve Stage 2 subjects that have an externally marked investigation in their assessment scheme to improve reliability between the two markers. These workshops explained the requirements of the external component, the process used to determine the student score, strategies for supervision and verification, and strategies to support teachers to address plagiarism issues and referencing. Thirty-six workshops were conducted and 398 teachers attended.

Liaison with Schools

SSABSA continues to work closely with schools, particularly SACE coordinators, to assist in the complete assessment process for students. AFOs visited schools across the state, suggesting support strategies for staff and students.

SSABSA Website and Online Communication

The external website, SSABSA Online, is SSABSA's major public face. SSABSA continues to update and revise the online facility for ease of use by teachers, students, and the general public.

The total number of interactive online communities in 2006 was fifty-three, including an online community for parents and caregivers of students studying the SACE.

Integrated Learning

A new curriculum statement entitled 'Integrated Learning' was trialled in 2006. Four hundred and fourteen students from thirty-one schools completed a unit of Integrated Learning. The Stage 1 and 2 Integrated Learning subjects provide an opportunity for students to develop an idea, interest, or activity that connects with their lives.

Intensive English Learning Programs

In early 2006, the Board approved the recognition of Intensive English Learning Programs. Students who undertake an Intensive English Learning Program will be able to apply for status for up to 4 SACE units. These programs are developed by schools to provide international students with a transition curriculum into the SACE. These arrangements will help to accommodate the needs of the growing number of international students in South Australian schools.

Recognition of Community Learning

To support schools with the uptake of the recognition of community learning, a set of guidelines, *Recognition of Community Learning: Guidelines 2006*, was developed and sent to all schools. Workshops were also offered for teachers interested in training as Community Learning Assessors.

Special Provisions in Curriculum and Assessment

In August 2006 the Board approved the Special Provisions in Curriculum and Assessment Policy for use in 2007. This policy ensures that students have fair opportunities to participate in assessment programs.

Aboriginal Education Strategy

The SSABSA Aboriginal Education Strategy (AES) is an initiative that aims to increase the number of Aboriginal students accessing, participating in, and completing the SACE. Preliminary figures, as of 31 December 2006, indicate that 104 Aboriginal students successfully completed the SACE in 2006.

Delivery of the SAM Program in Asia

The SAM program maintained its position as a reputable one-year pre-university program and the most popular of the pre-university courses offered by any Australian assessment authority in Asia. In 2006 SSABSA experienced significant increases in student enrolments in Malaysia and China. A total of 1764 students enrolled in the SAM program.

Records Management

As part of SSABSA's commitment to continuous improvement a project was set up in June 2006 to assess SSABSA's current records management processes. A contractor undertook an 'Adequate Records Management Self-assessment' of the organisation's current records management procedures, including a gap analysis between 'what is' and 'what should be', and provided advice on implementing a policy, procedures, and a training plan. The implementation of an adequate records management system will commence in 2007.

SSABSA Staff-Management Consultation Policy

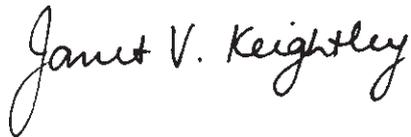
During 2006 work was undertaken by staff to establish a SSABSA Staff-Management Consultation Policy. The policy was approved in September 2006 and established a structure and method for staff consultation and outlined the policies, procedures, and implementation issues over which staff will be consulted.

Retention and Completion Data

The Research team undertook an extensive review of national and international completion and retention strategies, which was published on SSABSA Online in February 2006. A number of Collaborative Research and Reference Groups were established in 2006 which included research on the Australian Research Council Social Inclusion Initiative on School Retention, Aboriginal Students — Improving Outcomes, and the SACE Review.

Although this summary is necessarily selective in its mention of specific projects, initiatives, or new directions for SSABSA in 2006, other activities that are central to the work of SSABSA are mentioned in more detail in the pages following. These activities are listed under outcomes achieved in the key result areas of the Strategic Plan.

The Annual Report again contains a set of statistics on student enrolments and results for Stage 1 and Stage 2 of the SACE.



Janet V. Keightley

Chief Executive

SSABSA STRATEGIC PLAN 2006–07

The SSABSA Strategic Plan has been established in the context of government education, social, and economic development priorities for South Australia.

Our Vision

Our vision is for the citizens of South Australia to be able to develop their full potential by being lifelong learners and active participants in local and global environments.

Our Mission

Our mission is to provide a SACE for all students that is personally enriching and prepares students for lifelong learning and active citizenship in a local and global environment.

Values

In doing this, we will be true to the following values:

Accessibility	Flexibility
Creativity	Integrity
Equity	Proactivity
Excellence	Quality
Fairness	Respect.

Our Aim

Our Aim is to improve levels of student access, participation in learning, achievement, and completion of the SACE.

Targets have been set for all four components of the Aim.

In 2006–07 we will work towards achieving this Aim by:

STRATEGY 1 — SACE Completion

Improving the SACE completion rate and paying attention to a more equitable distribution of SACE completion across the cohort.

STRATEGY 2 — Improving Service

Improving the level of service offered by SSABSA.

In undertaking these strategies, SSABSA will focus on the core business key result areas of Assessment, Community Information, Curriculum, Equity, Income Generation, Management, Research, and Systems. An Operational Plan guides the work of the Authority and ensures that these activities are focused (along with the resource allocations to these activities) on the achievement of the SSABSA Aim.

THE BOARD

The legislation establishing SSABSA is the *Senior Secondary Assessment Board of South Australia Act 1983*. This Act was amended before its proclamation in February 1984 to enable the Chief Executive Officer to be a full member of the Board.

As a result of the acceptance by the South Australian Government of the first *Report* and the *Second Report* of the Ministerial Enquiry into Immediate Post-Compulsory Education, the *Senior Secondary Assessment Board of South Australia Act 1983* was amended by parliament in 1990 to take into account the new functions of the Board to operate and implement the South Australian Certificate of Education (SACE) from 1992.

The *Senior Secondary Assessment Board of South Australia Act Amendment Act 1990* (pp. 2–3) sets out the following functions of the Board:

15. (1) The Board has the following functions:
- (a) to approve syllabuses (which may consist of a detailed structure or a more general outline) for subjects comprised in the prescribed certification requirements of senior secondary education that have been prepared at the direction of the Board or submitted to it by a school, institution or other authority;
 - (b) to direct the preparation of syllabuses for its consideration under paragraph (a);
 - (c) to assess, by such means as the Board thinks fit, achievements in or satisfactory completion of subjects or other requirements comprised in the prescribed certification requirements by students at senior secondary education levels;
 - (d) to recognise, if it thinks fit and to such extent as it thinks fit, assessments of students at senior secondary education levels made by schools, institutions or other authorities;
 - (e) to recognise, if it thinks fit and to such extent as it thinks fit, the qualifications or experience of a student in or towards completion of the prescribed certification requirements of senior secondary education;

- (f) to prepare and maintain records of assessments 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 directs;
 - (g) to certify satisfactory completion of the prescribed certification requirements of senior secondary education by students;
 - (h) to provide to schools, institutions and other authorities, on request, such information as they may reasonably request in relation to the Board's policies and processes, including information as to the criteria that will be applied by the Board in granting approvals and recognitions;
 - (i) to publicise the prescribed certification requirements of senior secondary education and the assessment, recognition and certification processes as it thinks fit and to make syllabuses prepared or approved by the Board available to members of the public;
 - (j) to undertake or commission research related to any matter for which it is responsible and to publish the results of such research as it thinks fit;
 - (k) to keep under review the operation of this Act and the policies and processes of the Board.
- (2) The Board may adopt and apply such transitional arrangements with respect to syllabuses, assessment or other processes of the Board as it considers appropriate in view of any legislative change or any change in its policies or processes.

The Senior Secondary Assessment Board of South Australia is an independent statutory authority that reports to parliament through the Minister for Education and Children's Services. It extends its services to all schools in South Australia that offer Stage 1 and Stage 2 studies. These include schools that are part of the South Australian Department of Education and Children's Services (DECS) and non-government schools, including those linked with Catholic Education South Australia and the Association of Independent Schools of South Australia (AISSA). Through negotiated arrangements, the Board offers its subjects and assessment services to students in the Northern Territory and in a number of centres in Asia.

Membership

The Board consists of the Chief Executive and twenty-six other members appointed by the Governor of South Australia. The present Board was appointed in July 2005 for a 2-year term:

Four people nominated by the Director-General of Education [*now* Chief Executive of the Department of Education and Children's Services] and at least one of those four a practising teacher

One person nominated by the Director-General of Technical and Further Education [*now* Chief Executive of the Department of Further Education, Employment, Science and Technology]

Two people nominated by the Council of The University of Adelaide

Two people nominated by the Council of the Flinders University of South Australia

Two people nominated by the Council of the University of South Australia

One person nominated by the South Australian Independent Schools Board Incorporated [*now* Association of Independent Schools of South Australia (AISSA)]

One person nominated by the South Australian Commission for Catholic Schools [Inc.]

One person nominated by the South Australian Association of State School Organisations Incorporated

Two people nominated by the South Australian Institute of Teachers [*now* Australian Education Union (SA Branch)] and at least one of those two a practising teacher

One person nominated by the Association of Non-Government Education Employees [*now* Independent Education Union (SA)]

One person nominated by the, South Australian Association of School Parents' Clubs Incorporated

One person nominated by the Federation of Parents and Friends Associations of Independent Schools of SA [*now* Independent Schools Parents Council of SA Inc.]

One person nominated by the Federation of Parents and Friends Associations of South Australian Catholic Schools [*now* The Federation of Catholic School Parent Communities (SA)]

One person nominated by the Industrial and Commercial Training Commission [*now* Training and Skills Commission]

Two people nominated by the United Trades and Labor Council [*now* SA Unions]

Two people nominated by the Chamber of Commerce and Industry, South Australia, Incorporated [*now* Business SA]

One person nominated by the Commissioner of Equal Opportunity [*now* Commissioner for Equal Opportunity].

In addition, each board member has an appointed deputy.



FRONT ROW (left to right): Ms N. Blake (Secretary to the Board), Associate Professor A.R. Vicary (Deputy Presiding Member), Dr J.V. Keightley (SSABSA Chief Executive), Mr P.K. Wright (Presiding Member), Ms S. Cameron (Chairperson, Curriculum and Assessment Policy Committee), Ms L.R. Matthews (Commissioner for Equal Opportunity), Ms J.E. Lundberg.

SECOND ROW (left to right): Ms J.D. Bone-George, Ms C. Harrison, Mr R.E. Johnson, Mr R.D. Nussio (Deputy to Ms L.E. Lundberg), Dr P. Bartholomaeus, Mrs J. Zerna.

TOP ROW (left to right): Ms A. Scarino, Ms C. Lopez, Professor D. Turnbull, Associate Professor L.D. Owens (Deputy to Professor G. Storer), Mr D. Frith, Mr B.W. Stratfold.

ABSENT MEMBERS: Ms H. Carey, Professor G. Crisp, Mr C. Dolan, Ms C. Hudson, Dr B.M. Kameniar, Dr P. Kilvert, Ms J.E. Lundberg, Ms S. MacDonald-Taylor, Mr B.J. Meatheringham (Chairperson, Resources Policy Committee), Professor R.G. Storer, Ms H.M. Trebilcock.

Structure

To assist in carrying out its functions the Board has established a system of committees. These include the two standing committees of the Board — Curriculum and Assessment Policy Committee (CAPC) and Resources Policy Committee (RPC).

The committee structure takes into account SSABSA’s wider functions at Year 11 and

Year 12 with the introduction of the SACE. It has a curriculum committee system based on Subject Advisory Committees (SACs), which report through the Chief Executive to CAPC. Tenure of membership of SACs is usually 3 years. Members of committees are listed in Appendix III.

Curriculum Project Groups (CPGs) are established by the Authority for specific tasks identified by the Board, the Authority, or SACs.

BOARD OPERATIONAL AND COMMITTEE STRUCTURE

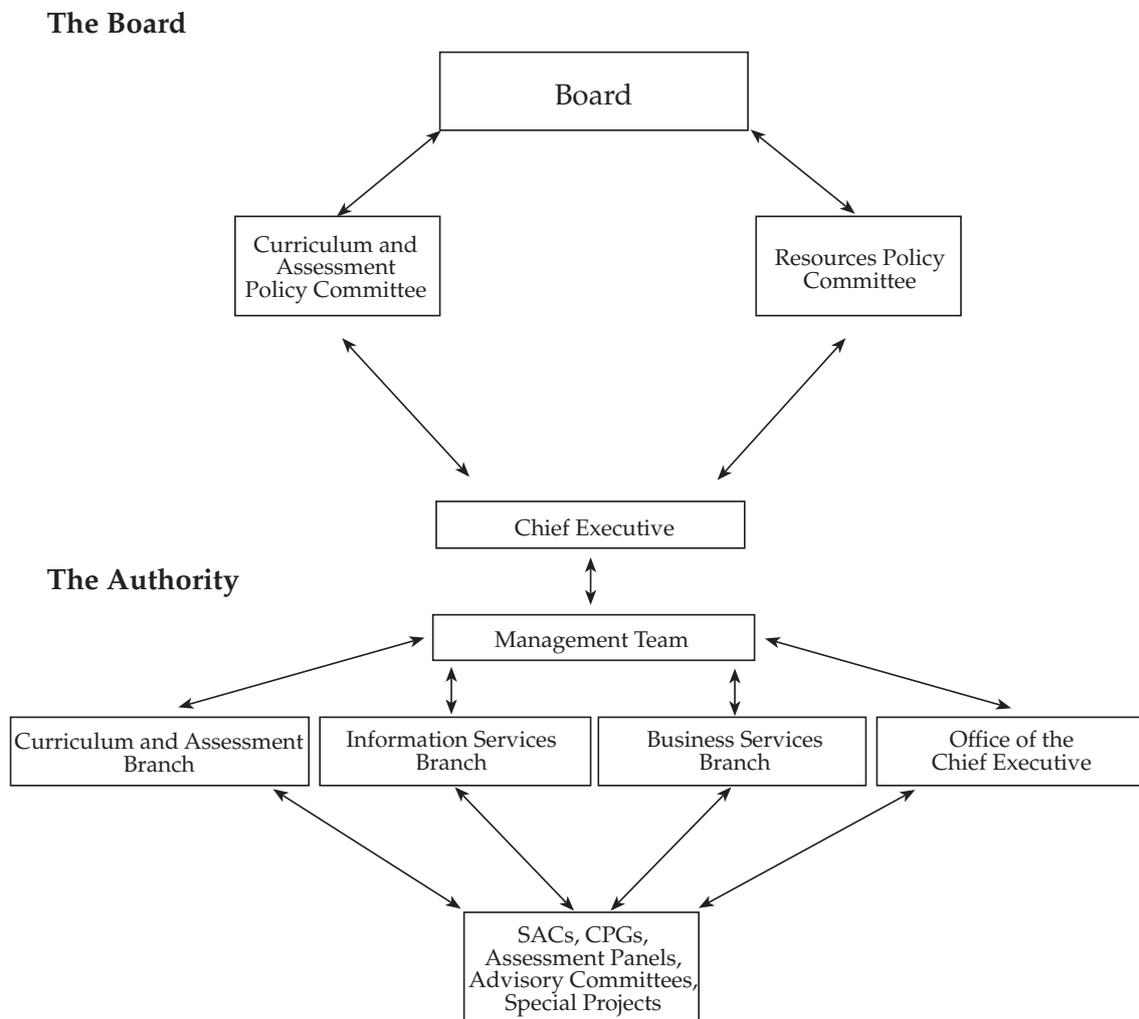


Figure 1 Board Operational and Committee Structure

ORGANISATIONAL STRUCTURE OF SSABSA

THE AUTHORITY

The organisational arm of the Board, known as ‘the Authority’, is headed by the Chief Executive. The role of the Authority is to carry out the functions of the Board as set down in the legislation and to implement the Board’s decisions. To achieve the outcomes and legislated functions of the Board, SSABSA has an organisational structure of 78.6 positions. The organisational structure is set out below.

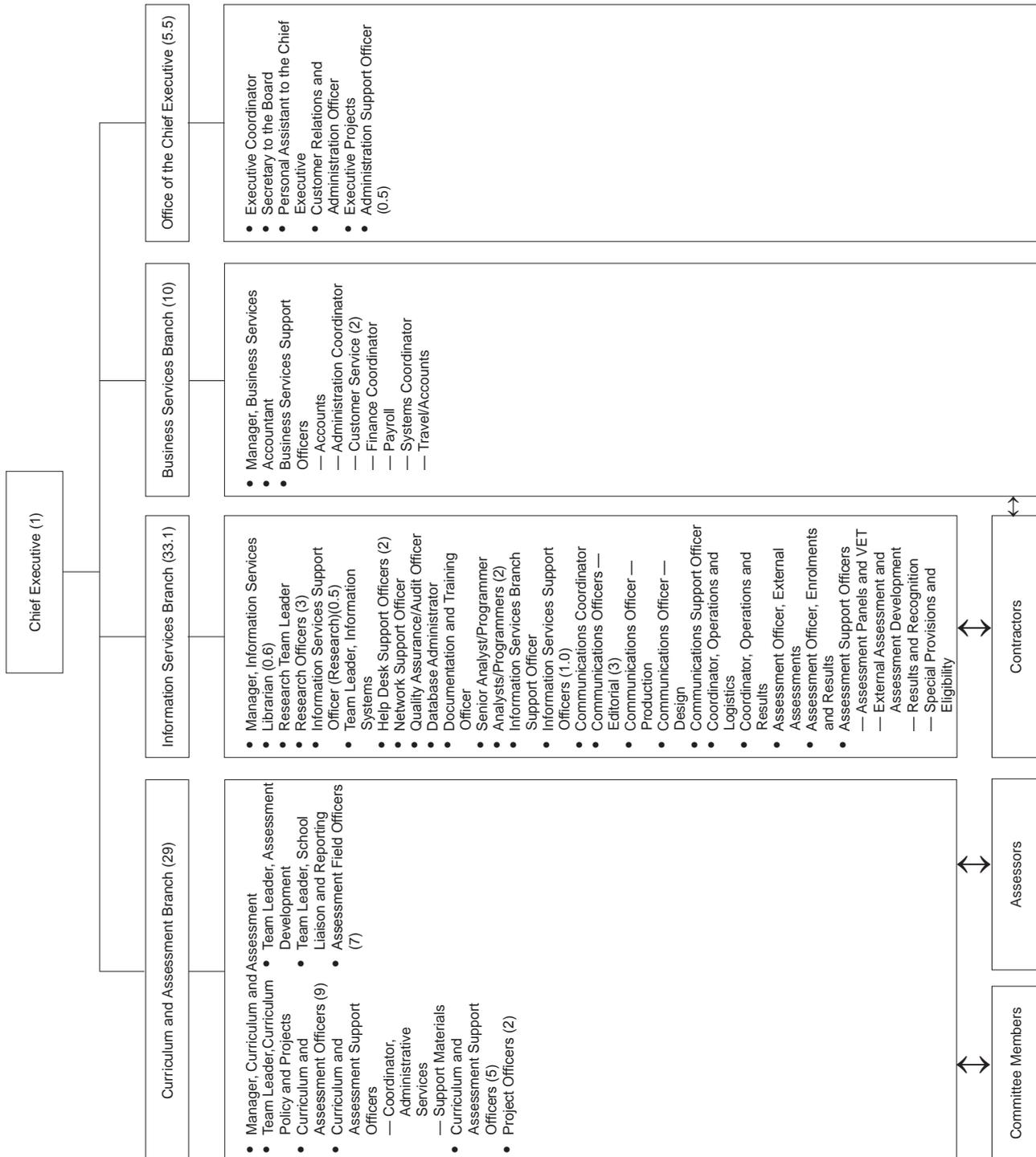


Figure 2 Organisational Structure of SSABSA

INFORMATION STATEMENT

The structure and functions of the Senior Secondary Assessment Board of South Australia (SSABSA) are described on pages 5 to 9 of this report.

SSABSA is responsible for the curriculum, assessment, certification, and reporting of Year 11 and Year 12 students in South Australia. These functions affect students undertaking SACE studies and their families.

Membership of the Board is by nomination from one of the seventeen government departments/organisations/institutions represented on the Board.

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 and with the permission of the Presiding Member to attend as an observer. Requests should be made through the Secretary to the Board.

Membership of most SSABSA committees is open to the public and to members of particular professional groups, teachers, people from higher education, employers, parents, and people associated with the various education and training sectors through submission of expressions of interest.

The only committees that are not open to membership in this way are the Curriculum and Assessment Policy Committee and the Resources Policy Committee, the two standing committees of the Board. These committees are filled by board and deputy board members and by *ex officio* SSABSA staff. The standing committees have the power to co-opt members from the Board, with the general approval of the Board. Membership of all other committees is sought from time to time through expressions of interest, which are advertised on the SSABSA website, in the *SACE Operations Manual*, in the press, and through approaches to relevant education sectors.

SSABSA curriculum development processes include consultation with schools and stakeholder organisations.

SSABSA maintains records of the results obtained by South Australian, Northern Territory, and Asian students in SSABSA and Public Examinations Board assessments, some dating back to 1894. Statements and verification of such results are available on application to SSABSA.

The various publications of the agency are published in hard copy and are also available electronically on the SSABSA website (www.ssabsa.sa.edu.au).

SSABSA policies and policy summaries are available online (www.ssabsa.sa.edu.au/policy.htm). Policies that are published in full include the policy statement and details of relevant procedures. Policy summaries include the policy statement.

More information on SSABSA policies is available from the Manager, Curriculum and Assessment, telephone 8372 7400.

Policies Published in Full

- Assessment and Moderation Policy
- Assessment Deadlines, Deducting Marks, and Discounting Grades Policy
- Copyright and Royalty Policies
- Curriculum and Assessment Policy
- Curriculum Development
- Literacy Policy
- Memorandum of Assessment Principles and Practices
- Private Candidature Policy
- Recognition of Community Learning
- Recognition of Vocational Education and Training Outcomes Towards the SACE
- Recruitment and Selection Procedures Manual
- Research Policy
- SACE Requirements
- SACE Word-count Policy
- Special Provisions in Curriculum and Assessment
- Students as Researchers

- Subject Advisory Committees and Curriculum Project Groups
- Supervision and Verification of Students' Work Policy
- Waiver or Remission of Fees Policy

Policy Summaries

- Board Committees
- Conflict of Interest
- Country Participation
- Freedom of Information and Confidentiality
- Occupational Health, Safety, and Welfare
- Prizes and Awards
- Professional Development
- Public Functions

- Publications
- SACE Reporting and Certification
- Sexual Harassment
- Social Justice and Equity
- Subject Classification
- Subject Combinations, Overlap, and Preclusions
- Fieldwork Guidelines

In order to protect the privacy and rights of schools and individual students, it is necessary for SSABSA to restrict public access to certain information. SSABSA is an exempt agency under Freedom of Information Exempt Agency Regulations, 1993, Subregulation 5(a).

ACHIEVEMENTS OF THE BOARD

Key Result Area — Assessment

Outcomes Achieved

Stage 1 Results

In January 2007 Statements of Results will be issued to nearly 40000 students who completed Stage 1 studies in South Australia and the Northern Territory. A number of assessment reports and feedback on the assessment processes in 2006 will be sent to schools.

Stage 2 Results Release 2006

The results release to students in South Australia, the Northern Territory, and Asia less than four weeks after the last external written examination marked the successful culmination of the assessment process. There are multiple points during the year at which final assessment occurs as the diversity of assessment components in curriculum statements increases. At key times, therefore, and particularly during Term 4, school and external assessments were completed and the results added to the database. These processes involved a large group of dedicated teachers and SSABSA staff.

The 2006 assessment cycle will conclude at the end of the clerical check period on 16 February 2007.

Examinations

The Year 12 external examinations began on Thursday 19 October 2006 with the nationally assessed languages, resumed on Monday 6 November with SSABSA-set examinations, and ended on Friday 24 November.

Fifty-two examinations were set by SSABSA, including six nationally assessed language examinations for which SSABSA has the hosting responsibility.

Investigations

SSABSA has twelve Stage 2 subjects that have an externally marked investigation in their assessment scheme. Three of these twelve subjects, Aboriginal Studies, Health Education, and Outdoor and Environmental Education, included this assessment component for the first time in 2005.

In these subjects students choose an issue for investigation, conduct research on this issue, and present the findings. Investigations are double marked; first by the teacher and then by an external marker appointed by SSABSA.

To improve reliability between the two markers, in 2006 SSABSA once again conducted funded marker-training workshops for all twelve Stage 2 subjects in metropolitan and country areas. These workshops explained the requirements of the external component, the process used to determine the student score, strategies for supervision and verification, and strategies to support teachers to address plagiarism issues and referencing. Thirty-six workshops were conducted and 398 teachers attended.

Liaison with Schools

SSABSA works closely with schools, particularly SACE coordinators, to assist in the complete assessment process for students. This includes registration, enrolment, and results.

The SSABSA Help Desk continued to support schools, particularly users of DATEX Online, in order to facilitate the transfer of student enrolment information and other student data to SSABSA.

Assessment Field Officers (AFOs) visited schools across the state, suggesting support strategies for staff and students. AFOs also helped schools to analyse and use the comprehensive data on the achievements of their students in the preceding year. SSABSA provides this information to schools early in Term 1.

The AFOs, each of whom supports about twenty-five schools, moderated and supported their schools in Stage 1 assessment plans across all learning areas, and in Stage 2 Community Studies. Using DATEX Online, the AFOs also provided ongoing support to schools with SACE completion checks and follow-up action, particularly in the latter part of the year when students at risk of not completing the SACE were identified.

Moderation of School-based Assessment Components

Moderation as part of the final assessment process is conducted by visit to schools, statistical moderation, or central moderation. The latter moderation requires the collection of samples of student materials from schools. The largest central moderation process was at the end of 2006 with 4855 class bags being processed. The moderation was undertaken by 370 moderators in fifty-nine teams at the Magill Campus of the University of South Australia and was completed by Wednesday 6 December.

Results Delivery

On Wednesday 20 December, 16904 South Australian students, 1587 Northern Territory students, and 1734 students in Malaysia and China received their results.

SSABSA worked in close cooperation with Australia Post to ensure that all students received their results in their letterboxes on the same day.

Workshops in Schools

SSABSA offered a range of assessment workshops for schools. These workshops were designed for individual schools (e.g. subject coordinators and members of subject faculties or curriculum committees) or school clusters (e.g. two or three key teachers from several schools in a region).

Workshops were offered in five areas:

- Information, including An Introduction to the SACE and Adapting Stage 1 Assessment Plans.

- Literacy Strategy.
- Retention and Completion, including The Board's Priorities, Flexibility in the SACE, and Retaining Students at Risk.
- Assessment Strategies, including The Use of Assessment for Learning.
- Analysis of 2005 Student Achievement Data.

Schools showed most interest in workshops relating to flexibility in the SACE, which were tailored for the needs of the individual schools. Over the year more than 1000 teachers attended approximately fifty workshops. In most schools the AFOs worked with small groups of teachers to increase flexibility of assessment plans and to modify teaching programs for students at risk of not completing the SACE.

Assessment Plans

Assessment plans are a requirement for all Stage 1 subjects. At Stage 2, many assessment plans require approval by SSABSA and schools are encouraged to give students an assessment outline for all subjects.

In 2006 most schools chose to have the approval process for Stage 1 assessment plans undertaken in the school so that teachers could get immediate feedback from the AFO.

Initiatives in Assessment and Moderation

SSABSA funded three special projects to support the Aim of its strategic plan by improving the support and final moderation models for school-based assessment components. These projects focused on the following areas:

- Improving teachers' understanding of assessment standards.
- Exploring alternative moderation models.
- Improving the feedback provided to teachers about their standards.

In 2006, as part of these three special projects, SSABSA:

- undertook a review of the double marking processes used in the marking of SSABSA-set examinations and the externally marked investigations. As a result of this review common processes were used in all subjects with all Chief Assessors and Supervisors undertaking professional development early in Term 4;
- conducted a workshop in September for Chief Assessors and key Subject Advisory Committee members for Aboriginal Studies, Design and Technology Studies, Health Education, Home Economics, Information Technology, Outdoor and Environmental Education, Psychology, Visual Arts Studies, and Women's Studies;
- invited teachers who have not previously participated in the moderation and/or external marking processes to be involved in these processes for their subjects. (Teachers from schools in low socio-economic areas were particularly encouraged to apply.);
- conducted one-day moderation workshops, as part of the final moderation process, for teachers new to moderation. These one-day workshops were conducted for teachers of Aboriginal Studies, Design and Technology Studies, Health Education, Home Economics, and Outdoor and Environmental Education;
- redesigned the forms used to provide feedback to teachers on moderation outcomes. These new forms were trialled in November and December.

The strategies that have been devised as part of these three projects are contributing to the improvement of the moderation models used by SSABSA and, therefore, to the validity, reliability, and fairness of the judgments made of student work.

Key Result Area — Community Information

Outcomes Achieved

Communications

A strategy initiated in 2005 to send information directly to parents from SSABSA continued, with the annual mailing of the brochure 'A head start to the SACE', which contains basic information for students and parents about the SACE. Results of the Parent Survey conducted as part of this strategy were posted on the SSABSA website and key recommendations from the Survey have been compiled into an Action Plan and incorporated into the SSABSA Communications Strategy.

Many of the above recommendations have been addressed via the 'Head Start' information campaign and via the Parent Online Community, which was also initiated in 2005.

SSABSA Online

Website

The external website is SSABSA's major public face. SSABSA continues to update and revise the online facility for ease of use by teachers, students, and the general public.

As a result of an external review of the website in 2005 some improvements were made to simplify information and to make navigation easier for users.

The 2006 results release and results information pages were again posted on the website on the day students received their results.

Authors updated curriculum support materials, which are published online. Data Information Releases on specific topics were posted on the website to support research by schools and other institutions aimed at improving learning outcomes for students.

As a recruitment facility, SSABSA Online is used in conjunction with external publications to call for nominations for the positions of Chief Assessors and membership of assessment panels, and provides access to Position Identification Documents for external advertisements for SSABSA positions.

The website continues to be a valuable facility for showcasing students' work from the Art Show and the Technology Show after the exhibitions have finished.

The redevelopment of the Aboriginal Education Strategy website was completed and a SSABSA calendar was introduced to the website.

Intranet

The SSABSA Intranet is continually updated to expedite communication of information between all SSABSA staff.

Schools Data

Schools were provided with data at the time of the results release so that they could support students in understanding and interpreting their results. The data included SACE completion check information and class Subject Achievement Score summary information. More information to support results analysis is provided in late January, and Like Schools data are provided in early February to enable benchmarking to occur. SSABSA staff provide ongoing advice to schools on understanding and using the data.

Results Release

The *Results Information* sheet was updated and mailed to students with their results. It was again linked to the website log-in

for student results, providing immediate answers to many questions arising from the results data.

Online Communities

The total number of interactive online communities in 2006 was fifty-three, including an online community for parents and caregivers of students studying the SACE. This figure includes several closed groups that are not available for general viewing, such as those for Board members, for SACE operations (for SACE coordinators and principals), and for community learning.

E-news (an email bulletin to 575 nominated recipients) was sent regularly to schools to keep staff up to date with relevant news from SSABSA. *SACE Community News* was enhanced and the web page updated.

Publishing

In 2006, as part of its annual revision and publication cycle, SSABSA again published and distributed approximately 45 000 booklets to schools.

Annual Publications

SSABSA prepared the *SACE Operations Manual 2007*, eight learning area manuals, *Recognition of Community Learning: Guidelines 2007*, and *Flexible Learning Programs Manual 2007*, to support the administration of the SACE in schools.

Seventy-four updated and/or new curriculum statements for the 2006 Stage 1 and Stage 2 subjects were posted on the SSABSA website and distributed to schools. Schools were notified of changes to the curriculum statements for 2007 on the website.

Chief Assessors' reports for the 2005 assessment cycle were edited and published online.

The *SSABSA Annual Report 2005* was prepared and distributed to schools.

Examination Papers and Related Materials

The production cycle for the 2006 external examinations began with the editing of the nationally assessed language papers in March and ended with the printing of the last few papers in mid-October. Forty-seven examination papers and twenty-seven compact discs for examined subjects were produced. Sample examination papers were prepared as assessment exemplars illustrating new or redeveloped curriculum statements in several subjects.

Curriculum Information

Information was once again delivered in 2006 using a threefold strategy incorporating the Learning Area pages of SSABSA Online, sixteen issues of *E-news*, and conference and workshop information and registration forms distributed in hard copy to SACE coordinators at the beginning of each term.

Student fact sheets were revised to reflect changes in the Literacy Policy and the Special Provisions Policy.

Media and Promotions

Regular articles on specialised SACE-related topics were again placed in *Xpress*, *Parents Say*, and *School Post*. Information was provided to the *Advertiser*, resulting in comprehensive and positive coverage of the February Merit Ceremony (for 2005 students) and the 2006 examination period and results release.

The new *Sustainable Futures* curriculum statement and the new SACE literacy strategy were covered positively by the media.

SSABSA Online leaflets were prepared and sent to South Australian and Northern Territory students.

Copyright

Copyright clearance of third-party material in the 2005 examination papers was carried out expeditiously, enabling the timely release of examination papers as leftover paper copies and on SSABSA Online.

Merit Ceremony

Each year SSABSA publicly recognises and honours students who attain outstanding achievement and are awarded a Merit Certificate in any of the Board's accredited Stage 2 subjects in the previous year. In the 2005 assessments a total of 937 students from South Australia (812), the Northern Territory (50), and Asia (75) achieved outstanding scores in at least one subject.

On Tuesday 14 February, more than 800 South Australian students and their parents and friends, as well as invited distinguished guests, attended the SSABSA Merit Ceremony in the grounds of Government House.

Sixty-five students who received three or more Merit Certificates were presented to Her Excellency Majorie Jackson-Nelson, AC, CVO, MBE. The Honourable Jane Lomax-Smith, MP, Minister for Education and Children's Services, presented the prestigious Tennyson Medal for English Studies to Mr Benjamin Mylius and Ms Melissa Langley, and Merit Certificates to 122 students who achieved a Merit in two subjects. Ms Claire Lacey responded on behalf of all students.

The following special guests presented Merit Certificates to 614 students who achieved an outstanding result in one subject:

Arts: Mr David Bromley, Artist

English: Mr Mike Ladd, Poet, Producer and Presenter of *PoeticA* on Radio National

Health and Personal Development: Mr Chris Jarmer, Chef and Restaurateur, and Ms Rosa Matto, Chef and Cookery Teacher

Languages: Dr My-Van Tran, AM, Associate Professor and Program Director, International Studies, University of South Australia

Mathematics: Ms Gwynne Allan, Thermal Dynamics Specialist and retired Aero-Space specialist.

Science: Dr Julia Pitcher,
Neurophysiologist, University of
Adelaide

Society and Environment: Ms Mia
Handshin, Freelance Writer and
Professional Speaker, and Mr Troy
Sincock, Station Manager, Fresh FM

Technology: Mr Andrew Downs,
Managing Director, Sage Automation.

Music was provided by eight schools
drawn from the three school sectors:
Brighton Secondary School, Concordia
College, Faith Lutheran Secondary School,
Fremont–Elizabeth City High School,
Marryatville High School, Nuriootpa High
School, Wilderness School, and Woodville
High School. The viceregal salute was
played by the combined Special Interest
Music Centres brass ensemble from the
Department of Education and Children’s
Services specialist music schools.

The Board expresses its appreciation to the
following organisations for their support
of the 2006 Merit Ceremony: Adelaide
City Council, Knispel Fruit Juices Pty Ltd
(Nippy’s), Piccadilly Natural Springs Pty Ltd,
St John Ambulance Australia, Santos Ltd, and
the South Australian Motor Sport Board.

Library

Services provided by the Library continued
to underpin SSABSA research and policy
development. Extended services via
electronic means for searching, retrieval,
and delivery of information increased the
availability of resources.

The collection continues to grow and
respond to the changing subject priorities
within senior secondary education.
Networking with staff and aligning with
the Research Section has enabled proactive
and rapid responses to the needs of staff
and their information requirements.

Key Result Area — Curriculum

Outcomes Achieved

Community Consultation and In-service Activities

The Aim of the SSABSA Strategic Plan
is to improve levels of student access,
participation in learning, achievement and
completion of the SACE.

In 2006 SSABSA worked towards
achieving this Aim by addressing the
following strategies:

- *Strategy 1* — Improving the SACE
completion rate and paying attention to
a more equitable distribution of SACE
completion across the cohort.
- *Strategy 2* — Improving the level of
service offered by SSABSA.

These two strategies were supported by
curriculum and assessment committee
meetings, subject accreditation meetings,
teacher in-service workshops, online
communities, assessment and moderation
meetings, operational conferences, and
specific purpose meetings.

Subject Advisory Committees met to
oversee curriculum statements and support
materials for forty-eight designated areas
of study for Stage 1 and Stage 2 of the
SACE. In 2006, SSABSA conducted 184
Subject Advisory Committee meetings to
which 1439 members contributed.

One hundred and twenty-two meetings
were held for teachers new to a subject,
and 1452 teachers attended.

Fifty-three online communities were
operating in 2006, with 7267 members
enrolled in one or more online community.

These groups are an invaluable forum for teachers to share information and ideas in a particular curriculum area or subject. Regular reviews of the types of questions that were posted on the online communities were undertaken by Curriculum and Assessment Officers to identify areas for improvement.

Each year SSABSA conducts two rounds of conferences for SACE coordinators, who provide an important link between schools and SSABSA. The first round, which is conducted in February, is designed for first-time SACE coordinators. Five such conferences were held in 2006, attended by fifty-five SACE coordinators. The conferences held in September target all SACE coordinators and focus on operational changes for the following year. In September 2006, 228 SACE coordinators attended twelve conferences.

Curriculum Statement Development and Accreditation

There was no redevelopment or accreditation of curriculum during 2006.

Curriculum Statement Changes

Routine changes were approved for Stage 1 English as a Second Language, and Philosophy; Stage 2 Australian History, Classical Studies, Composing and Arranging, English as a Second Language, English as Second Language Studies, Latin, Modern History, Music Technology, Psychology, and Solo Performance.

Minor changes were approved for:

- Stage 1 and 2 Chinese (background speakers) (Stage 1 in 2007 and Stage 2 in 2008);
- Stage 1 and 2 Vietnamese (continuers);
- Stage 2 Chemistry, Information Processing and Publishing, and Studies of Societies.

Major changes were approved for:

- Stage 1 and 2 SSABSA–VET [addition of Automotive Technology and Electrotechnology (Stage 1 in 2007 and Stage 2 in 2008)];
- Stage 2 Australian and International Politics, Business Studies, Design and Technology, Design and Technology Studies, English Communications, English Studies, Mathematical Applications, Mathematical Studies, Music Individual Study, Musicianship, Nutrition, Physics, Psychology, Small Business Enterprise, and Women’s Studies.

Curriculum Audits

Curriculum statements for the following subjects were audited during 2006:

- Stage 2 Australian History
- Stage 2 Modern History.

Collaborative Curriculum and Assessment Framework for Languages

SSABSA 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).

All SSABSA language subjects are based on the theoretical framework that underpins CCAFL; that is, all SSABSA language subjects at a particular level — accelerated, continuers, or background speakers — share the same goals, learning outcomes, themes and topics, and assessment scheme.

SSABSA continued to work collaboratively with other state and territory authorities to maximise the number of languages that are available to students.

In 2006, nineteen locally assessed languages, twenty-six nationally assessed

languages, and four interstate-assessed languages were available at Stage 2 level.

Stage 1 and Stage 2 Bosnian at continuers level were taught for the first time in 2006.

The nationally assessed languages of Bengali, Czech, Latvian, Lithuanian, and Slovenian were suspended at Stage 2 in January 2006. However, one or more of these languages can be reactivated should there be evidence that projected numbers of students have increased significantly nationally.

Through the CCAFL arrangement, assessment authorities may also use an examination for a language that is not one of the twenty-six nationally assessed languages, but which is offered by another assessment authority. For a number of years SSABSA has used three interstate-assessed examinations: Arabic (continuers) and Korean (first language) from the Victorian Curriculum and Assessment Authority; and Latin (continuers) from the Board of Studies NSW.

On 2 March 2006 SSABSA hosted the annual meeting of the CCAFL management group.

Australian Languages

The number of schools offering Australian Languages at Stage 1 continues to grow. In 2006, twenty students enrolled in units of Australian Languages at Stage 2 in South Australia and the Northern Territory.

Integrated Learning

A new curriculum statement entitled 'Integrated Learning' was trialled in 2006. Four hundred and fourteen students from thirty-one schools completed a unit of Integrated Learning. The Stage 1 and 2 Integrated Learning subjects provide an opportunity for students to develop an idea, interest, or activity that connects with their lives. It brings aspects of cultures and communities, areas of learning, ways of knowing, and techniques of enquiry

together in a coherent study, and provides an alternative to Community Studies and Extension Studies.

To help teachers prepare to teach the subject in 2007, implementation meetings were held during Term 4 of 2006. Seventy teachers from fifty-four schools attended the meetings and further meetings will be offered in Term 1, 2007.

Intensive English Learning Programs

In early 2006, the Board approved the recognition of Intensive English Learning Programs. Students who undertake an Intensive English Learning Program will be able to apply for status for up to 4 SACE units. These programs are developed by schools to provide international students with a transition curriculum into the SACE.

In 2006, six schools had their programs approved. Five schools submitted 270 student applications, and the majority of these were granted 4 SACE units at Stage 1.

These arrangements will help to accommodate the needs of the growing number of international students in South Australian schools.

Policies

During 2006, SSABSA began a review and a systematic update of its suite of curriculum and assessment policies. The following policies have been revised for use from 2007:

- Curriculum Development
- Literacy
- Private Candidature
- Recognition of Community Learning
- Recognition of VET Outcomes Towards the SACE
- SACE Requirements
- Special Provisions in Curriculum and Assessment
- Subject Advisory Committees and Curriculum Project Groups.

Recognition of Community Learning

The Recognition of Community Learning Policy identifies community learning in two ways:

- *Community-developed Program* — Community learning gained through a learning program that follows the formal, accredited curriculum of a community organisation.
- *Personal Learning Program* — Community learning gained through experience(s) or a learning program that does not follow a formal, accredited curriculum. Activities include caregiving, volunteering, or providing leadership through part-time employment.

The eight areas of community activity or service that provide the framework for community learning in the SACE are:

- Community Development
- Independent Living
- Performance
- Recreation Skills and Management
- Self-development
- Sports Skills and Management
- Volunteering
- Work Skills and Career Management.

In 2006, two more community organisations ran programs that were granted recognition towards the SACE:

- SA Tall Ships Inc. (Sail Training)
- St Cecilia School of Music.

This brings the number of community organisations offering community-developed programs recognised by SSABSA to seventeen.

In 2006, 647 South Australian students were granted recognition of community-developed programs. Of these, 273 were female and 374 were male.

To support schools with the uptake of the recognition of community learning, a set of guidelines, *Recognition of Community Learning: Guidelines 2006*, was developed and sent to all schools. Workshops were also offered to teachers interested in training as Community Learning Assessors.

Eighteen teachers completed the training on 4–5 April, and eighteen teachers completed the training on 28–29 August. The sessions included the theory and practice of assessment design, narrative enquiry, interview protocol, and benchmarking exercises.

In April 2006, students were invited to apply, for the first time, for recognition of personal learning programs. The first round of assessments for these applications was held between 22 May and 9 June. The second round occurred between 18 September and 31 October. A total of 132 students, 79 female and 53 male, applied for recognition of personal learning programs.

Special Provisions in Curriculum and Assessment

In August 2006 the Board approved the Special Provisions in Curriculum and Assessment Policy for use in 2007. This policy ensures that students have fair opportunities to participate in assessment programs.

In light of findings from internal audits of the existing Special Provisions in Curriculum and Assessment Policy, and the impact of the *Disability Discrimination Act 1992* (Cwlth) and the *Disability Standards for Education 2005*, a review of the existing policy was appropriate.

As part of the review process SSABSA hosted a national workshop for ACACA representatives in March 2006, on the grounds for special provisions, the evidence required, and the nature of alternative arrangements. SSABSA personnel also visited other agencies where they participated in the assessment of students' applications. Expert advice was sought in relation to the definition of learning disability, and a working group was formed to consider advice and to formulate recommendations.

Major changes to the policy are: the nature of the evidence required to establish

eligibility for alternative arrangements; and the administering of two essays (for writing) and the Progressive Achievement Test in Reading (PAT-R test).

To support the implementation of the policy within schools, a major focus of the Term 3 workshops for SACE coordinators was the changes to the policy and procedures, as well as the operational obligations of the school. Workshops for all school personnel are also planned for Term 1 in 2007.

Subject Advisory Committees

Subject Advisory Committees are appointed for a 3-year period. Tenure for the period 2004–06 expired on 31 December 2006. Committee members were invited to extend their membership for a further 2 years to conclude on 31 December 2008.

Sustainable Futures

A new subject was introduced in 2006 entitled 'Sustainable Futures', which was an amalgamation of Environmental Studies, Geography, and Natural Resources Management. Sustainable Futures encourages an interdisciplinary approach to learning, with students drawing on knowledge and skills from society and environment subjects, and science and mathematics subjects.

In 2006, 88 students in fifteen schools studied Sustainable Futures.

Vocational Education and Training (VET)

The Recognition of VET Outcomes Towards the SACE Policy allows three options for recognising VET outcomes towards the SACE:

- Embedded VET — units of competency delivered within SSABSA-accredited subjects.
- Stand-alone VET — units of competency delivered without reference to SSABSA-accredited subjects, and recognised as SACE units.

- SSABSA–VET subjects — units of competency from training packages that are selected to form a SACE subject.

In 2006, 48.1% of the students who completed the SACE included vocational education and training in their studies. More female students than male students undertook VET as part of their studies.

Of the 12 159 South Australian students who completed the SACE in 2006, 895 would not have done so without stand-alone VET.

The number of South Australian students who study Stage 2 Work Education, Vocational Studies A and Vocational Studies B has increased considerably over the last five years. In 2002, 521 South Australian students completed Vocational Studies A and 210 completed Vocational Studies B; and in 2006, 1387 Vocational Studies A and 756 Vocational Studies B. These subjects allow students to embed units of competencies from training packages within them.

Art Show 2006

The twenty-fourth annual SSABSA Art Show was held from 3 April to 10 May 2006, at the Light Square Gallery, Adelaide Centre for the Arts, which continues to sponsor the Art Show through provision of the gallery. Local ceramicist, Tracey Rosser, opened the exhibition on 31 March.

On behalf of the government, The Hon. Paul Caica, MP, Minister for Employment, Training and Further Education and Minister for Youth, provided \$1000 for an award to the student who created the work used on the poster and for incentives to art students studying in rural schools. The Hon. Jane Lomax-Smith, MP, Minister for Education and Children's Services, presented these encouragement awards.

Students (185) from 97 schools representing country and metropolitan regions from the three schooling sectors exhibited 193 works from the Stage 2 Art,

Craft, Design, and Visual Arts Studies curriculum statements. The catalogue included professional photographs of student work taken by Alex Makeyev and Stephen Gray. Over 8000 people, including students and the general public, visited the exhibition.

Following the exhibition, a selection of works was again sent to the Fountain Gallery, Port Augusta. SSABSA and Country Arts SA funded this extension of the Art Show. As in previous years, the entire collection of works exhibited at the Light Square Gallery was photographed and is available for viewing on the SSABSA website.

Selected works were hung in SSABSA offices, in the Office of the Minister for Education and Children's Services, and in the offices of the Teachers Registration Board of South Australia.

Dance Day

Dance Day was held at the Adelaide Festival Centre on 26 February 2006. The audience, which comprised students and teachers of Stage 2 Dance and Dance Studies, included students from across the metropolis and from country areas, such as Renmark and Mount Gambier. Subject experts presented material about the Stage 2 subjects and pathways in dance. Students from Charles Campbell Secondary School presented a practical demonstration. Presentations included reflections on the value of the subject from a student, advice to students on techniques, fitness for the dancer, composition, choreography, and writing for dance. The Adelaide Festival Centre, through the DECS Education Office, provided the venue, publicity, refreshments, ticketing through BASS, and technical support.

Drama Day

A successful Drama Day was once again held at the Adelaide Festival Centre on 21 February 2006. The sell-out audience of 350 students and teachers included

students from country and regional areas across the three schooling sectors. SSABSA Curriculum and Assessment staff and subject experts presented material from various sections of the Stage 2 subjects. Students from DanzArts, Wilderness School, and Our Lady of the Sacred Heart College, Northern Territory, presented practical demonstrations of their 2005 Stage 2 work. The Adelaide Festival Centre provided the venue, publicity, refreshments, prizes, ticketing through BASS, and technical support.

Extension Studies Expo

The 2006 Extension Studies Expo was held at the Queen's Theatre over two days, on 8–9 February. The Hon. Jane Lomax-Smith, MP, Minister for Education and Children's Services, opened the expo. Enrolments in the subject have trebled since its inception in 2004 to 144 in 2006, and this was reflected in an increase in the number of people attending the expo, which included more than 200 students from thirty-two schools. Prospective students of the subject heard presentations from some of the 2005 students and were given ample opportunity to discuss aspects of the work presented.

Technology Show 2006

The SSABSA Technology Show 2006, showcasing the work of the 2005 Stage 2 Design and Technology and Design and Technology Studies students, was held at the Drill Hall, Torrens Parade Ground, King William Road, Adelaide from 30 March to 5 May 2006. Mr Steve Grieve, Director of Grieve Gillett Architects, opened the exhibition.

Eighty-two students from thirty-two schools representing all sectors across the metropolitan and country areas accepted the invitation to exhibit work. Members of the Design and Technology moderation panels issued these invitations at central moderation and when visiting schools to conduct moderation of students' products.

Work selected for exhibition was considered to be of a high standard against the criteria in the curriculum statement. Ninety-four pieces of work were displayed. This work reflected the wide range of contexts available to students within the curriculum framework. Moderators also looked for work that was unusual and/or innovative.

There were 1014 visitors to the show from metropolitan and country regions. Teachers commented on the value of the show as a teaching and learning resource. Teachers whose students exhibited work discussed their teaching and assessment programs in teacher workshops at the show.

Key Result Area — Equity

Outcomes Achieved

Equity underpins the activities of the Authority and is addressed in each of the key result areas — in particular in curriculum, assessment, community information, and research.

Aboriginal Education Strategy

The SSABSA Aboriginal Education Strategy (AES) is an initiative that aims to increase the number of Aboriginal students accessing, participating in, and completing the SACE.

Preliminary figures, as of 31 December 2006, indicate that 104 Indigenous students successfully completed the SACE in 2006.

The AES Reference Group, comprising representatives of organisations, education sectors, schools, universities, community members, and SSABSA staff, supports the strategy. The reference group met four times during 2006.

Guest speakers presented information at the reference group meetings on their core business. Curriculum and Assessment Officers demonstrated how this information

could be linked to particular learning areas to build and strengthen Indigenous perspectives in curriculum statements and support materials.

Two half-day student conferences were held on 9 June and 27 September. The ‘Stay on Track’ conferences were held at Nunkuwarrin Yunti and were well attended. The program for the conferences included presentations from past Indigenous SACE completers, who shared their stories and strategies for success, industry, and tertiary institutions, and displays from a range of organisations, including some offering community-developed programs that count towards the SACE.

One hundred students from nine schools and representatives from eighteen community organisations attended the conference on 9 June. The September conference hosted seventy students from fifteen schools and representatives from fifteen community organisations.

The AES Project Officer continued to deliver workshops aimed at familiarising parents with the requirements of the SACE.

The AES Project Officer also presented a lecture entitled ‘Making the SACE Relevant to Aboriginal Students’ to 150 students enrolled in the Graduate Diploma of Education at The University of Adelaide.

The Indigenous Perspectives and SACE Aboriginal Studies Across the Secondary Curriculum conferences were held in conjunction with Dare to Lead, Catholic Education South Australia, and Association of Independent Schools of South Australia in March and November. A focus of these ‘Making a Difference 2006’ conferences was a workshop aimed at encouraging schools to teach Aboriginal Studies.

The revised AES website was completed and launched in mid-2006.

The annual Indigenous SACE Achievers poster was distributed to all schools in Term 3. The poster, which identifies

Indigenous SACE completers from the previous year, is widely recognised in the community as a motivator to encourage younger students to complete the SACE.

Key Result Area — Income Generation

Outcomes Achieved

Grants from the State Government as part of the education portfolio are the primary source of income for SSABSA. This funding is supplemented by income from the delivery of the South Australian Matriculation (SAM) program in Malaysia and China, by services to the Northern Territory, and by income generated from the financial management of cash held.

Delivery of the SAM Program in Asia

The SAM program maintained its position as a reputable one-year pre-university program and the most popular of the pre-university courses offered by any Australian assessment authority in Asia. The SAM program has been delivered in Malaysia since 1984 and in China since 2005.

A total of 25 192 students have received a result in one or more Stage 2 subjects in the SAM program since the establishment of the Board in 1984, with 1764 students enrolled in the program in 2006.

SAM Program in Malaysia

In 2006 SSABSA experienced significant increases to student enrolments in all Malaysian colleges. A total of 1700 students enrolled in the SAM program in the following five SAM centres in Malaysia:

Taylor's College 1094

Disted-Stamford College 107

INTI College 81

INTEC, Universiti Teknologi Mara 378
Olympia College 40.

The SAM program now offers students sixteen accredited SACE subjects, all with external assessment. SSABSA awarded 181 Merits to ninety-eight Malaysian students in a range of subjects.

A number of these colleges renewed their memorandum of agreements with SSABSA at the end of 2006 to continue the SAM program for the next three years.

In December 2006, ten Malaysian teachers from Taylor's, Disted-Stamford and INTI colleges and INTEC, Universiti Teknologi Mara, undertook the marking of Accounting Studies, Biology, Chemistry, Economics, English as Second Language Studies, Legal Studies, Mathematical Studies, and Psychology examination papers. SSABSA gives Malaysian teachers the opportunity to be markers to enable them to improve their understanding of the assessment processes; this assists in their professional development and is considered invaluable experience.

SAM Program in China

The SAM program in China was first taught at Qianhuang Senior Middle School, Changzhou, in 2005. The number of students enrolled in the SAM program increased in 2006 to sixty-four students. Students undertook an intensive English program during the second half of 2005 to prepare themselves for the rigour of the SAM program commencing in the following year.

Australian teachers were appointed for one year to teach Chemistry, English as Second Language Studies, Mathematical Studies, Physics, and Specialist Mathematics. SSABSA supported the teachers in China by providing professional development during a regular visit to China and email support from officers at SSABSA, and by facilitating buddy systems with teachers in South Australia.

The 2006 examinations in China ran smoothly under the supervision of two SSABSA officers who oversaw the invigilation process. Of the sixty-one students who sat examinations at the end of the year, fifty-two were successful in achieving the SACE. Fifteen Merits were awarded to ten students.

The SAM program at Qianhuang Senior Middle School continues to grow strongly with the numbers predicted to double again in 2007; and with further building renovations occurring in 2007, the school hopes to cater for more enrolments in the near future.

SSABSA Visits Overseas

The annual visit, in May 2006, to the SAM schools in Malaysia was undertaken by the Manager, Information Services, and two Curriculum and Assessment Officers. The Curriculum and Assessment Officers delivered in-service training to teachers, focusing on the subjects of Psychology, which was offered to the colleges for the first time in 2006, and Information Technology Studies, ensuring the appropriate delivery of the curriculum and assessment criteria.

The Manager, Information Services, also visited Qianhuang Senior Middle School in China to ensure that the construct of the teaching program and methodology was being undertaken, and suitable and effective assessment practices were being used.

Overseas Visitors

During 2006, a number of in-service workshops were hosted by SSABSA at the request of overseas examination authorities who were seeking SSABSA's expertise in

school-based assessment and moderation procedures. This included workshops for:

- the Hong Kong Examinations and Assessment Authority (HKEAA) in March 2006 on SSABSA's school-based assessment system and support, visit, and statistical moderation models;
- the Malaysian Examinations Syndicate (MES) in July 2006 on school-based assessment issues; and
- a delegation of thirteen school principals from Shanghai, China, in August 2006 on student-centred learning and assessment.

Mr Zhang Wen Lei, SSABSA liaison officer in China, made two visits to SSABSA during 2006 as part of his quality assurance processes, to recruit South Australian teachers for the SAM program in China, and to collect Qianhuang Senior Middle School SACE results.

Northern Territory

SSABSA continued to deliver the Northern Territory Certificate of Education (NTCE) to students in the Northern Territory in 2006. Students in the Northern Territory study the same Stage 1 and 2 subjects as students in South Australia. The memorandum of agreement established between the Northern Territory Department of Employment, Education and Training (NTDEET) and SSABSA is partly a partnership and partly a service delivery agreement. Northern Territory personnel are involved in the delivery of the service in many different roles.

The results release is timed to coincide with the release of SACE results and includes a support service provided by NTDEET.

Key Result Area — Management

Outcomes Achieved

Financial Management

The Board has continued, through the Resources Policy Committee (RPC), to develop accounting policies that have further enhanced the financial management of SSABSA. To complete the results release process before Christmas, SSABSA relies heavily on its workforce of assessors, moderators, and markers to ensure the provision of accurate and timely results. The Business Services Branch ensured that all claims submitted to the Branch were paid promptly. Most claims were paid before Christmas.

Flexible Working Arrangements at SSABSA

SSABSA's Flexible Working Arrangements were fully implemented at the start of 2006 and are accessible to all staff through the Employment Conditions section of the Staff Manual found on the Intranet.

Number of Employees Using Voluntary Flexible Working Arrangements by Gender

Type of Arrangement	Male	Female	Total
Purchased Leave	–	–	–
Flexitime	24	53	77
Compressed Weeks	–	–	–
Part-time/Job Share	1	13	14
Working from Home	–	–	–

SSABSA's Strategic Plan

In 2006 the Board reviewed its Strategic Plan. Two strategies and associated indicators and targets for the four components of the Aim were identified for 2006–07 (see page 4 for details).

The Management Team of the Authority developed an Operational Plan for 2006–07 to guide the activities of the Authority, ensuring that this was aligned with the Board's Aim and strategies.

Key Performance Indicators

The Board once again defined priorities, indicators, and targets in the key result areas and monitored their achievement in 2006.

AS/NZS ISO 9001:2000

SSABSA continues to maintain AS/NZS ISO 9001:2000 accreditation which includes a two-day audit of the organisation by a representative from Société Générale de Surveillance (SGS).

SSABSA's internal audit processes continue. Staff undergo regular audit training and procedures are audited to ensure that the standards needed to retain accreditation are being maintained.

The three key advantages for SSABSA in maintaining the AS/NZS ISO 9001:2000 standard are:

- ensuring that SSABSA continuously improves its processes and methods of operations;
- formalising the improvement process;
- achieving accreditation which is recognised in overseas countries.

Overseas Travel

Number of Employees	Destination	Reasons for Travel	Total Cost* to Agency (\$)
2	Singapore	To attend the IAEA Conference	16 612.93
3	Malaysia and China	Educational consultancy	23 324.64
2	China	To invigilate examinations	10 493.04
7			50 430.61

* Total cost includes salary, on costs, travel, accommodation, etc.

Records Management

In order to comply with South Australian Government legislation SSABSA needs to comply with the *State Records Act 1997*. SSABSA is also required to comply with AS/NZS ISO 9001:2000 Quality Management Systems — Requirements if it is to maintain the ISO accreditation.

As part of SSABSA's commitment to continuous improvement a project was set up in June 2006 to assess SSABSA's current records management processes. A contractor undertook an 'Adequate Records Management Self-assessment' of the organisation's current records management procedures, including a gap analysis between 'what is' and 'what should be', and provided advice on implementing a policy, procedures, and a training plan. The Adequate Records Management Self-assessment Report identified the level of compliance of current SSABSA records management practices. The findings of the report were sent to State Records in the Department for Administrative and Information Services, as required by the State Records Act.

An outcome of this self-assessment is an Adequate Records Management Implementation and Training Plan. This was completed in November 2006 with a suggested 20-month timeline for implementing adequate records management practice in stages. These stages include acquiring staff, undertaking a business analysis, implementing the relevant schedules and programs, writing policies and procedures, educating and training staff, and purchasing and implementing relevant software. The implementation of an adequate records management system will commence in 2007.

SSABSA Refurbishment

The refurbishment of Business Services, Curriculum, and Communication areas was successfully completed in early 2006.

The building was sold during 2006 and the new owner indicated further improvements to the building would be forthcoming, including new carpet in some areas and an upgrade of the toilet facilities due to be completed in early 2007. Further improvements are scheduled for 2007.

Human Resources

Tables relating to SSABSA employees and the diversity of the workforce are on pages 28, 32, and 33.

Policies and procedures relating to the management of human resources and Occupational Health, Safety, and Welfare (OHS&W) continued to be reviewed throughout 2006, according to the policy framework. The framework, policies, and procedures are on the SSABSA Intranet and available to all staff.

Significant policy and procedure work undertaken in 2006 included the approval of the SSABSA Staff-Management Consultation Policy, the Recruitment and Selection Policy, and the Recruitment and Selection Procedures Manual, and a review of the Risk Management Register.

SSABSA Staff-Management Consultation Policy

SSABSA staff and management are committed to consultative processes to improve the quality of decisions made and the effectiveness of their implementation. This involves management sharing proposed policies, procedures, or implementation issues with staff and taking any comments, requests, suggestions, and views into account before decisions are made.

During 2006 work was undertaken by staff to establish the SSABSA Staff-Management Consultation Policy. The policy was approved in September 2006 and established a structure and method for staff consultation and outlined the policies, procedures, and implementation issues over which staff will be consulted. As a result, a Consultation Committee will monitor, conduct, review, and communicate about the consultation.

Recruitment and Selection Policy and Procedures

SSABSA is committed to the recruitment and retention of highly skilled and competent individuals with demonstrated expertise in a variety of education and specialised disciplines. An extensive review of the Recruitment and Selection Policy and associated Recruitment and Selection Procedures Manual was undertaken and was approved by the Board in 2006.

The policy and its procedures have been designed to provide information and guidelines to achieve the desired outcomes and to ensure the process is conducted in an equitable and professional manner. The document has been placed on the SSABSA Intranet and is accessible to all SSABSA staff.

The Recruitment and Selection Policy and the Recruitment and Selection Procedures Manual form part of a suite of policies that closely cross-reference with each other. These policies and procedures were also reviewed and approved by the Board during 2006 and include:

- Criminal Record Check Policy and Procedure
- Grievance Resolutions Policy and Grievance Resolution Procedures Manual
- Performance Management and Development Policy.

Risk Management Register

The SSABSA Risk Management Policy was approved in 2004. The SSABSA risk management procedures listed in the policy statement define the roles and responsibilities of the Chief Executive, Management Team, and staff in the management of risk. The procedures follow the process set out in Standards Australia/ Standards New Zealand Risk Management, AS/NZS 4360:1999.

The SSABSA Management Team undertook a review of all risks across the organisation during late 2006. The

previous process of risk management and assessment provided a register of high or extreme risks. The register now includes all significant risks that are applicable to SSABSA. The management of each of these risks will be assessed.

The following risks categories were identified:

- Assessment
- Curriculum
- Financial
- Human Resources
- Information Technology
- Management of Information
- Policies
- Public Functions
- Security.

The SSABSA Management Team monitors these risks and the management strategies on a regular basis and, in accordance with the policy, provides the RPC with reports twice a year.

Training and Development

SSABSA addressed staff training and development in a number of ways, including the provision of on-the-job coaching, and in-house and external programs facilitated by specialist training providers. Programs were specifically targeted to support the development of individual skills and competencies to enhance performance, increase knowledge, and foster a positive work environment. Some of these programs included IT-based programs, including CHRIS 21. Other training and development sessions such as Mandatory Notification, Developing Powerful Teams, Presentation and Public Speaking, Reclassification training and the IPAA Breakfast Series were undertaken at various venues.

Selected staff participated in the following OHS&W programs in 2006: Use of a Defibrillator, Wheelchair and Stretcher; First Aid for Senior First Aid Officers.

Individual Development and Performance Plans (see table below) were developed by each staff member in consultation with his or her manager to map training and development activities over a 12-month period. These development activities link the acquisition of identified skills to the Board's strategies.

Staff continued to access CHRIS 21 as a time-saving feature which provides both management and staff with up-to-date training records that can be reviewed instantly.

Documented Individual Development and Performance Plans	
	<i>% of Total Workforce</i>
Employees with a plan reviewed within the past 12 months	53
Employees with a plan older than 12 months	31
Employees with no plan	16

Leave Management

The Management Team of the Authority monitors, on a quarterly basis, the level of accumulated recreation leave that staff hold. Staff members with leave entitlements in excess of the current year (20 days plus) are encouraged to plan and take leave. The number of staff with more than 20 days' accumulated leave as of 31 December 2006 was twenty-eight.

Average Days Leave Taken per Full-time Equivalent Employee				
<i>Leave Type</i>	2006	2005	2004	2003
Sick Leave	7.8	8.3	6.5	4.7
Family Carer's Leave	1.2	0.6	0.5	0.3
Special Leave with Pay	0.4	0.2	1.9	1.5

Number of Executives by Status in Current Position, Gender and Classification

<i>Classification</i>	<i>Ongoing</i>		<i>Contract Tenured</i>		<i>Contract Untenured</i>		<i>Total</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
EX A	—	—	2	—	—	—	2	—
EX C	—	—	—	—	—	1	—	1
Total	—	—	2	—	—	1	2	1

Fraud

There have been no instances of fraud detected in SSABSA. The Board has established fraud-prevention strategies and record-keeping procedures for securing the premises and assets, for handling funds, and for access to equipment.

Executive Employment

The Board has one female and two male staff members at the Executive Level. The female executive staff member is employed on an untenured contract. The male executive staff members are employed on tenured contracts and have a right to return to their substantive positions in the public sector at the conclusion of their appointments (see table below).

Occupational Health, Safety, and Welfare

As part of the organisational strategy to promote a harmonious and efficient working environment, staff continued to have access to an Employee Assistance Program. This program provides a confidential service with professional counsellors who can assist staff with personal or work-related problems.

A number of staff participated in workplace assessments to identify and promote safe systems of work. A flu vaccination reimbursement program was again made available to staff, and massage and yoga programs were offered to promote health and well-being.

Staff and co-tenants participated in two emergency evacuation exercises and wardens received formal training.

Annual testing of portable electrical equipment was carried out in May 2006.

The OHS&W Committee met four times in 2006.

The following OHS&W initiatives took place in 2006:

- Renovations to Business Services, Curriculum, and Information Systems, and owner areas, and proposals to upgrade the toilet facilities.
- The installation of a public LCD monitor at reception to improve signage about meetings.
- Two electrical safety audits, whereby new circuit board legends were developed.
- The annual review of first aid personnel.

Energy Efficiency Action Plan

Electricity Usage		
	<i>Usage (units)</i>	<i>Cost (\$)</i>
Base year 2001	235 530	36 496.28
2002	220 260	37 284.15
2003	231 740	38 586.51
2004	289 116	47 279.93
2005	283 840	51 077.14
2006	273 161	48 664.34

After Hours Air Conditioning		
	<i>Usage (units)</i>	<i>Cost (\$)</i>
Base year 2002	3093.43	91 712.54
2003	2550.74	69 768.10
2004	3051.59	54 482.85
2005	2407.96	25 841.97
2006	2812.82	28 757.49

SSABSA continues to review the performance of, and the needs for, air conditioning. Modifications to the Communications area were made so that more appropriate use of air conditioning could be achieved. This has resulted in individual controls over two areas and a reduction in the number of complaints from staff.

A number of actions were taken to improve energy efficiency. These included:

- More modern equipment with more power-saving mechanisms.
- Fewer printers and photocopiers, and increased use of double-sided photocopying across the organisation.

- Further consideration of implementing a more effective Energy Efficiency Action Plan in 2007.

Motor Vehicle Fuel Usage		
	<i>Fuel (litres)</i>	<i>Cost (\$)</i>
2001	23 704.95	18 619.37
2002	25 295.01	18 512.41
2003	26 803.51	20 549.70
2004	26 165.00	21 201.15
2005	28 602.44	27 009.34
2006	27 922.05	29 225.59

SSABSA provides needs-based support moderation to all schools in the state, including remote and isolated schools. Officers continued to make every attempt to optimise the number of schools visited on a single journey to achieve maximum efficiency, including fuel efficiency.

Disability Action Plan

People with disabilities can gain access to SSABSA offices via a ramp and lift. Toilets for people with disabilities are located on the first floor of the building.

Students are advised when they register for the SACE of the Special Provisions in Curriculum and Assessment Policy that accommodates the special needs of students whose capacity to undertake an assessment component is adversely affected in a significant way by illness, impairment or personal circumstances. This policy was developed in consultation with disability advisory services and with the support of the Office of the Commissioner for Equal Opportunity.

The operation of this policy is guided by a specialist advisory group. SACE coordinators are given training in the operation of this policy, which is further elaborated in the *SACE Operations Manual*. During 2006 the policy was reviewed through an extensive consultation process ready for implementation in 2007.

In subjects with external examinations, schools can request a range of provisions for individual students with disabilities.

These include:

- enlarged print examinations
- examinations in Braille
- recorded examinations either on compact disc or tape
- extra reading time
- the use of a scribe
- the use of a reader
- extra time with supervised rest breaks.

In the past 5 years 3015 students (2002: 468, 2003: 521, 2004: 620, 2005: 653, 2006: 753) with a long-term impairment have accessed SSABSA's special provisions procedures.

Other subjects are available in which a contract of learning is negotiated; this can be customised to address individual students' specific needs.

Subjects such as Auslan and Communication for the Hearing-impaired were developed in close collaboration with the relevant communities. All curriculum statements are available on SSABSA's website during consultation, thus providing broad community access.

SSABSA complies with Section 22, Education, of the *Commonwealth Disability Discrimination Act 1992* in the areas relevant to its core business.

Consultants

SSABSA did not engage any consultants in 2006.

Contractual Arrangements

SSABSA had no contractual arrangements where the total value of the contract exceeded \$4 million and the contract extended beyond a single year.

Accounts Payable

The table below summarises the Authority's accounts payable record for 2006.

Accounts Paid				
<i>Particulars</i>	<i>Number</i>	<i>% of Total</i>	<i>Value in \$A</i>	<i>% of \$A Total</i>
Paid by the due date	6167	96	6 006 854.57	96
Paid late but paid within 30 days of the due date	198	3	209 098.64	3
Paid more than 30 days after the due date	51	1	44 768.39	1

Management of Human Resources

Status of Employees in Current Position

	<i>FTEs</i>				<i>Total</i>
	<i>Ongoing</i>	<i>Short-term Contract</i>	<i>Long-term Contract</i>	<i>Casual (excludes agency staff)</i>	
Male	9.0	4.4	10.0	0	23.4
Female	25.3	11.0	11.0	0	47.3
Total	34.3	15.4	21.0	0	70.7

	<i>Persons</i>				<i>Total</i>
	<i>Ongoing</i>	<i>Short-term Contract</i>	<i>Long-term Contract</i>	<i>Casual (includes agency staff)</i>	
Male	9	6	10	3	28
Female	32	13	11	2	58
Total	41	19	21	5	86

SSABSA Employees, by Gender and Status

<i>Total Number of Employees</i>		
Persons	86	
FTEs	70.7	
<i>Gender</i>	<i>% Persons</i>	<i>% FTEs</i>
Male	32	31
Female	68	69
Number of persons separated from the agency during the 2006 calendar year	15	
Number of persons recruited to the agency during the 2006 calendar year	12	
Number of persons on leave without pay at 31 December 2006	3	

Number of Employees by Salary Bracket

<i>Salary Bracket</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
\$0-\$43 999	5	26	31
\$44 000-\$54 999	2	7	9
\$55 000-\$67 999	6	11	17
\$68 000-\$88 999	9	8	17
\$89 000+	2	1	3
Total	24	53	77

Number of Employees by Age Bracket by Gender

<i>Age Bracket (years)</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>% of Agency</i>	<i>South Australian Workforce Benchmark*</i>
15-19	0	0	0	0	7.9
20-24	1	0	1	1.2	10.7
25-29	6	4	10	11.6	9.8
30-34	0	9	9	10.5	10.5
35-39	2	9	11	12.8	11.4
40-44	2	5	7	8.1	12.4
45-49	1	7	8	9.3	12.4
50-54	6	10	16	18.6	10.9
55-59	6	7	13	15.1	8.3
60-64	3	7	10	11.6	4.4
65+	1	0	1	1.2	1.3
Total	28	58	86	100.0	100.0

* Benchmark as at February 2006 from ABS Supertable LM8.

Cultural and Linguistic Diversity

	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>% of Agency</i>	<i>SA Community*</i>
Number of employees born overseas	4	7	11	14.3	20.3%
Number of employees who speak language(s) other than English at home	1	3	4	5.1	15.5%

* Benchmarks from ABS publication *Basic Community Profile (SA)* Cat. No. 2001.0.

Number of Aboriginal and/or Torres Strait Islander Employees

	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>% of Agency</i>	<i>Target*</i>
Aboriginal/Torres Strait Islander	0	1	1	1.2	2.0%

* Target from South Australia's Strategic Plan.

Number of Employees with Ongoing Disabilities Requiring Workplace Adaptation

	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>% of Agency</i>
Total	1	1	2	2.6

Occupational Health, Safety, and Injury Management

	2006	2005	2004
1. OHS legislative requirements			
Number of notifiable occurrences pursuant to OHS&W Regulations Division 6.6	0	0	0
Number of notifiable injuries pursuant to OHS&W Regulations Division 6.6	0	0	0
Number of notices served pursuant to OHS&W Act s35, s39, and s40 (default, improvement and prohibition notices)	0	0	0
2. Injury management legislative requirements			
Total number of employees who participated in the rehabilitation program	0	0	1
Total number of employees rehabilitated and reassigned to alternative duties	0	1	0
Total number of employees rehabilitated back to their original work	1	0	0
Number of open claims as at 31 December	0	2	1
Percentage of workers compensation expenditure over gross annual remuneration	1.3%	0.90%	1.00%
3. Number of claims			
Number of new workers compensation claims in the calendar year	0	0	3
Number of fatalities, lost-time injuries, medical treatment only	F 0	0	0
	LTI 0	0	0
	MTO 0	0	3
Total number of whole working days lost	0	0	0
4. Cost of workers compensation			
Cost of new claims for calendar year	\$0	\$0	\$2582
Cost of all claims excluding lump sum payments	\$0	\$0	\$2582
Amount paid for lump sum payments on the settlement of a claim (under the WRC Act)	s42 \$0	\$0	\$0
	s43 \$0	\$0	\$0
	s44 \$0	\$0	\$0
Total amount recovered from external sources (WRC Act 54) including from a negligent third party	\$0	\$0	\$0
Budget allocation for workers compensation	\$79 600	\$59 500	\$61 700
5. Trends			
Injury frequency rate for new lost-time injury/disease for each million hours worked	0	0	0
Most frequent cause (mechanism) of injury	Manual handling	Bruise, abrasion	Non-powered hand tools-equipment strain, bruise
Most expensive cause (mechanism) of injury	Manual handling	Other mental stress factors	Other mental stress factors
6. Meeting the organisation's strategic targets			
As part of SSABSA's continual awareness of occupational health and safety legislative requirements as they apply in the workplace, the following actions were taken in 2006:			
<i>Training</i>	<i>Cost (\$)</i>		
Training in use of semi-automatic defibrillator (4 participants)	300		
Senior first aid (6 participants)	850		
Basic first aid (3 participants)	400		
Defensive driving (2 participants)	405		
Emergency wardens (9 participants)	1 240		
<i>Safety Maintenance and Prevention</i>			
Fire extinguisher inspections and first aid equipment	338		
Monthly cleaning of telephones	1 082		
Security	58 930		
Hygiene — toilets	13 624		
Portable electrical equipment testing	1 627		
<i>Special Programs</i>			
Workplace Assessments	1 935		
Yoga/masseuse (paid for by staff)	—		
Total	80 731		

Key Result Area — Research

Outcomes Achieved

Curriculum and Assessment Research

Subject Audits

As part of the curriculum redevelopment process, participation and performance data were extracted for the Stage 2 History audit undertaken in 2006. Metropolitan and country teachers and students of Australian History and Modern History from the three schooling sectors were consulted via surveys. A summary report of the findings will be available on SSABSA Online in 2007.

Retention and Completion Data

An extensive review of national and international completion and retention strategies was undertaken, and published on SSABSA Online in February 2006. Retention data, detailing the number of students who had not completed the SACE and were no longer attending school, were provided to the Executive Director, Office of Primary, Middle and Senior Secondary Services in the Department of Education and Children's Services (DECS).

Additional data were provided for the School Retention Action Plan (SRAP). The SRAP included an analysis of the number of South Australian Year 11 and 12 students enrolled in Vocational Education and Training courses. An analysis of SACE completion rates was also made available.

Student Registration Survey

Analysis was undertaken on the 2004 student registration survey to determine whether those students who had intended to complete had done so, and whether students had studied part-time or full-time as intended.

Technology Show Survey

A survey was developed for teachers who attended the 2006 Technology Show and was distributed on site at the show. A further survey for teachers who did not attend the Technology Show was posted to schools. Analysis was carried out to ascertain reasons for non-attendance.

Performance Standards

A Performance Standards Working Party was established to investigate the performance standards, rubrics, marking schemes, and annotated work samples that SSABSA currently makes available to teachers via SSABSA Online. A mapping document was created that grouped these resources into 'like' groups in order to illustrate the depth and breadth of the resources currently utilised.

Process Monitoring

Double Marking of Investigations

A paper was updated for 2006 which focused on the double marking of the investigation component of some subjects. This report examined the difference between school marks and SSABSA marks, the number of tolerance alerts, and the number of marks changed up or down.

Special Provisions

Data were provided to the Special Provisions Working Party showing the types of special provisions approved for students who completed at least one Stage 2 subject in 2006. Work was also undertaken to determine the number of words students wrote in each part of four examinations that the students all sat.

Examination Analysis

An analysis of the examinations used for two Stage 2 subjects from 2002 to 2005 was undertaken in order to explore examination reliability, relative difficulty of questions, and the success rate of students on each question compared with their success rate on the examination.

Curriculum Packages

Research staff provided subject assessment information packages to all Curriculum and Assessment Officers. The packages included examination reliability analyses, information on the impact of moderation on marks, subject summary information, and achievement score graphs.

Ongoing analysis of participation in the SACE and impediments to SACE completion were large components of performance monitoring. Projects have included:

- Detailed data on SACE participation and completion.
- Percentage of completers for each school.
- Analyses of pattern requirements not met.
- Number of students receiving Merits by gender and subject.
- Means and correlations of marks for selected subject assessment components.
- Combinations of subjects studied.

Like Schools Data

A survey was made available online to SACE coordinators to gather opinions on the usefulness and accessibility of the Like Schools data provided to schools annually. Questions focused on how the data are used by schools and how the data could be improved or made more user-friendly.

Legislative Responsibilities — Provision of Information

Annual Data

SSABSA Research staff extracted statistical tables of data for the *2005 Annual Report*. Data on Indigenous students, schools participating in various programs, and students with school cards, were added to the database.

Data were provided to DECS and to Catholic Education South Australia

showing participation and performance of Indigenous students in their sectors.

Collaborative Research and Reference Groups

Australian Research Council Social Inclusion Initiative on School Retention

SSABSA, in its capacity as one of a number of project partners, has provided professional research advice to the Australian Research Council and assisted in the development of an appropriate research tool. The project's goal is to discover the qualitative and quantitative dimensions of part-time senior secondary study in South Australia. Various data sets have been generated to assist in this research.

Indigenous Students — Improving Outcomes

A project brief was drafted with the purpose of enabling a closer working relationship with DECS and better exchange of data to improve outcomes for Indigenous students. Data were extracted showing the pattern requirements not yet completed by Indigenous potential SACE completers. Further data were extracted showing the number of stand-alone VET units, Stage 1 units and Stage 2 Vocational Studies units the potential completers had done.

Other data provided to the SSABSA/DECS Indigenous project group, 'Improving Outcomes', included the number of Indigenous students who completed the SACE, disaggregated by school for the last five years, and data on Indigenous students' achievement scores and patterns of full-time and part-time study. Meetings were held with project partners for 'Improving Outcomes' to discuss the data provided and to determine future directions.

SACE Review

The SACE Review report was released in 2006. SSABSA staff were asked to contribute research papers to assist with the development of the new SACE and its implementation. Papers were provided on moderation and the types of external assessment currently used in the SACE, together with the risks and benefits of adopting 30% external assessment for all subjects. Data provided included the correlations between school-assessed and external components for statistically moderated subjects.

Publications

Data Information Releases

To support research by schools and other institutions, the following Data Information Releases were written in 2006 and placed on SSABSA Online:

- Completion Rates for South Australian Students in 2002 to 2005 Disaggregated by Location, Gender, Aboriginality and Socio-economic Quartile
- Student Participation in Vocational Education and Training (VET) as Part of SACE Studies
- Number of Years Taken to Complete the SACE
- Study Load of Students Engaged with the SACE
- Students repeating Stage 2 of the SACE.

Longitudinal Annual Report

A 10-year longitudinal version was created of four Annual Report tables showing the number of students in South Australia receiving a result in Stage 1 and Stage 2 subjects by learning area. Analysis was undertaken examining participation trends in learning areas and subjects from 1996 to 2005.

Results Release

SSABSA Research staff undertook an extensive review of the integrity checking process to ensure ongoing quality

assurance of this process prior to results release. Documentation was written on the purpose of the checks and how to analyse the resulting output. During the processing period, the data were analysed to provide feedback on processes to the Curriculum and Assessment Branch and Information Systems staff. During the results release, staff of the Research section responded to queries, assisted with the printing and packing of registers and results, and prepared and printed candidate records.

Data and Information Requests

The demand for data from schools and other institutions, both state and federal, is relatively constant throughout the year. SSABSA data are sought for a wide range of purposes. Examples of information requested in 2006 includes:

- Mathematics and science results (Engineering Australia).
- Number of students doing English as a Second Language (Queensland Studies Authority).
- VET data for the Northern Territory and South Australia (ACACA VET report).

Other organisations that requested data in 2006 included: the South Australian universities; DECS; Department of Further Education, Employment, Science and Technology; the Australian Bureau of Statistics; the Department of Premier and Cabinet; and the Department of Education, Science and Training.

Stakeholder Satisfaction

SACE Coordinators Survey

The SACE coordinators survey from 2005 was updated and distributed online in May 2006. Seventy-seven SACE coordinators responded to the survey. In June 2006 thirteen SACE coordinators attended a forum held at SSABSA to discuss the issues raised in the surveys. An analysis of the feedback included a comparison of issues and concerns raised in 2005 and 2006.

Parent/Caregiver Survey Report

In May 2005 SSABSA distributed a survey to parents/caregivers of students in Years 8 to 12 to ascertain what they wanted to know about the SACE, and how and when it would be most effectively communicated. The four parent associations representing the three schooling sectors contributed to the design of the survey. A report of the feedback and its key recommendations was published on SSABSA Online in October 2006. Many of the recommendations have been incorporated into the SSABSA Communications Strategy and addressed via the 'Head Start' campaign and the Parent Online Community. The results of this project were also conveyed via the *SACE Community News* and articles in *Parents Say* and *School Post* magazines.

Key Result Area — Systems

Outcomes Achieved

Results Release

Processing of the 2006 results proceeded smoothly; students received their formal hard-copy documentation in the mail on the planned day.

As well as synchronised delivery of formal hard-copy documentation to students in all areas by Australia Post, 770 students viewed their results on the Student Results Online site between 7 a.m. and 8 a.m. on the first day of the results release, and 1345 between 8 a.m. and 9 a.m.

Significant upgrades to, and testing of, the system are planned for next year's results release.

DATEX Online

Four new versions of DATEX Online (versions 1.10 to 1.13), along with minor updates were deployed in 2006.

The changes implemented include those required to match the new export formats provided by the Education Department School Administration System (EDSAS), to implement the new SACE Completion checking rules in tracking reports, and to allow users to enrol students in multiple classes simultaneously.

Like Schools Data

The Like Schools data for 2005 were uploaded to the Online Results Enquiries website in February 2006. School principals were able to access these pages in a secure browser environment via a personal identification number issued by SSABSA. Principals are able to compare their school's performance with that of other similar schools and with all schools in the state using this data.

Hardware

In 2006, SSABSA signed new customer agreements for networking services (with Dimension Data) and electronic messaging (with Telstra). A new server hardware and maintenance agreement will be signed in early 2007.

A new test database server was installed for the purpose of internal testing of SSABSA's results processing applications, financial systems, and DATEX Online. This server replaced several desktop machines.

Disaster Recovery

An upgrade was performed to the electrical system serving the ground floor UPS (uninterruptible power supply), as well as repair and servicing work on the unit itself following its failure. This will ensure a stable power source for all critical IT infrastructure in the event of a power failure.

Visual Basic/Java

Conversion of SSABSA's applications from Visual Basic to Java continued with the conversion of the Certification system

in time for testing during the results processing period. The application will be deployed in 2007.

Also completed was an application used to extract the Vocational Education and Training in Schools data in a format compliant with the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) to fulfil the data-collection requirements of the National Centre for Vocational Educational Research Ltd (NCVER).

The Committee system, which was developed in 2005 to determine the architecture and processes required to convert applications from Visual Basic to Java, is still being developed.

Maintenance of SSABSA's remaining Visual Basic systems continued to be a priority, with a major update to the Integrity Checks system (used at the end of the year to ensure the integrity of student and result data). Many other systems were updated with minor changes to functionality.

FINANCIAL STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2006

Senior Secondary Assessment Board of South Australia

INCOME STATEMENT For the Year Ended 31 December 2006

	Note No	2006 \$'000	2005 \$'000
Expenses			
Employee benefits costs	4	7,696	7,357
Supplies and services	5	4,389	4,583
Replacement Teachers	6	835	785
Depreciation and amortisation expense	7	298	319
Total Expenses		13,218	13,044
Income			
Revenue from fees and charges	8	1,799	1,580
Interest revenues	9	257	194
Net gain from the disposal of assets	10	4	4
Replacement Teachers Writeback	11	195	114
Other income	12	161	412
Total Income		2,416	2,304
Net Cost of providing services		10,802	10,740
Revenues from / Payments to SA Government			
Revenues from SA Government	13	11,624	10,773
Net Result		822	33
The Net Result is attributable to the SA Government as owner		822	33

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

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Senior Secondary Assessment Board of South Australia

BALANCE SHEET

As at 31 December 2006

	Note No	2006 \$'000	2005 \$'000
Current Assets			
Cash and cash equivalents	25	1,352	1,753
Receivables	15	159	128
Other financial assets	16	3,949	2,781
Other current assets	17	88	47
Total Current Assets		5,548	4,709
Non-Current Assets			
Property, plant and equipment	18	580	314
Intangible assets	19	344	459
Total Non-Current Assets		924	773
Total Assets		6,472	5,482
Current Liabilities			
Payables	20	462	479
Replacement Teachers	21	384	391
Employee benefits	22	574	451
Total Current Liabilities		1,420	1,321

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Senior Secondary Assessment Board of South Australia

BALANCE SHEET

As at 31 December 2006

	Note No	2006 \$'000	2005 \$'000
Non-Current Liabilities			
Payables	20	42	58
Employee benefits	22	708	623
Total Non-Current Liabilities		750	681
Total Liabilities		2,170	2,002
Net Assets		4,302	3,480
Equity			
Retained earnings		4,302	3,480
Total Equity		4,302	3,480

The Total Equity is attributable to the SA Government as owner.

Commitments for expenditure 23

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

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Senior Secondary Assessment Board of South Australia

STATEMENT OF CHANGES IN EQUITY

For the Year Ended 31 December 2006

	Note	Total \$'000
Balance at 31 December 2005	24	3,480
Total recognised income and expense for 2006		822
Balance at 31 December 2006	24	4,302

All changes in equity are attributable to the SA
Government as owner

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

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Senior Secondary Assessment Board of South Australia

CASH FLOW STATEMENT

For the Year Ended 31 December 2006

	Note	2006 \$'000	2005 \$'000
Cash flows from Operating Activities			
Cash Outflows			
Employee benefit payments		(8,393)	(7,770)
Supplies and services		(4,398)	(4,479)
GST payments on purchases		(551)	(490)
GST remitted to ATO		(33)	(36)
Cash used in operations		(13,375)	(12,775)
Cash Inflows			
Receipts from fees and charges		1,788	1,563
Interest Received		222	187
GST receipts on receivables		126	139
GST input tax credits		473	369
Other receipts		354	526
Cash generated from operations		2,963	2,784
Cash Flows from SA Government			
Receipts from SA Government		11,624	10,773
Cash generated from SA Government		11,624	10,773
Net Cash provided by operating activities	25	1,212	782
Cash flows from Investing Activities			
Cash Outflows			
Purchases of property, plant and equipment		(449)	(78)
Cash used in investing activities		(449)	(78)
Cash Inflows			
Proceeds from Sale of property, plant and equipment		4	4
Cash generated from investing activities		4	4
Net cash used in investing activities		(445)	(74)
Net Increase/(Decrease) in cash and cash equivalents		767	708
Cash and cash equivalents at the beginning of the financial year		4,534	3,826
Cash and cash equivalents at the end of the financial year	25	5,301	4,534

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

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Senior Secondary Assessment Board of South Australia

Notes to the Financial Statements for the year ended 31 December 2006

Note 1 Objectives of the Senior Secondary Assessment Board of South Australia

The Senior Secondary Assessment Board of South Australia's (the Board's) objectives are to provide to senior secondary students high quality curriculum, assessment, reporting, and certification services that value and promote educational excellence, equal opportunity, and access to and participation in post-compulsory education. These services should meet the needs and aspirations of students to develop their individual talents and equip them to be confident in making positive contributions to society.

The Board is predominantly funded from grants provided by the State Government of \$11.62 million (2005: \$10.77 million).

Note 2 Summary Of Significant Accounting Policies

a) Basis of Accounting

The financial report is a general purpose financial report. The accounts have been prepared in accordance with applicable Australian Accounting Standards and Treasurer's Instructions and Accounting Policy Statements promulgated under the provision of the *Public Finance and Audit Act 1987* (PFAA).

The PFAA and the Treasurer's Instructions are legislative provisions governing the preparation of financial statements and take precedence over Australian Accounting Standards.

Accounting Policy Statements issued pursuant to Treasurer's Instructions may modify or clarify accounting standards application, disclosure, format and wording to provide certainty and to ensure consistency and appropriate reporting across the public sector. For example, AASB 116 requires non-current tangible assets to be measured at cost or fair value; an Accounting Policy Statement mandates the fair value option.

Where modification is required and has a material effect upon the reported results, details of that modification and the resulting financial effect are disclosed in the notes.

The Board's Income Statement, Balance Sheet and Statement of Changes in Equity have been prepared on an accrual basis and are in accordance with historical cost convention.

The Cash Flow Statement has been prepared on a cash basis.

The financial report has been prepared based on a twelve month operating cycle and presented in Australian currency.

b) Comparative Information

The presentation and classification of items in the financial report are consistent with prior periods except where a specific Accounting Policy Statement or Australian Accounting Standard have required a change.

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Senior Secondary Assessment Board of South Australia

c) Rounding

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

d) Taxation

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

Income, expenses and assets are recognised net of the amount of GST except where the amount of GST incurred by the Authority as a purchaser is not recoverable from the Australian Taxation Office. Receivables and payables are stated with the amount of GST included.

e) Income and Expenses

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

Income and expenses have been classified according to their nature in accordance with Accounting Policy Framework II *General Purpose Financial Reporting Framework* paragraph APS 3.5 and have not been offset unless required or permitted by a specific accounting standard.

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

Revenues

Revenues are measured at fair value of consideration received or receivable. Revenue is recognised for major activities as follows:

Revenues from services and fees and charges are derived from the provision of goods and services to the public and other SA government agencies. This revenue is recognised upon delivery of the service to the clients or by reference to the stage of completion. Interest revenues are recognised as they accrue.

Revenues from sales are recognised when the significant risks and rewards of ownership transfer to the purchaser.

Contributions

Grants from the government are recognised at their fair value where there is a reasonable assurance that the grant will be received and the Authority will comply with all attached conditions.

Government grants relating to costs are deferred and recognised in the Income Statement over the period necessary to match them with the costs that they are intended to compensate. Government grants relating to the purchase of property, plant and equipment are recognised as deferred income and are credited to the Income Statement on a straight line basis over the expected lives of the related assets.

Senior Secondary Assessment Board of South Australia

f) Current and Non-Current Classification

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

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

g) Cash and Cash Equivalents

Cash and cash equivalents recorded in the cash flow statement includes cash on hand, deposits held at call and other short-term, highly liquid investments with maturities of three months or less that are readily converted to cash and are used in the cash management function on a day-to-day basis.

Cash and Cash Equivalents comprise an interest-bearing bank account and a short term, highly liquid investment account. Interest is calculated based on average daily balances of the interest bearing funds. The interest rates applying at 31 December 2006 range from 5.20 percent to 6.35 percent (2005: 5.10 percent to 5.61 percent).

h) Receivables

Receivables include amounts receivable from trade, prepayments and other accruals.

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

The Board determines the provision for doubtful debts based on a review of balances within trade receivables that are unlikely to be collected. These are generally receivables that are 90 days or more overdue.

i) Other Financial Assets

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

j) Non-Current Asset Acquisition and Recognition

Assets are initially recorded at cost or at the value of any liabilities assumed, plus any incidental cost involved with the acquisition. Where assets are acquired at no value, or minimal value, they are recorded at their fair value in the Balance Sheet.

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Senior Secondary Assessment Board of South Australia

k) Depreciation and Amortisation of Non-Current Assets

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

The useful lives of all major assets held by the Board are reassessed on an annual basis.

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 Board expenses items of equipment and furniture with an initial purchase price below \$1,000 except where that item is part of a group of like assets that have a combined value in excess of \$1,000.

Depreciation / amortisation for non-current assets is determined as follows:

Class of Assets	Depreciation Method	Useful Life
Furniture and Fittings	Straight Line	3-10 years
Equipment	Straight Line	5-10 years
Computer Equipment	Straight Line	1-5 years
DATEX Software	Straight Line	5 years

l) Intangible Assets

The acquisition or internal development of software is only capitalised when the expenditure can be reliably measured in accordance with AASB 138 Intangible Assets and existing Board policies, in accordance with Accounting Policy Framework III Asset Accounting Framework.

Under these requirements the Board has recognised at cost an asset relating to internally generated software integral to its results assessment operation, the DATEX Software application.

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

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Senior Secondary Assessment Board of South Australia

m) Payables

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

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

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

All payables are measured at their nominal amount and are normally settled within 30 days from the date of the invoice or date the invoice is first received in accordance with Treasurer's Instruction 11 *Payment of Creditor's Accounts*.

Employment on-costs include superannuation contributions and payroll tax with respect to outstanding liabilities for salaries and wages, long service leave and annual leave.

n) 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.

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.

Liability for salaries and wages are measured as the amount unpaid at the reporting date at remuneration rates current at reporting date. The annual leave liability is expected to be payable within twelve months and is measured at the undiscounted amount expected to be paid.

In the unusual event where salary and wages and annual leave are payable later than twelve months, the liability will be measured at present value.

The liability for long service leave is recognised and measured using data from the actuarial assessment by the Department of Treasury and Finance based on a significant sample of employees throughout the South Australian public sector. This calculation is consistent with the Department's experience of employee retention and leave taken. SSABSA recognise a liability in accordance with Accounting Policy Framework IV *Financial Asset and Liability Framework* once an employee has completed 7 years service.

o) Leases

The Board has entered into operating lease agreements for buildings and items of equipment where the lessors effectively retain all of the risks and benefits incidental to ownership of the items held under the operating leases. Equal instalments of the lease payments are charged to the Income Statement over the lease terms, as this is representative of the pattern of benefits to be derived from the leased property.

Senior Secondary Assessment Board of South Australia

p) Insurance

The Board has arranged, through SA Government Captive Insurance Corporation (SAICORP), to insure all major risk of the Authority. The excess payable under this arrangement varies depending on each class of insurance held.

Note 3 Financial Risk Management

Risk management is carried out by Corporate Services and risk management policies and practices are in accordance with Australian Risk Management Standards and internal written policies approved by the Board.

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

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

In relation to liquidity/funding risk, the continued existence of the Authority in its present form, and with its present segments/services, is dependent on Government policy and on continuing capital appropriations by Parliament to maintain the Authority's asset base.

Note 4 Employee benefits cost

	2006 \$'000	2005 \$'000
Salaries and Wages	4,224	4,233
Casual Salaries Examiners	1,232	1,104
Casual Salaries Moderators	734	665
Casual Salaries Other	60	38
Long Service Leave	128	197
Annual Leave	79	(3)
Employment on-costs – superannuation	705	636
Employment on-costs – other	453	417
Fringe Benefits Tax	56	54
Board Fees	25	16
Total employee benefits costs	7,696	7,357
Remuneration of Employees	2006	2005
The number of employees whose remuneration received or receivable falls within the following bands:		
\$110 000 to \$119 999	-	2
\$120 000 to \$129 999	2	-
\$230 000 to \$239 999	-	1
\$240 000 to \$249 999	-	-
\$250 000 to \$259 999	1	-
Total Number of Employees	3	3

The table includes all employees who received remuneration of \$100 000 or more during the year. Remuneration of employees reflects all costs of employment including salaries and wages, superannuation contributions, fringe benefits tax and any other salary sacrifice benefits. The total remuneration received by these employees for the year was \$499,000.

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

Senior Secondary Assessment Board of South Australia

Note 5 Supplies and services

	2006	2005
	\$'000	\$'000
Supplies and services provided by entities within the SA Government		
Rental	631	634
Legal	3	4
Insurance	19	18
Fleet Services	140	129
Computing Charges	343	398
Other	132	62
Total supplies and services – SA Government entities	1,268	1,245
Supplies and services provided by entities external to the SA Government		
Computing and Communication	142	80
Repairs and Maintenance	117	83
Staff Development	61	63
Contractors	979	1,191
Printing	384	445
Travel & Accommodation	381	436
Motor Vehicles Transport	187	190
Courier & Freight	149	140
Stationery & Office Supplies	112	124
Hospitality	68	95
Software (Expensed)	81	88
Equipment Hire	82	85
Other	378	319
Total supplies and services – Non SA Government entities	3,121	3,338
Total supplies and services	4,389	4,583

The number and dollar amount of Consultancies paid/payable (included in supplies & services expense) that fell within the following bands:

	2006		2005	
	No	\$	No	\$
Below \$10,000	-	-	1	3,500
Total paid to the consultants engaged	-	-	1	3,500

Note 6 Replacement Teachers

This expense relates to payments to the Department of Education and Children's Services and the other school sectors for the release of teachers to undertake duties for SSABSA. See also Note 21 for details of the unclaimed funds up to 31 December 2006

	2006	2005
	\$'000	\$'000
Temporary Replacement Teachers	754	699
Fraction Release Teachers	81	86
Total Replacement Teachers	835	785

The service provided to the Northern Territory Department of Education operated under a fixed price contract arrangement. The income earned from this service has been shown in 2006 in the Income Statement under Fees and Charges

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Senior Secondary Assessment Board of South Australia

Note 7 Depreciation and amortisation expense

	2006 \$'000	2005 \$'000
Depreciation		
Plant and Equipment		
Furniture and Fittings	46	61
Equipment	32	37
Computer Equipment	105	107
DATEX Software	115	114
Total depreciation and amortisation	298	319

Note 8 Revenues from fees and charges

	2006 \$'000	2005 \$'000
Fees and charges received/receivable from entities external to the SA Government		
Overseas Students Studying in South Australia	221	198
South Australian Matriculation Program	649	475
Northern Territory	929	907
Total fees and charges – Non SA Government entities	1,799	1,580
Total fees and charges	1,799	1,580

Candidates' fees collected during 2006 include students in Malaysia and China who entered the Board's assessment program, students from the Northern Territory, and amounts collected from overseas students studying in South Australia.

Note 9 Interest revenues

	2006 \$'000	2005 \$'000
Interest received/receivable from entities external to the SA Government	160	119
Interest received/receivable from entities within the SA Government	97	75
Total interest revenues	257	194

Note 10 Net gain from disposal of assets

	2006 \$'000	2005 \$'000
Plant and Equipment		
Proceeds from disposal	4	4
Less net book value of assets disposed	-	-
Net gain from disposal of plant and equipment	4	4

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Senior Secondary Assessment Board of South Australia

Note 11 Replacement Teachers Write-Back

During 2006 \$195,000 was written-back (2005: \$114,000) of the liability for Replacement Teachers. The write-back relates to outstanding amounts raised prior to 31 December 2005, for which the Department of Education and Children's Services and private schools have not sought reimbursement.

Refer to Note 21 for additional explanation of the liability for Replacement Teachers.

Note 12 Other revenues

	2006 \$'000	2005 \$'000
Contributions from entities external to the SA Government		
Assessment Fees	13	10
Miscellaneous Income	90	345
Replacement Certificates	12	12
Sale of Publications	7	6
Scaling Grant	39	39
Total other revenues	161	412

Note 13 Revenues from SA Government

	2006 \$'000	2005 \$'000
Revenues from SA Government		
Operating Grant	11,585	10,734
Scaling Project	39	39
Total revenues from SA Government	11,624	10,773

The State Government Operating Grant for 2006 has 12 payments, which includes an amount of \$975,000 relating to January 2007 paid in advance. The Operating Grant for 2005 had 12 payments including an amount of \$901,000 relating to January 2006.

Note 14 Auditor's remuneration

	2006 \$'000	2005 \$'000
Audit fees paid to the Auditor-General's Department	33	25
Total audit fees – SA Government entities	33	25

Other Services

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

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Senior Secondary Assessment Board of South Australia

Note 15 Receivables

	2006 \$'000	2005 \$'000
Current		
Receivables	5	21
Accrued revenue	98	24
GST receivable	56	83
Total Current Receivables	159	128
Government / Non Government Receivables		
Receivables from SA Government entities		
Receivables	-	7
Accrued revenues	79	13
Total receivables from SA Government entities	79	20
Receivables from Non SA Government entities		
Receivables	5	14
Accrued revenue	19	11
Other	56	83
Total receivables from Non SA Government entities	80	108
Total receivables	159	128

Interest Rate and Credit Risk

Receivables are raised for all goods and services provided for which payment has not been received.

Receivables are normally settled within 30 days. Trade receivables, prepayments and accrued revenues are non-interest bearing. Other than recognised in the provision for doubtful debts, it is not anticipated that counterparties will fail to discharge their obligations. The carrying amount of receivables approximates net fair value due to being receivable on demand. In addition, there is no concentration of credit risk.

Bad and doubtful debts

The Authority has recognised a bad and doubtful debt expense of \$5,000 in the Income Statement.

Note 16 Other financial assets

	2006 \$'000	2005 \$'000
Current		
Investments with SAFA	3,949	2,781
Total Current Investments	3,949	2,781

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Senior Secondary Assessment Board of South Australia

Note 17 Other current assets

	2006 \$'000	2005 \$'000
Current		
Prepayments	88	47
Total Other Current Assets	88	47

Note 18 Property, plant and equipment

	2006 \$'000	2005 \$'000
Plant and Equipment		
Furniture and Fittings at cost	716	394
Accumulated Depreciation	421	375
Furniture and Fittings at Fair Value	295	19
Equipment at cost	624	689
Accumulated Depreciation	465	519
Equipment at Fair Value	159	170
Computer Equipment at cost	632	870
Accumulated Depreciation	506	745
Computer Equipment at Fair Value	126	125
Total Property Plant and Equipment	580	314

(a) *Reconciliation of Carrying Amount*

	Carrying Amount \$'000's	Additions \$'000's	Disposals \$'000's	Depreciation Expense \$'000's	Carrying Amount \$'000's
Furniture and Fittings	19	322	-	46	295
Equipment	170	21	-	32	159
Computer Equipment	125	106	-	105	126
Total Furniture, Equipment and Computer Assets	314	449	-	183	580

Note 19 Intangible Assets

	2006 \$'000	2005 \$'000
DATEX Software		
DATEX software at cost	1,269	1,269
Accumulated Depreciation	925	810
Total Intangible Assets	344	459

(a) *Reconciliation of Carrying Amount*

	Carrying Amount \$'000's	Additions \$'000's	Disposals \$'000's	Depreciation Expense \$'000's	Carrying Amount \$'000's
DATEX Software	459	-	-	115	344
Total Intangible Assets	459	-	-	115	344

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Senior Secondary Assessment Board of South Australia

Note 20 Payables

	2006 \$'000	2005 \$'000
Current		
Creditors	127	118
Accrued expenses	235	287
Employment on-costs	100	74
Total current payables	462	479
Non-Current		
Employment on-costs	42	58
Total non-current payables	42	58
	2006	2005
Government / Non Government Payables	\$'000	\$'000
Payables to SA Government entities		
Creditors	9	74
Accrued expenses	91	144
Employment on-costs	142	132
Total payables to other SA Government entities	242	350
	2006	2005
	\$'000	\$'000
Payables to Non SA Government entities		
Creditors	118	44
Accrued expenses	144	143
Total payables to Non SA Government entities	262	187
Total payables	504	537

Interest rate and credit risk

Creditors and accruals are raised for all amounts billed but unpaid. Sundry creditors are normally settled within 30 days. Employment on-costs are settled when the respective employee benefit that they relate to is discharged. All payables are non-interest bearing. The carrying amount of payables approximates net fair value due to the amounts being payable on demand.

Note 21 Replacement Teachers

	2006 \$'000	2005 \$'000
Current		
Temporary Replacement Teachers	371	376
Fraction Release Teachers	13	15
Total Replacement Teachers – Payables	384	391

The liability for Replacement Teachers represents the unclaimed portion of funds up to 31 December 2006.

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Senior Secondary Assessment Board of South Australia

Note 22 Employee benefits

	2006 \$'000	2005 \$'000
Current		
Annual Leave	391	323
Accrued Salaries and Wages	183	128
Total current employee benefits	574	451
Non-Current		
Long Service Leave	708	623
Total non-current employee benefits	708	623
Total employee benefits	1,282	1,074

The total current and non-current employee expense (i.e. aggregate employee benefit plus related on costs) for 2006 is \$1,424,000.

Note 23 Commitments

	2006 \$'000	2005 \$'000
Operating lease commitments		
Commitments in relation to operating leases contracted for at the reporting date but not recognised as liabilities are payable as follows:		
Within one year	781	705
Later than one year but not longer than five years	2,000	2,582
Total operating lease commitments	2,781	3,287

The Authority's operating leases are for office accommodation, equipment and leased vehicles. Office accommodation is leased from REM. The leases are non-cancellable with terms ranging up to 5 years with some leases having the right of renewal. Rent is payable in arrears.

The operating lease expenses incurred by the Board in 2006 was \$738,000 (2005 \$714,000)

	2006 \$'000
Remuneration commitments	
Commitments for the payment of salaries and other remuneration under employment contracts in existence at the reporting date but not recognised as liabilities are payable as follows:	
Within one year	2,597
Later than one year but not longer than five years	1,978
Total operating lease commitments	4,575

Amounts disclosed include commitments arising from executive and other service contracts. The Board does not offer remuneration contracts greater than 5 years.

Note 24 Accumulated Surplus

	2006 \$'000	2005 \$'000
Accumulated Surplus at 1 January 2006	3,480	3,447
Operating Surplus	822	33
Accumulated Surplus as at 31 December 2006	4,302	3,480

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Senior Secondary Assessment Board of South Australia

Note 25 Cash flow reconciliation

	2006	2005
	\$'000	\$'000
Reconciliation of Cash – Cash at year end as per:		
Cash Flow Statement	5,301	4,534
Balance Sheet	5,301	4,534
Cash on hand and at bank	1,352	1,753
Deposits with SAFA	3,949	2,781

For the purposes of the Cash Flow Statement, 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 Cash Flow Statement is reconciled to the related items in the Balance Sheet as follows:

Reconciliation of Net Cash provided by Operating Activities to Net Cost of providing Services:

Net cash provided by (used in) operating activities	1,212	782
Less Revenues from SA Government	11,624	10,773
Add/Less non cash items		
Depreciation and amortisation expense	298	319
Replacement Teachers Write Back	(195)	(114)
Gain from sale of non-current assets	(4)	(4)
Changes in Assets / Liabilities		
Increase (Decrease) in Receivables	31	42
Increase (Decrease) in Prepayments	41	5
(Increase) Decrease in Payables	33	(116)
(Increase) Decrease in Employee Benefits	(208)	(210)
(Increase) Decrease in Replacement Teachers	(188)	(269)
Net Cost of providing Services from Ordinary Activities	10,802	10,740

Note 26 Remuneration of Board Members

	2006	2005
	\$'000	\$'000
Income paid or due and payable to or on behalf of Board members	25	9
Remuneration of Board members	2006	2005
The number of Board members whose remuneration received or receivable falls within the following bands:		
\$1 to \$9 999	25	25
Total Number of Board Members	25	25

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Senior Secondary Assessment Board of South Australia

Note 27 Related Party Disclosure

The following persons held the position of Board member during the 2006 calendar year:

Presiding Member: Mr P.K. Wright
Deputy Presiding Member: Assoc. Prof. A.R. Vicary
Chief Executive: Dr J.V. Keightley

Member	Deputy Member
Dr P. Kilvert	Ms W. Engliss
Mr T. Woolley	Mr W. Parker
Mr B.W. Stratfold	Ms J. Scott
Ms S. Cameron	Ms M. Klem
Ms C. Harrison	Ms A. E. Doolette
Assoc. Prof. G.T. Crisp	Dr C.J. MacIntyre
Prof. D. Turnbull	Dr S. Alagumalai
Prof. R.G. Storer	Dr L.D. Owens
Dr B.M. Kameniar	Dr D. Gregory
Assoc. Prof. A.R. Vicary	Assoc. Prof. D.M. Panton
Ms A. Scarino	Dr C. Smith
Ms H.M. Trebilcock	Ms H.E. Whelan
Ms H. Carey	Ms. H. O'Brien
Dr P. Bartholomaeus	Mrs D. Manolas
Mr C. Dolan	Ms T. Carellas
Ms J. Bone-George	
Ms J. Lundberg	Mr R.D. Nussio
Mrs J. Zerna	Mrs G. Woolford
Ms C. Lopez	Mr G.E. Gatley
Mr B.J. Meatheringham	Mrs K. Agostinetta
Ms S. MacDonald-Taylor	Ms S. Jeremic
Mr P.K. Wright	Ms S.A. Schubert
Mr R.E. Johnson	Mr M. E. Dawe
Ms C. Hudson	Ms S.J. Powell
Mr D. Frith	Mr N. Paine
Comm. L.R. Matthews	Ms A. Burgess
Dr J.V. Keightley	

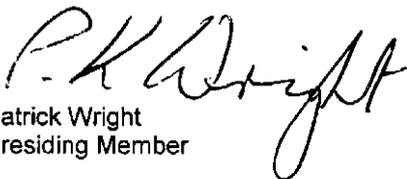
Senior Secondary Assessment Board of South Australia

Certification of the Financial Report

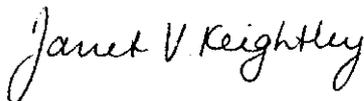
We certify that:

- the attached General Purpose Financial Report for the Senior Secondary Assessment Board of South Australia presents fairly, in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987*, applicable Australian Accounting Standards and other mandatory professional reporting requirements in Australia, the financial position of the Senior Secondary Assessment Board of South Australia as at 31 December 2006, the results of its operation and its cash flows for the year then ended;
- the attached financial statements are in accordance with the accounts and records of the Authority and give an accurate indication of the financial transactions of the Authority for the year then ended; and
- internal controls over the financial reporting have been effective throughout the reporting period and there are reasonable grounds to believe the Authority will be able to pay its debts as and when they become due and payable.

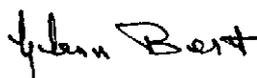
Signed in accordance with a resolution of the Directors.


Patrick Wright
Presiding Member

20/3/07
Date:


Janet V Keightley
Chief Executive

20/3/07
Date:


Glenn Best
Accountant

20/3/07
Date:

INDEPENDENT AUDIT REPORT



Government of South Australia
Auditor-General's Department

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Adelaide SA 5000
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TO THE PRESIDING MEMBER SENIOR SECONDARY ASSESSMENT BOARD OF SOUTH AUSTRALIA

SCOPE

As required by section 31 of the *Public Finance and Audit Act 1987* and section 19(2) of the *Senior Secondary Assessment Board of South Australia Act 1983*, I have audited the financial report of the Senior Secondary Assessment Board of South Australia for the financial year ended 31 December 2006. The financial report comprises:

- An Income Statement
- A Balance Sheet
- A Cash Flow Statement
- A Statement of Changes in Equity
- Notes to the Financial Statements
- Certificate by the Presiding Member, Chief Executive and the Accountant.

The members of the Board are responsible for the financial report. I have conducted an independent audit of the financial report in order to express an opinion on it to the Presiding Member.

The audit has been conducted in accordance with the requirements of the *Public Finance and Audit Act 1987* and Australian Auditing and Assurance Standards to provide reasonable assurance whether the financial report is free of material misstatement.

Audit procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion whether, in all material respects, the financial report is presented fairly in accordance with Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987*, Accounting Standards and other mandatory professional reporting requirements in Australia so as to present a view which is consistent with my understanding of the Senior Secondary Assessment Board of South Australia's financial position, the results of its operations and its cash flows.

The audit opinion expressed in this report has been formed on the above basis.

AUDIT OPINION

In my opinion, the financial report presents fairly in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987*, applicable Accounting Standards and other mandatory professional reporting requirements in Australia, the financial position of the Senior Secondary Assessment Board of South Australia as at 31 December 2006, the results of its operations and its cash flows for the year then ended.

A handwritten signature in black ink, appearing to read 'S O'Neill'.

S O'Neill
Acting Auditor-General
22 March 2007

APPENDIX I

Organisation of the Board

The Board and its Committees

The SSABSA Board comprises the Chief Executive and twenty-six other members, each with a deputy (see Appendix II). Members are appointed by the Governor.

The current Board was appointed from July 2005.

In 2006 the Board met each month, with the exceptions of January, April, July, and October. Deputy board members normally attend Board meetings only in the absence of their designated board members.

However, deputy board members are invited by the Presiding Member to attend Board meetings as observers if they wish.

The Board conducted one seminar in May.

Board members represent the various education systems and sectors, parent groups, employer and employee associations, the Australian Education Union (SA Branch), and the Commissioner for Equal Opportunity (see Figure 3 in Appendix II). All have formal and informal networks for consultation, to ensure that a broad range of opinions underlie Board decisions. In addition, specially formed consultative groups provide advice to the Authority.

Two standing committees help in the organisation of business. The Curriculum and Assessment Policy Committee (CAPC) is responsible for the key result areas of curriculum, assessment, research, and equity. The Resources Policy Committee (RPC) is responsible for the key result areas of management, research, systems, community information, equity, and income generation. A small Executive Group arranges the business of the Board. The members of these three groups are listed in Appendix III.

The Board has established a curriculum committee structure to advise on matters relating to its curriculum statements. A number of Subject Advisory Committees (SACs) report through the Chief Executive to CAPC.

Curriculum Project Groups are established by the Authority for specific tasks identified by the Board, the SACs, or the Authority.

The committee structure is shown in Appendix III, where members of committees are listed.

APPENDIX II

Members of the Senior Secondary Assessment Board of South Australia, as at 31 December 2006

Presiding Member: Mr P.K. Wright
 Deputy Presiding Member: Assoc. Prof. A.R. Vicary
 Chief Executive: Dr J.V. Keightley

Nominating Agency	Member	Deputy Member
Chief Executive of the Department of Education and Children's Services	Dr P. Kilvert Vacant Mr B.W. Stratfold Ms S. Cameron	Ms W. Engliss Mr W. Parker Ms J. Scott Ms M. Klem
Chief Executive of the Department of Further Education, Employment, Science and Technology	Ms C. Harrison	Ms A.E. Doolette
Council of The University of Adelaide	Prof. G. Crisp Prof. D. Turnbull	Dr C. Macintyre Dr S. Alagumalai
Council of the Flinders University of South Australia	Prof. R.G. Storer Dr B.M. Kameniar	Assoc. Prof. L.D. Owens Mr K.D. Gregory
Council of the University of South Australia	Assoc. Prof. A.R. Vicary Ms A. Scarino	Assoc. Prof. D.M. Panton Dr C. Smith
Association of Independent Schools of South Australia (AISSA)	Ms H.M. Trebilcock	Ms H.E. Whelan
South Australian Commission for Catholic Schools [Inc.]	Ms H. Carey	Ms H.F. O'Brien
South Australian Association of State School Organisations Incorporated	Dr P. Bartholomaeus	Mrs D. Manolas
Australian Education Union (SA Branch)	Mr C. Dolan Ms J.D. Bone-George	Ms T. Carellas Vacant
Independent Education Union (SA)	Ms J.E. Lundberg	Mr R.D. Nussio
South Australian Association of School Parents' Clubs Incorporated	Mrs J. Zerna	Mrs G. Woolford
Independent Schools Parents Council of SA Inc.	Ms C. Lopez	Mr G.E. Gatley
The Federation of Catholic School Parent Communities (SA)	Mr B.J. Meatheringham	Mrs K. Agostinnetto
Training and Skills Commission	Ms S. MacDonald-Taylor	Ms S. Jeremic
SA Unions	Mr P.K. Wright Mr R.E. Johnson	Ms S.A. Schubert Mr M.E. Dawe
Business SA	Ms C. Hudson Mr D. Frith	Ms S.J. Powell Vacant
Commissioner for Equal Opportunity	Ms L.R. Matthews	Ms A. Burgess

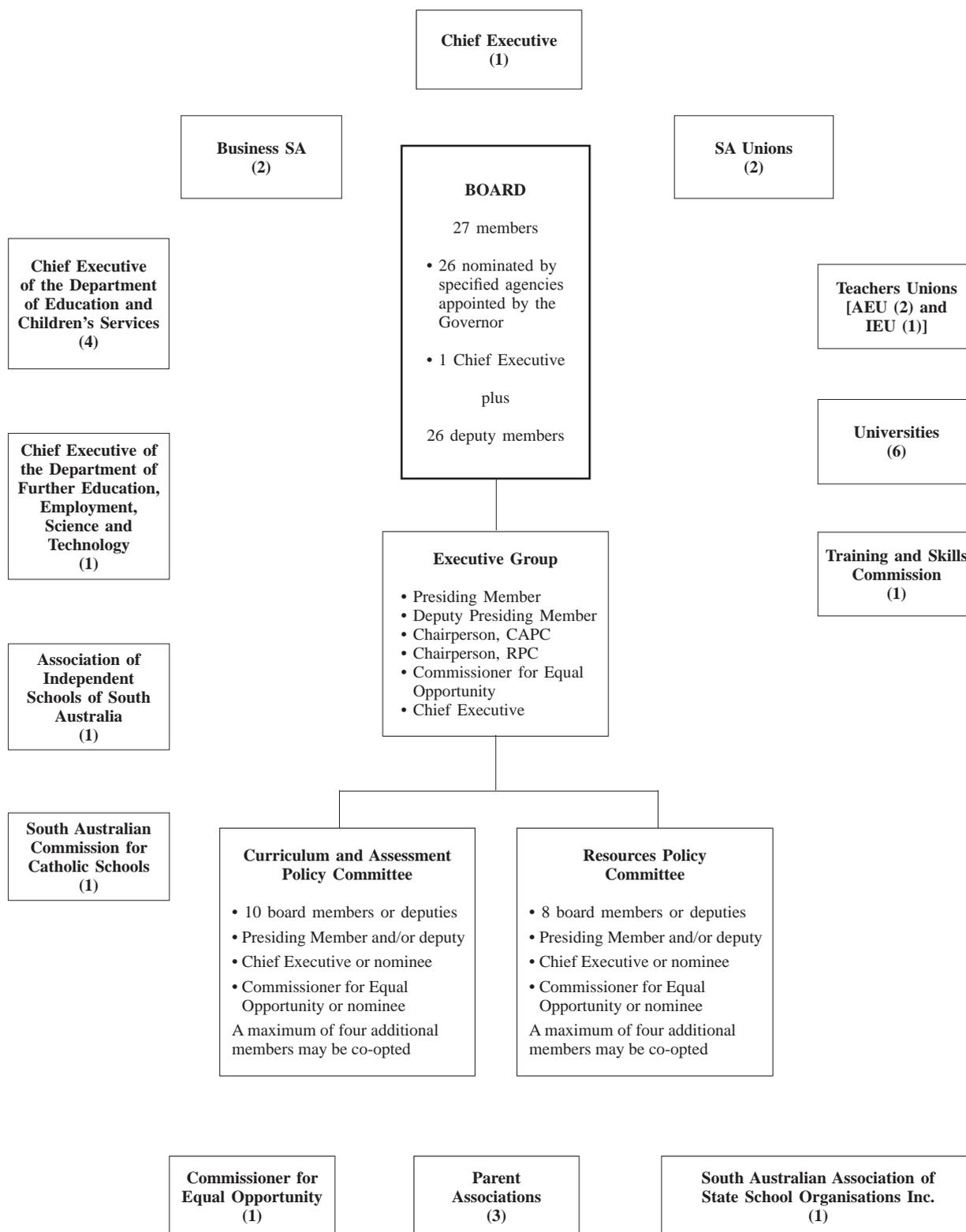


Figure 3 The Representational Base of the Board

APPENDIX III

Committee Lists, 2006

The purpose of this appendix is to acknowledge publicly the many people who have given professional service and advice to the Board.

Executive Group

Mr P.K. Wright (Presiding Member)
Assoc. Prof. A.R. Vicary (Deputy Presiding Member)
Ms S. Cameron
Dr J.V. Keightley
Ms L.R. Matthews
Mr B.J. Meatheringham

Standing Committees

Curriculum and Assessment Policy Committee

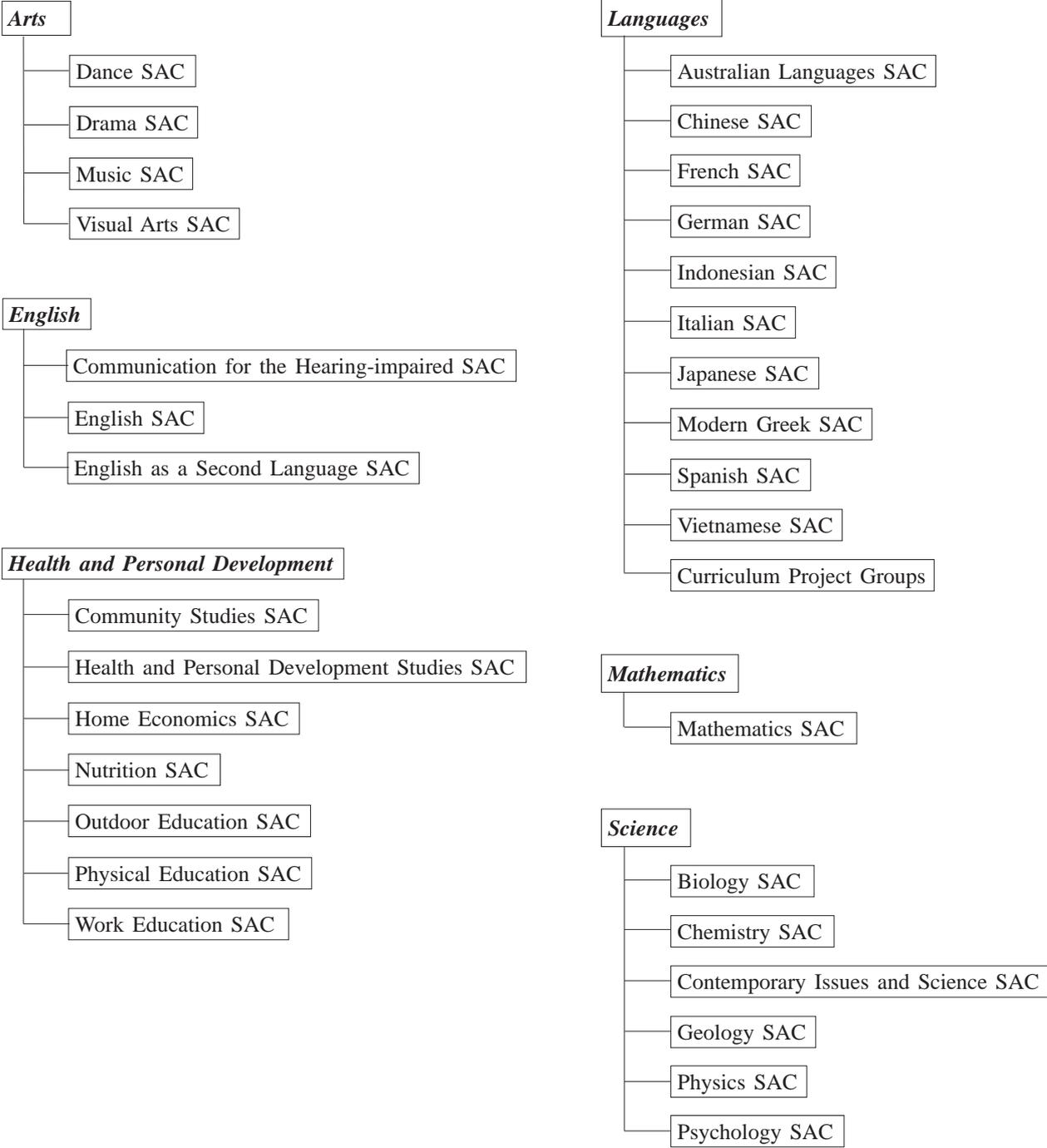
Ms S. Cameron (Chairperson)
Ms A. Burgess
Ms H. Carey
Mr M.E. Dawe
Ms W. Engliss
Dr B.M. Kameniar
Dr J.V. Keightley
Ms C. Lopez
Dr A. Mercurio (*ex officio*)
Ms H.F. O'Brien
Ms S.J. Powell
Ms A. Scarino
Prof. R.G. Storer
Mr B.W. Stratfold
Ms H.E. Whelan
Mr P.K. Wright

Resources Policy Committee

Mr B.J. Meatheringham (Chairperson)
Dr P. Bartholomaeus
Mr G. Benger, JP (*ex officio*)
Mr D. Frith
Dr J.V. Keightley
Ms M. Klem
Ms J. Scott
Ms S.A. Schubert
Assoc. Prof. A.R. Vicary
Mr P.K. Wright

Subject Management Structure

The subject management structure is shown below, with each Subject Advisory Committee (SAC) listed under its learning area.



Society and Environment

- Aboriginal Studies SAC
- Accounting SAC
- Agriculture and Horticulture SAC
- Ancient and Classical Studies SAC
- Australian Studies SAC
- Business Studies SAC
- Economics SAC
- Geography SAC
- History SAC
- Legal Studies SAC
- Media Studies SAC
- Philosophy SAC
- Politics SAC
- Religion SAC
- Small Business Enterprise SAC
- Studies of Societies SAC
- Sustainable Futures SAC
- Tourism SAC
- Women's Studies SAC

Technology

- Design and Technology SAC
- Information Processing and Publishing SAC
- Information Technology SAC

Various Learning Areas

- Extension Studies SAC
- SSABSA-VET Reference Group

Subject Advisory Committees

Subject Advisory Committees are listed alphabetically under learning areas.

Note: (c.) indicates corresponding/country/interstate/overseas member.

ARTS

Dance

Ms J. Swan (Chairperson)
Ms R. Callan
Ms D. Capuoto
Ms L. Haines
Ms P. Johnson
Ms A. Kimber
Ms M.-L. Michael
Ms C. Obst
Mrs K. Skinner
Mr J. Henriks (Executive Officer, SSABSA)

Drama

Ms H. McCarthy (Chairperson)
Ms C. Backler
Mr M. Butler
Ms J. Calder
Ms S. Crawford
Mr G. Elliott
Mr M. Gray
Mr D. Hill
Mr R. Masters
Ms C. Schultz
Mr R. Seidel
Mr J. Henriks (Executive Officer, SSABSA)

Music

Mr J. Henriks (Chairperson)
Mr M. Carroll
Ms C. Coen
Mr F. Dennis
Ms L. Duncan (c.)
Mrs B. Elsegood
Ms K. Fitton
Ms L. Herring
Mr A. Hubmayer
Ms V. Lakeman
Ms J. Newsome
Miss L. Pech
Mr D. Pereira (c.)
Mr D. Pope
Ms S. Rodger
Ms J. Rosevear
Ms B. Sedgley
Mr A. Sils
Mr J. Henriks (Executive Officer, SSABSA)

Visual Arts

Mr J. Henriks (Chairperson)
Ms C. Backler
Mr S. Carson
Mr J. Caskey
Mr M. Cheffirs
Mr R. Corso
Ms A. Fairey
Ms M. Feneley (c.)
Mr I. Hamilton
Mr P. Hughes
Mr T. Jeffrey
Mr V. Jurevicius
Ms S. Kuhl (c.)
Mr A. Noll
Mr D. Northcote
Ms Y. Paterson
Ms A. Poland
Ms G. Stattin
Mrs T. Beasley
Mr J. Henriks (Executive Officer, SSABSA)

ENGLISH

English

Mrs J. Storer (Chairperson)
Dr G. Bastin
Mr G. Bayly-Jones
Ms K. Brindal
Ms S. Butler
Ms E. Casagrande
Ms P. Cashen
Mrs M. Donovan
Ms T. Dorian
Ms M. Evans (c.)
Ms J. Fox (c.)
Ms A. Fusco
Mr A. Hughes
Mr G. Jeffery (c.)
Ms R. Kerin
Ms P. Marks
Dr R. Phiddian
Mrs C. Quek-Lai
Ms A. Robertson
Dr P. Skrebels
Ms M. Smith
Ms C. Went
Mr J. Freeman (Executive Officer, SSABSA)

English as a Second Language

Ms S. Emberson (Chairperson)
Ms R. Antenucci
Ms D. Burke
Ms C. Ellul
Mrs C. Quek-Lai
Ms S. Goldfain

Ms D. Lange
Ms B. Lemke (c.)
Ms P. Marks
Mrs S. Narayan
Ms A. Rooney
Mr J. Freeman (Executive Officer, SSABSA)

HEALTH AND PERSONAL DEVELOPMENT

Community Studies

Ms E. Casagrande (Chairperson)
Ms C. Bennett
Ms D. Carter
Mr K. Grant
Ms K. Lee
Ms A. Parsons
Mrs G. Rogers
Ms R. Williams
Mr S. Inglis (Executive Officer, SSABSA)

Health and Personal Development Studies

Mrs D. White (Chairperson)
Mr D. Bayer
Ms C. Bennett
Mrs J. Grove
Ms T. Knott
Ms A. McAskill
Ms S. Schnell
Ms M. Simons
Mrs B. Telfer (Executive Officer, SSABSA)

Home Economics

Ms L. Allwright
Ms K. Dodgson
Ms P. Greaves
Ms T. Knott
Ms S. Melhuish
Ms M. McDonald (c.)
Ms S. Richards
Mrs D. White
Mrs B. Telfer (Executive Officer, SSABSA)

Nutrition

Ms K. Magee (Chairperson)
Ms S. Craig
Ms I. Lindemann
Ms M. Oliver
Ms A. Palombaro
Mrs S. Quong (c.)
Mr J. Ralph
Mr S. Warren
Mr C. Rothenberg (Executive Officer, SSABSA)

Outdoor Education

Mr G. Begg (Chairperson)
Mr G. Allen
Mr C. Davidson
Mr M. Dennis (c.)
Ms J. Engelhardt
Mr M. Meredith
Mr S. Polley
Mr P. Pritchard
Mr A. Quinn
Mr F. Taylor
Mr S. Inglis (Executive Officer, SSABSA)

Physical Education

Mr C. Daw (Chairperson)
Mr P. Baldock (c.)
Mr R. Baldock
Ms S. Cibich
Mr C. Davidson
Mr B. Jackson
Mr C. Johncock
Mr B. Jordan
Mr J. Mason
Ms M. Omand
Ms W. Piltz
Ms J. Psellos
Ms R. Roennfeldt
Ms J. Sutherland
Mr G. Urbani
Mr C. Rothenberg (Executive Officer, SSABSA)

Work Education

Ms J. Blight
Mr T. Ey
Ms S. Lively
Ms S. Risk
Mrs C. Searle
Mr P. Willis
Mr P. Wilson
Mr S. Inglis (Executive Officer, SSABSA)

LANGUAGES

Australian Languages

Dr R. Amery
Mr G. Tunstill
Mr G. Wilson
Ms A. Harvey (Executive Officer, SSABSA)

Chinese

Mr P. Wilson (Chairperson)
Mrs S. Andrews
Ms M. Foster
Ms W. Huang

Ms M.-C. Lam
Ms M. Latif (c.)
Ms L. Liang
Ms K. Purvis
Mr A. Scrimgeour
Ms X. Wang
Mr M. Williss
Ms L. Wong
Mr Y. Yao
Mr S. Yusoph
Ms N. Zhang
Mr J. Freeman (Executive Officer, SSABSA)

French

Mr C. Thorburn (Chairperson)
Ms L. Benoist
Mrs J. Bird
Mr A. Cleggett
Ms C. Emblem
Ms M. Jarema
Mr A. McKenzie
Mr P. Poiana
Ms J. Taylor
Ms M. Treleaven
Mr J. van Dalen (c.)
Mrs A. Vandeppeer
Ms S. Bradshaw (Executive Officer, SSABSA)

German

Mr H. Ohlendorf (Acting Chairperson)
Mrs K. Andrews
Mrs P. Doyle (c.)
Mr E. Hebart
Ms M. King
Mrs J. Makai
Ms K. Ohlhaber
Ms U. Schwartz
Mr M. Venz (c.)
Ms G. Walldorf-Davis
Ms A. Harvey (Executive Officer, SSABSA)

Indonesian

Ms B. Ward (Chairperson)
Ms I. Batten (c.)
Ms Firdaus
Ms K. Hatch
Ms S. Letcher
Ms H. Pedler
Ms M. Pilla
Ms M. Ruggiero
Ms C. Thiem
Ms S. Bradshaw (Executive Officer, SSABSA)

Italian

Mr R. D'Onofrio (Chairperson)
Mr M. Absalom

Ms C. Bamford
Mrs K. Bernardi
Mrs T. Cimmino
Ms F. Coassin
Ms N. Mercurio
Ms A. Peek
Ms P. Puglia (c.)
Mr G. Rosmini
Ms A. Zocchi
Ms A. Harvey (Executive Officer, SSABSA)

Japanese

Ms L. Wright (Chairperson)
Ms M. Beck
Mr D. Chapman
Mrs E. Eckermann
Ms Y. Fujiwara
Mr H. Haga
Ms J. Harris
Mr R. Lance
Ms L. Lycett
Mr G. Nielsen
Ms A. Parsons
Ms Y. Shaw (c.)
Ms K. Taguchi
Mrs R. Thomas
Ms S. Bradshaw (Executive Officer, SSABSA)

Modern Greek

Ms V. Papapetros (Chairperson)
Ms M. Batzavalis
Mr G. Frazis
Mrs E. Glaros
Mrs L. Karamanis
Ms M. Palaktsoglou
Ms A. Sideri
Dr M. Tsianikas
Ms S. Bradshaw (Executive Officer, SSABSA)

Spanish

Mr B. Caneloro
Ms L. Cereceda
Ms C. de Miguel Rodriguez
Ms D. Di Palma
Mr C. Gallardo
Mrs G. Godfrey
Ms J. Hernandez
Ms M. McEwen
Ms C. Ryan
Ms A. Harvey (Executive Officer, SSABSA)

Vietnamese

Dr M.T. Dang
Ms T.T.V. Dang
Mr A. Hoang
Mr Luan Ly Le

Mrs Phuong Ngo
Mr V.P. Nguyen
Mr Minh-Hua Tran
Mr T.D. Tran
Sr Thi-Nien Tran
Ms S. Bradshaw (Executive Officer, SSABSA)

MATHEMATICS

Mathematics

Mr R. Davey (Chairperson)
Mr D. Andrew
Dr P. Andrew
Ms E. Andrews
Mr J. Bament (c.)
Mr J. Baxter
Dr J. Clark
Mr T. Dermody (c.)
Mr A. Harradine
Ms T. Hogan (c.)
Ms A. Ind
Ms K. Inglis
Ms J. Kellaway
Mr K. Linke
Mr D. Martin
Mr J. Owen
Ms Pek Fun Lee (c.)
Ms J. Raymond
Mr J. Roberts
Ms L. Wills
Dr A. Wolff
Mrs D. Woodard-Knight
Ms H. Parrington (Executive Officer, SSABSA)

SCIENCE

Biology

Mr M. Rumsby (Chairperson)
Mrs L. Barritt
Mrs J. Brooks
Mrs A. Bullock
Mr D. Carter
Ms S. Craig
Mr A. Crierie
Ms S. Farrelly
Mr J. Glistak (c.)
Mr B. Le Cornu
Ms A. Le Cornu
Ms Y. Loke
Ms A. Pascoe
Mr P. Perry
Assoc. Prof. I. Stupans
Mr R. Templeman
Dr J. Walker
Mr P. Walwyn

Ms D. Whittington
Dr A. Wood
Mr C. Rothenberg (Executive Officer, SSABSA)

Chemistry

Mr C. Evans (Chairperson)
Mr B. Atherton
Mrs H. Brown
Mr R. Cadd
Ms S. Davey
Ms M. Ferguson
Mr I. Kershaw
Ms D. Kingston
Dr M. de Lima
Mrs A. Murray
Dr M. Perkins
Ms R. Pillans
Dr S. Pyke
Mrs S. Quong (c.)
Dr J. Ralph
Mrs M. Scicluna
Mr C. Rothenberg (Executive Officer, SSABSA)

Contemporary Issues and Science

Mr W. Chambers (Chairperson)
Mrs L. Barritt
Ms L. Clayton
Mr R. Drogemuller
Dr V. Dunaiski
Ms K. Elliott
Mr J. Glistak (c.)
Ms S. Hodgson (c.)
Ms G. Hoffman
Mr P. Perry
Ms K. Turton
Mr C. Rothenberg (Executive Officer, SSABSA)

Geology

Mrs C. Pyle (Chairperson)
Ms L. Bird
Ms J. Bosch
Dr I. Clark
Mr I. Harkiss
Mr R. Marchioro
Mrs B. Nicholls
Mrs K. Nussio
Mr P. Perry
Mr G. Rehn (c.)
Ms D. Whittington
Mr P. Wood
Mr C. Rothenberg (Executive Officer, SSABSA)

Physics

Mr D. Jeffrey (Chairperson)
Prof. K. Abhary
Ms L. Bird

Ms S. Cornell
Mr D. Dobrijevic
Mr R. Drogemuller
Mr C. Gambell (c.)
Ms M. McGrath
Mr D. Pyman
Dr P. Veitch
Mr R. Victory
Mrs J. Wedding
Mr B. White
Mr C. Rothenberg (Executive Officer, SSABSA)

Psychology

Mr G. Slater (Chairperson)
Ms I. Atherton
Dr P. Delfabbro
Mr M. Doube (c.)
Mrs C. Grady
Mr D. Greig
Ms M. Hartstone
Mr J. Kaye
Dr C. Litchfield
Ms L. Murphy
Assoc. Prof. L. Owens
Mr P. Perry
Mrs S. Quong (c.)
Dr J. Robinson
Mr G. Sara
Dr L. Storm
Mr C. Wilson (c.)
Mr C. Rothenberg (Executive Officer, SSABSA)

SOCIETY AND ENVIRONMENT

Aboriginal Studies

Ms J. Hodgkinson (Chairperson)
Ms J. Burford
Ms M. Evans (c.)
Ms L. Hughes
Ms H. Monaghan
Ms A. Pring
Ms M. Sired (c.)
Ms C. Uren
Mr A. Wilson
Ms A. Wilson
Mrs B. Telfer (Executive Officer, SSABSA)

Accounting

Ms K. Buckley (Chairperson)
Mr G. Bailey
Ms Ooi Mei Choo (c.)
Mr S. Copeland
Mr M. Demosthenous
Mr G. Malkin (c.)
Ms R. Sih

Ms J. Stewart
Ms H. Thomas
Ms I. Toumazos
Ms M.-A. Urbano
Ms H. Parrington (Executive Officer, SSABSA)

Agriculture and Horticulture

Mr P. Smith (Chairperson)
Mr R. Bell
Mr B. Borchardt (c.)
Mr D. Cresswell
Mr R. Templeman (c.)
Ms J. Verhoef
Mr D. Walter
Dr A. Wood
Mrs B. Telfer (Executive Officer, SSABSA)

Ancient and Classical Studies

Ms K. Fisher (Chairperson)
Ms R. Bywaters
Mr G. Cafkakis (c.)
Ms M. Constable-Gray
Ms C. Fine-Clementi
Ms C. Flenley
Dr B. Harding
Ms C. McEwen
Mr P. Stewart
Ms K. Sutcliffe
Ms A. Thornton
Ms A. Harvey (Executive Officer, SSABSA)

Australian Studies

Dr B. Harding (Chairperson)
Mr J. Cousins (c.)
Mr P. Gale
Ms J. Russo
Ms C. Tomlian
Ms C. Uren
Mrs B. Telfer (Executive Officer, SSABSA)

Business Studies

Ms H. Thomas (Chairperson)
Ms M. Cundy
Mr M. Demosthenous
Ms C. Flight
Mrs V. Lackey
Mr S. McCulloch (c.)
Ms M.-A. Urbano
Ms H. Parrington (Executive Officer, SSABSA)

Economics

Mr A. Wilkins (Chairperson)
Mrs B. Chaustowski
Ms N. Da Metto
Mr M. Henderson

Ms W. Jacobs
Ms Ooi Mei Choo (c.)
Ms M.-A. Urbano
Ms R. Walter
Ms H. Parrington (Executive Officer, SSABSA)

Geography

Mr M. Manuel (Chairperson)
Mr D. Chapple
Mr J. Cousins (c.)
Ms K. Farnan
Mrs A. Forster
Ms G. Creed (c.)
Mr J. Holgate
Mr M. McInerney
Mr J. Risk
Mrs R. Shepherd
Ms R. Sleeman
Mrs S. Stuart
Mrs B. Telfer (Executive Officer, SSABSA)

History

Mrs J. Farrall (Chairperson)
Mrs H. De Blasio
Ms P. Fabian
Ms L. Fenwick
Ms E. Grant
Mr S. Hawkins (c.)
Ms K. Kildare
Mr M. McInerney
Ms L. MacLeod
Ms A. Rooney
Ms J. Russo
Mr P. Stewart
Ms C. Uren
Mrs B. Telfer (Executive Officer, SSABSA)

Legal Studies

Mr P. Cavouras (Chairperson)
Mr R. Aukett
Mr G. Bailey
Ms P. Cavanagh
Mrs B. Chaustowski
Ms N. Da Metto
Ms C. Ellul
Mr S. Hennessy
Ms N. Mardon
Mrs H. Peake
Mr F. Rieuwers
Mr M. Simpson
Mr C. Stain
Mr J. Freeman (Executive Officer, SSABSA)

Media Studies

Mr G. Brindal (Chairperson)
Mr C. Anyanwu
Mr S. Bartholomew (c.)
Mr T. Burns
Mr G. Lomax
Ms K. Orr Vered
Mr G. Saunders
Mrs L. Thornton (c.)
Mrs C. Webber
Mr J. Freeman (Executive Officer, SSABSA)

Philosophy

Ms C. Schultz (Chairperson)
Mrs J. Farrall
Prof. P. Jewell
Prof. S. Knight
Dr D. Rawnsley
Mr J. Richardson
Mr J. Robertson
Mrs B. Telfer (Executive Officer, SSABSA)

Politics

Mr M. Allen (Chairperson)
Mr S. Bartholomew (c.)
Mr L. Cook
Prof. Y. Corcoran-Nantes
Mr C. Lancione
Mr G. Parker (c.)
Mr I. Plisko
Mr J. Robertson
Mrs B. Telfer (Executive Officer, SSABSA)

Religion

Mr M. O'Donoghue (Chairperson)
Sr J. Armour
Mr M. Borrenson
Mr G. Bowyer
Ms J. Coffey
Ms S. Craig
Ms A. Imtoul
Dr B. Kameniar
Ms G. Lockley (c.)
Mr T. McDevitt
Ms S. Mitchell
Mr C. Samuel
Mrs S. Sifa
Ms A. Harvey (Executive Officer, SSABSA)

Small Business Enterprise

Ms R. Sih (Chairperson)
Mr H. Sturitis
Ms H. Parrington (Executive Officer, SSABSA)

Studies of Societies

Ms C. Tomlian (Chairperson)
Ms V. Grantham
Ms A. Harvey
Dr B. Kameniar
Mr M. Krips (c.)
Ms G. Lockley (c.)
Mr J. Richardson
Ms L. Securo
Ms F. Sutton
Mrs K. Teague
Mrs C. Thompson
Ms C. Uren
Ms A. Harvey (Executive Officer, SSABSA)

Sustainable Futures

Mr A. Fraser (Chairperson)
Miss S. Alderson (c.)
Mr P. Allen
Dr D. Bardsley
Mr B. Germein
Mr M. Manuel
Dr W. Meyer
Mr G. Phillis
Ms S. Pitman
Mr J. Shankar-Noble
Mr R. Smith
Mrs F. Smith
Ms S. Stuart
Mrs V. Upton
Mrs B. Telfer (Executive Officer, SSABSA)

Tourism

Mr D. Chapple (Chairperson)
Mr P. Allen
Ms C. Athanasos
Mr S. Bone
Mrs J. Boothby
Ms F. Botting
Dr J. Davies
Ms M. Davis (c.)
Ms C. Fanning
Mr R. Kirkby
Mrs A. Martin
Ms S. Melhuish
Mr D. O'Neill
Mr S. Inglis (Executive Officer, SSABSA)

Women's Studies

Prof. C. Bulbeck
Prof Y. Corcoran-Nantes
Ms K. Fisher
Ms S. Morrison

Ms S. Owen
Ms C. Tomlian
Mrs B. Telfer (Executive Officer, SSABSA)

TECHNOLOGY

Design and Technology

Mr T. Curtis (Chairperson)
Mr T. Carr
Mr R. Corso
Mr A. Izzo
Mr B. James
Mr D. Jones
Mr O. McArdle
Mr I. McEgan
Mr S. Read
Mr T. Smith
Mr A. Stewart
Mr C. Taylor (c.)
Mr R. Yon
Mr J. Freeman (Executive Officer, SSABSA)

Information Processing and Publishing

Mr D. Roberts (Chairperson)
Ms J. Amor
Mr C. Anyanwu
Ms S. Barker
Ms M. Cundy
Ms S. Magarey (c.)
Mrs E. Tapp
Mr J. Henriks (Executive Officer, SSABSA)

Information Technology

Mr P. Mitchell (Chairperson)
Mr B. Alexander
Mr J. Cundy
Mr D. Finkemeyer
Mr F. Fursenko
Ms B. Hender
Mr P. Langshaw
Mr C. Menzies
Ms Y. Murtagh
Mr S. O'Connor
Ms J. Ruiz
Mr H. van der Wijngaart
Ms J. Zucco
Mr S. Inglis (Executive Officer, SSABSA)

VARIOUS LEARNING AREAS

Extension Studies

Ms J. Cook (Chairperson)
Mr B. Atherton
Ms E. Casagrande
Ms T. Dorian
Ms L. Ey
Mr J. Green
Ms A. Harvey
Ms J. Heath
Mr S. Johnston
Ms J. Lenain
Mr K. McHugh
Ms M. Parker
Mr W. Parker
Dr J. Rice
Mrs K. Teague
Ms S. White
Ms R. Williams
Mr S. Inglis (Executive Officer, SSABSA)

SSABSA–VET Reference Group

Mr G. Bassani
Ms M. Bawden
Mr P. Both
Mr K. Darwin
Mr M. Farran
Mr B. Fitzsimons
Ms P. Francis
Ms L. Hildtich
Mr G. Lomax
Ms S. Melhuish
Ms J. Ruiz
Ms M. Short
Mr L. Smith
Mr B. Stanton
Ms J. Sutherland
Mr P. Willis
Mr S. Inglis (Executive Officer, SSABSA)

APPENDIX IV

Accredited Subjects, 2006

The name in square brackets after each subject indicates the learning area (i.e. Arts, English, Health and Personal Development, Languages, Mathematics, Science, Society and Environment, Technology, Various Learning Areas) to which that subject belongs.

Stage 2

Full-year (2 units)

Aboriginal Studies [Society and Environment]
Accounting Studies [Society and Environment]
Agricultural and Horticultural Science [Society and Environment]
Agriculture and Horticulture [Society and Environment]
 Agricultural and Horticultural Management
 Agricultural and Horticultural Practice
 Agricultural and Horticultural Principles
 Agricultural and Horticultural Studies
Albanian (continuers) [Languages]*
Arabic (continuers) [Languages]†
Armenian (continuers) [Languages]*
Art Practical [Arts]
Auslan (continuers) [Languages]*
Australian and International Politics [Society and Environment]
Australian History [Society and Environment]
Australian Languages [Languages] (any 2 units)
 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
Bengali (continuers) [Languages]*‡
Biology [Science]
Bosnian (continuers) [Languages]
Broadcasting and Multimedia (VET) [Arts]
 Broadcasting and Multimedia A
 Broadcasting and Multimedia B
Business Services (VET) [Society and Environment]
 Business Services A
 Business Services B

Business Studies [Society and Environment]
Chemistry [Science]
Chinese (accelerated) [Languages]
Chinese (accelerated) A [Languages]
Chinese (background speakers) [Languages]
Chinese (continuers) [Languages]
Classical Studies [Society and Environment]
Communication for the Hearing-impaired [English]
Community Services (VET) [Health and Personal Development]
 Community Services A
 Community Services B
Community Studies [Health and Personal Development]
 Arts and the Community
 Business and the Community
 Communication and the Community
 Design, Construction, and the Community
 Environment and the Community
 Foods and the Community
 Health, Recreation, and the Community
 Lifestyle and the Community
 Mathematics and the Community
 Science and the Community
 Technology and the Community
 Work and the Community
Conservation and Land Management (VET) [Society and Environment]
 Conservation and Land Management A
 Conservation and Land Management B
Contemporary Issues and Science [Science]
Craft Practical [Arts]
Croatian (continuers) [Languages]*
Czech (continuers) [Languages]*‡
Dance [Arts]
Dance Studies [Arts]
Design and Technology [Technology]
 Communication Products A
 Communication Products B
 Material Products A
 Material Products B
 Systems and Control Products A
 Systems and Control Products B
Design and Technology Studies [Technology]
Design Practical [Arts]
Drama [Arts]
Drama Studies [Arts]
Dutch (continuers) [Languages]*

* Nationally assessed language subject.

† Examinations in this subject are conducted by the Victorian Curriculum and Assessment Authority.

‡ This subject is suspended until further notice.

Economics [Society and Environment]
 English as a Second Language [English]
 English as Second Language Studies [English]
 English Communications [English]
 English Studies [English]
 Extension Studies [Various Learning Areas]
 Extension Studies A
 Extension Studies B
 Filipino (continuers) [Languages]*
 Financial Services (VET) [Society and Environment]
 Financial Services A
 Financial Services B
 French (accelerated) [Languages]
 French (accelerated) A [Languages]
 French (continuers) [Languages]
 General Construction (VET) [Technology]
 General Construction A
 General Construction B
 Geography Studies [Society and Environment]
 Geology [Science]
 German (accelerated) [Languages]
 German (accelerated) A [Languages]
 German (continuers) [Languages]
 Health Education [Health and Personal Development]
 Health Studies
 Hebrew (continuers) [Languages]*
 Hindi (continuers) [Languages]*
 Home Economics [Health and Personal Development]
 Early Childhood Studies
 Food and Hospitality Studies
 Nutrition Studies
 Textile Studies
 Hospitality (VET) [Health and Personal Development]
 Hospitality — Kitchen Operations A
 Hospitality — Kitchen Operations B
 Hungarian (continuers) [Languages]*
 Indonesian (accelerated) [Languages]
 Indonesian (accelerated) A [Languages]
 Indonesian (continuers) [Languages]
 Information Technology [Technology]
 Information Technology (VET) [Technology]
 Information Technology A
 Information Technology B
 Information Technology Studies [Technology]
 Integrated Learning [Various Learning Areas]
 Integrated Learning I
 Integrated Learning II
 Italian (accelerated) [Languages]
 Italian (accelerated) A [Languages]
 Italian (continuers) [Languages]
 Japanese (accelerated) [Languages]*
 Japanese (accelerated) A [Languages]
 Japanese (continuers) [Languages]
 Justice in Society [Society and Environment]
 Khmer (continuers) [Languages]*
 Korean (background speakers) [Languages]†
 Laboratory Operations (VET) [Science]
 Laboratory Operations A
 Laboratory Operations B
 Latin (continuers) [Languages] §
 Latvian (continuers) [Languages]*‡
 Legal Studies [Society and Environment]
 Lithuanian (continuers) [Languages]*‡
 Macedonian (continuers) [Languages]*
 Malay (background speakers) [Languages]*
 Maltese (continuers) [Languages]*
 Manufacturing and Engineering (VET) [Technology]
 Engineering Applications A
 Engineering Applications B
 Mathematical Applications [Mathematics]
 Mathematical Methods [Mathematics]
 Mathematical Studies [Mathematics]
 Media Studies [Society and Environment]
 Modern Greek (accelerated) [Languages]
 Modern Greek (accelerated) A [Languages]
 Modern Greek (continuers) [Languages]
 Modern History [Society and Environment]
 Natural Resources Management [Society and Environment]
 Nutrition [Health and Personal Development]
 Outdoor and Environmental Education [Health and Personal Development]
 Outdoor and Environmental Studies
 Persian (background speakers) [Languages]*
 Philosophy [Society and Environment]
 Physical Education [Health and Personal Development]
 Physics [Science]
 Polish (continuers) [Languages]*
 Portuguese (continuers) [Languages]*
 Psychology [Science]
 Religions in Australia [Society and Environment]
 Retail (VET) [Society and Environment]
 Retail A
 Retail B
 Romanian (continuers) [Languages]*
 Russian (background speakers) [Languages]*
 Russian (continuers) [Languages]*
 Seafood Operations (VET) [Science]
 Seafood Operations A
 Seafood Operations B

* Nationally assessed language subject.

† Examinations in this subject are conducted by the Victorian Curriculum and Assessment Authority.

§ Examinations in this subject are conducted by the Board of Studies NSW.

‡ This subject is suspended until further notice.

Serbian (continuers) [Languages]*
 Sinhala (continuers) [Languages]*
 Slovenian (continuers) [Languages]*‡
 Small Business Enterprise [Society and Environment]
 Spanish (accelerated) [Languages]
 Spanish (accelerated) A [Languages]
 Spanish (continuers) [Languages]
 Specialist Mathematics [Mathematics]
 Sport and Recreation (VET) [Health and Personal Development]
 Sport and Recreation A
 Sport and Recreation B
 Studies of Religion [Society and Environment]
 Studies of Societies [Society and Environment]
 Sustainable Futures [Society and Environment]
 Sustainable Futures I
 Sustainable Futures II
 Swedish (continuers) [Languages]*
 Tamil (continuers) [Languages]*
 Tourism [Society and Environment]
 Tourism Operations (VET) [Society and Environment]
 Tourism Operations A
 Tourism Operations B
 Turkish (continuers) [Languages]*
 Ukrainian (continuers) [Languages]*
 Vietnamese (background speakers) [Languages]
 Vietnamese (continuers) [Languages]
 Visual Arts Studies [Arts]
 Women's Studies [Society and Environment]
 Work Education [Health and Personal Development]
 Vocational Studies A
 Vocational Studies B

Half-year (1 unit)

Agriculture and Horticulture [Society and Environment]
 Agricultural and Horticultural Management I
 Agricultural and Horticultural Management II
 Agricultural and Horticultural Practice I
 Agricultural and Horticultural Practice II
 Agricultural and Horticultural Principles I
 Agricultural and Horticultural Principles II
 Agricultural and Horticultural Studies I
 Agricultural and Horticultural Studies II
 Art Practical [Arts]
 Australian Languages [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

Business Studies [Society and Environment]
 Community Studies [Health and Personal Development]
 Arts and the Community I
 Arts and the Community II
 Business and the Community I
 Business and the Community II
 Communication and the Community I
 Communication and the Community II
 Design, Construction, and the Community I
 Design, Construction, and the Community II
 Environment and the Community I
 Environment and the Community II
 Foods and the Community I
 Foods and the Community II
 Health, Recreation, and the Community I
 Health, Recreation, and the Community II
 Lifestyle and the Community I
 Lifestyle and the Community II
 Mathematics and the Community I
 Mathematics and the Community II
 Science and the Community I
 Science and the Community II
 Technology and the Community I
 Technology and the Community II
 Work and the Community I
 Work and the Community II
 Craft Practical [Arts]
 Design and Technology [Technology]
 Communication Products A
 Communication Products B
 Material Products A
 Material Products B
 Systems and Control Products A
 Systems and Control Products B
 Design Practical [Arts]
 Drama [Arts]
 English Communications [English]
 Health Education [Health and Personal Development]
 Health Education I
 Health Education II
 Home Economics [Health and Personal Development]
 Early Childhood Studies
 Food and Hospitality Studies
 Nutrition Studies
 Textile Studies
 Information Processing and Publishing [Technology]
 Business Documents
 Desktop Publishing
 Electronic Publishing
 Personal Documents
 Integrated Learning [Various Learning Areas]
 Integrated Learning I
 Integrated Learning II

* Nationally assessed language subject.

‡ This subject is suspended until further notice.

Justice in Society [Society and Environment]
 Justice in Society I
 Justice in Society II
 Mathematical Applications [Mathematics]
 Music [Arts]
 Composing and Arranging
 Ensemble Performance
 Musicianship
 Music in Context
 Music Individual Study
 Music Technology
 Performance Special Study
 Solo Performance
 Outdoor and Environmental Education [Health and Personal Development]
 Outdoor Education I
 Outdoor Education II
 Psychology [Science]
 Religions in Australia [Society and Environment]
 Studies of Societies [Society and Environment]
 Sustainable Futures [Society and Environment]
 Sustainable Futures I
 Sustainable Futures II
 Work Education [Health and Personal Development]
 Work Studies A
 Work Studies B

Stage 1

All Stage 1 subjects can have 1- or 2-unit programs developed from them.

Aboriginal Studies [Society and Environment]
 Accounting [Society and Environment]
 Agriculture [Society and Environment]
 Albanian (accelerated) [Languages]
 Albanian (background speakers) [Languages]
 Albanian (continuers) [Languages]
 Ancient Studies [Society and Environment]
 Arabic (accelerated) [Languages]
 Arabic (background speakers) [Languages]
 Arabic (continuers) [Languages]
 Armenian (accelerated) [Languages]
 Armenian (background speakers) [Languages]
 Armenian (continuers) [Languages]
 Art [Arts]
 Auslan (continuers) [Languages]
 Australian and International Politics [Society and Environment]
 Australian Languages [Languages]
 Australian Studies [Society and Environment]
 Bengali (accelerated) [Languages]‡
 Bengali (background speakers) [Languages]‡
 Bengali (continuers) [Languages]‡
 Biology [Science]

Bosnian (accelerated) [Languages]
 Bosnian (background speakers) [Languages]
 Bosnian (continuers) [Languages]
 Broadcasting and Multimedia (VET) [Arts]
 Business Services (VET) [Society and Environment]
 Business Studies [Society and Environment]
 Chemistry [Science]
 Chinese (accelerated) [Languages]
 Chinese (accelerated) A [Languages]
 Chinese (background speakers) [Languages]
 Chinese (continuers) [Languages]
 Communication for the Hearing-impaired [English]
 Community Services (VET) [Health and Personal Development]
 Community Studies [Health and Personal Development]
 Community Studies I
 Community Studies II
 Conservation and Land Management (VET) [Society and Environment]
 Contemporary Issues and Science [Science]
 Craft [Art]
 Croatian (accelerated) [Languages]
 Croatian (background speakers) [Languages]
 Croatian (continuers) [Languages]
 Czech (accelerated) [Languages]‡
 Czech (background speakers) [Languages]‡
 Czech (continuers) [Languages]‡
 Dance [Arts]
 Design [Arts]
 Design and Technology [Technology]
 Communication Products A
 Communication Products B
 Material Products A
 Material Products B
 Systems and Control Products A
 Systems and Control Products B
 Drama [Arts]
 Dutch (accelerated) [Languages]
 Dutch (background speakers) [Languages]
 Dutch (continuers) [Languages]
 Economics [Society and Environment]
 English [English]
 English as a Second Language [English]
 Filipino (accelerated) [Languages]
 Filipino (background speakers) [Languages]
 Filipino (continuers) [Languages]
 Financial Services (VET) [Society and Environment]
 French (accelerated) [Languages]
 French (accelerated) A [Languages]
 French (background speakers) [Languages]
 French (continuers) [Languages]

‡ This subject is suspended until further notice.

General Construction (VET) [Technology]
 Geography [Society and Environment]
 Geology [Science]
 German (accelerated) [Languages]
 German (accelerated) A [Languages]
 German (background speakers) [Languages]
 German (continuers) [Languages]
 Health Education [Health and Personal Development]
 Hebrew (accelerated) [Languages]
 Hebrew (background speakers) [Languages]
 Hebrew (continuers) [Languages]
 Hindi (accelerated) [Languages]
 Hindi (background speakers) [Languages]
 Hindi (continuers) [Languages]
 History [Society and Environment]
 Home Economics [Health and Personal Development]
 Hospitality (VET) [Health and Personal Development]
 Hungarian (accelerated) [Languages]
 Hungarian (background speakers) [Languages]
 Hungarian (continuers) [Languages]
 Indonesian (accelerated) [Languages]
 Indonesian (accelerated) A [Languages]
 Indonesian (background speakers) [Languages]
 Indonesian (continuers) [Languages]
 Information Processing and Publishing [Technology]
 Information Technology [Technology]
 Information Technology (VET) [Technology]
 Integrated Learning [Various Learning Areas]
 Integrated Learning I
 Integrated Learning II
 Integrated Studies [Health and Personal Development]
 Italian (accelerated) [Languages]
 Italian (accelerated) A [Languages]
 Italian (background speakers) [Languages]
 Italian (continuers) [Languages]
 Japanese (accelerated) [Languages]
 Japanese (accelerated) A [Languages]
 Japanese (background speakers) [Languages]
 Japanese (continuers) [Languages]
 Khmer (accelerated) [Languages]
 Khmer (background speakers) [Languages]
 Khmer (continuers) [Languages]
 Korean (accelerated) [Languages]
 Korean (background speakers) [Languages]
 Korean (continuers) [Languages]
 Laboratory Operations (VET) [Science]
 Latin (continuers) [Languages]
 Latvian (accelerated) [Languages]‡
 Latvian (background speakers) [Languages]‡
 Latvian (continuers) [Languages]‡
 Legal Studies [Society and Environment]
 Lithuanian (accelerated) [Languages]‡
 Lithuanian (background speakers) [Languages]‡
 Lithuanian (continuers) [Languages]‡
 Macedonian (accelerated) [Languages]
 Macedonian (background speakers) [Languages]
 Macedonian (continuers) [Languages]
 Malay (accelerated) [Languages]
 Malay (background speakers) [Languages]
 Malay (continuers) [Languages]
 Maltese (accelerated) [Languages]
 Maltese (background speakers) [Languages]
 Maltese (continuers) [Languages]
 Manufacturing and Engineering (VET) [Technology]
 Mathematics [Mathematics]
 Media Studies [Society and Environment]
 Modern Greek (accelerated) [Languages]
 Modern Greek (accelerated) A [Languages]
 Modern Greek (background speakers) [Languages]
 Modern Greek (continuers) [Languages]
 Multi Arts [Arts]
 Music [Arts]
 Outdoor and Environmental Education [Health and Personal Development]
 Persian (accelerated) [Languages]
 Persian (background speakers) [Languages]
 Persian (continuers) [Languages]
 Personal Development Studies [Health and Personal Development]
 Philosophy [Society and Environment]
 Physical Education [Health and Personal Development]
 Physics [Science]
 Polish (accelerated) [Languages]
 Polish (background speakers) [Languages]
 Polish (continuers) [Languages]
 Portuguese (accelerated) [Languages]
 Portuguese (background speakers) [Languages]
 Portuguese (continuers) [Languages]
 Psychology [Science]
 Retail (VET) [Society and Environment]
 Romanian (accelerated) [Languages]
 Romanian (background speakers) [Languages]
 Romanian (continuers) [Languages]
 Russian (background speakers) [Languages]
 Russian (continuers) [Languages]
 Seafood Operations (VET) [Science]
 Serbian (accelerated) [Languages]
 Serbian (background speakers) [Languages]
 Serbian (continuers) [Languages]
 Sinhala (accelerated) [Languages]
 Sinhala (background speakers) [Languages]
 Sinhala (continuers) [Languages]
 Slovenian (accelerated) [Languages]‡

‡ This subject is suspended until further notice.

Slovenian (background speakers) [Languages]‡	Tamil (background speakers) [Languages]
Slovenian (continuers) [Languages]‡	Tamil (continuers) [Languages]
Spanish (accelerated) [Languages]	Technical Drawing [Arts]
Spanish (accelerated) A [Languages]	Tourism [Society and Environment]
Spanish (background speakers) [Languages]	Tourism Operations (VET) [Society and Environment]
Spanish (continuers) [Languages]	Turkish (accelerated) [Languages]
Sport and Recreation (VET) [Health and Personal Development]	Turkish (background speakers) [Languages]
Studies in Religion [Society and Environment]	Turkish (continuers) [Languages]
Studies of Societies [Society and Environment]	Ukrainian (accelerated) [Languages]
Sustainable Futures [Society and Environment]	Ukrainian (background speakers) [Languages]
Sustainable Futures I	Ukrainian (continuers) [Languages]
Sustainable Futures II	Vietnamese (accelerated) [Languages]
Swedish (accelerated) [Languages]	Vietnamese (background speakers) [Languages]
Swedish (background speakers) [Languages]	Vietnamese (continuers) [Languages]
Swedish (continuers) [Languages]	Women's Studies [Society and Environment]
Tamil (accelerated) [Languages]	Work Education [Health and Personal Development]

‡ This subject is suspended until further notice.

APPENDIX V

Prize-winners, 2006

Alliance Française de l'Australie du Sud Prize for French
Sean Graham Campbell Ohlendorf

Annie Montgomerie Martin Prize and Medal for French
Sean Graham Campbell Ohlendorf

Annie Montgomerie Martin Prize and Medal for Modern History subjects
Raffaele Piccolo

Association of Ukrainians in South Australia Prize for Ukrainian
No prize awarded

Australian Hellenic Educational Progressive Association Prize for Modern Greek
No prize awarded

Australian Institute of Physics (South Australian Branch) Bronze Bragg Medal for Physics
Glenn Cameron Sneddon

Azhar Abbas Memorial Trust Prize for Indonesian
Aleisha Ly-Yun Mah

Campbell Award for students attending government schools
No prize awarded

Classical Association of South Australia Prize for Classical Studies
Simon Geoffrey Frauenfelder

Classical Association of South Australia Prize for Latin
No prize awarded

Co-ordinating Italian Committee Prize for Italian
Megan Hannah Payne

Don Maynard Music Prize
Paul Dougherty

Economics Teachers Society of South Australia Award for Excellence in Economics
Glenn Cameron Sneddon

Geological Society of Australia Prize for Geology
No prize awarded

Goethe Society Prize for German
Maher Hayfa

Hardwicke College Prize for Biology
Julia Moldavtsev

John Lewis Medal and Prize for Geography Studies
Fiona Gwendoline Warwick

Schiller Prize for German
Lucy Elizabeth Anne Stone

Shevchenko Prize for Ukrainian
No prize awarded

Tennyson Medal for English Studies
Juliette Hopkins

Way College Prize and Medal for Chemistry
Domenic La Paglia

Special Awards, 2006

All Merit students in particular subject areas are recognised through special awards that are offered by the organisations or offices named in the following list:

ACMA SA Award for Excellence in Chinese (continuers) — Australian Chinese Medical Association (SA Inc.)

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

Australian Hellenic Educational Progressive Association Award for Modern Greek

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

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

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

Jafa Award for Excellence in Japanese — Japan Australia Friendship Association

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

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

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

Royal Australian Chemical Institute Award for Chemistry

SMA-SA Bert Apps Special Award for Excellence in Physical Education — Sports Medicine Australia (South Australian Branch)

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

Stage 2 Vietnamese Excellence Award — Vietnamese Farmers Association

State Theatre South Australia Award for Excellence in Drama for Drama subjects — State Theatre Company of South Australia

APPENDIX VI

Merit List, 2006

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

Subjects are arranged alphabetically under learning areas.

ARTS

Art Practical

Alice Ashby
Tiyana Kili Baker
Ruby Alice Chew
Dena Jay English
Bethany Koerner
Shaan Marie Wu McMurrich
Cassandra Zaccardo

Broadcasting and Multimedia (VET)

Broadcasting and Multimedia B

Tim David Cannan
Bobby Knispel
Ronja Moss

Craft Practical

Rebecca Amanda Nicholls

Dance

Kelly Bianca Beneforti
Lucy Edwina Jane Harford

Dance Studies

Nicola Kate Leahey

Design Practical

Daniel Cartmel Brookes
Barbara Collingwood
Simon Lee Dickson
Ilya Jason Harpas
Myles Thomas Heritage
Benjamin Neale
Anders Mark Robert Wotzke

Drama

Stephanie Jane Carter
Tiegana Rebecca Holtham
Sabapathy Giridhar Krishnan

Drama Studies

Lily Rose Black
Giles Tobias Samuel
Dunseath-Hamilton
Flora Carol Gaugg
Neale David Irwin
Joshua Peter McFarlane
Michaela Muscat
Delia Jane Obst
Jessica Angela Roach
Rebecca Schultz
Hannah Elizabeth Thompson
Finley Razali Walsh

Music

Composing and Arranging

Paul Dougherty
Andrew Gallasch
Brian Andrew Hamilton
David John Lang

Ensemble Performance

Lena Andersen
Elyse Ann Barker
Adam Barnes
Anne-Marie Bascombe
Jesamine Rose Benn
Scott Louis Bouckley
Nicola Jane Buckland
Brendan James Campbell
Emily Cannan
Sean Aidan Carey
Gary (Tsz Chung) Cheung
Nicole Marie Christopoulos
I Lam Chu
Sophie Louise Cocks
Thomas James Conboy
Andrew Nathan Crago
Timothy Mathieson Cross
Marly John Cruse
Kassandra Dahlenburg
Catherine Jane Davies
Rachel Emma Mary Evans
Georgina Maja Falster
Kirsty-Anne Forbes

John Francis
Eilis Kiera Frawley
Andrew Gallasch
Benjamin Hugh Gillard
Oliver Mark Gissing
Elizabeth Louise Gogler
DaBi Han
Steven Andrew Hancock
Georgina Kate Hanus
Bryher Amy Harvey
Edwyn Hearne-Sautelle
Daniel Hennequin
Brendan Luke Hill
Jessica Marie-Anne Hobbs
Patrick Liam Johnson
Angela Anchee Jou
KiSeok Kim
Simon Koehn
Nadia Komazec
Mekhla Kumar
Chloe Vivienne Lang
Monique Lapins
Christopher James Larkin
Celia Danielle Le
Benjamin James Leahy
Michael Lewis
Douglas James Loudon
Jane Lundberg
Rowena Macmillan
Peter Nathan Majoros
Yuhki Mayne
Jade Rachel McEvoy
Lauren McKee
Jason William McMahon
Julia Michele Norman
Elizabeth Jane Oldfield
Alexander Ovanesyan
Leah Eleanor Pairman
Benjamin Michael Parton
Alison Kelly Pennington
Cassandra Lauren Pope
Kyoung Min Rhee
Lauren Ann Ryder
Kirsty Marie Ryles
Emily Louise Schwab
Jemma Lee Scott
Jonathon Shinnick
Annabel Victoria Siegmann
Hannu Alex Siren
Miles Kristian Sly
Caitlin Margaret Smart
Vincent Colin Symes
Jack Blair Thomson

Benjamin James Todd
Timothy Joseph Tuazon
Kirsty Lee Walton
Kathleen Simone Warren
Rebecca Louise Wayte
Caroline Marion Wells
Levi Whitworth
Robert William Wood
Arron Leigh Wylie
Chantelle Hiu-Tsing Yam
Claire Jean Young
Sophie Lauren Zerner
Michael Peter Zubreckyj

Musicianship

Gary (Tsz Chung) Cheung
Paul Dougherty
KiSeok Kim
David John Lang
Michael Lewis
Nicole Xin Hui Wong

Music in Context

Monica Letitia Cations
Hannah Rose Cameron Graney
David John Lang
Alecia Nicole Stolz

Music Individual Study

Rebecca Helen Bailey
Michael Douglas Baker
Emma Brown
Cherie Mary Buhagiar
Benjamin Cakebread
Sean Lachlan Christie
Nicole Marie Christopoulos
Christian Laurence Cioffi
Alison Jane Coppe
Marly John Cruse
Leah Ellen Dornin
Samuel Todd Evans
Eloise Skye Fuss
Liam Michael Garcia-Hardman
Luke Curtis Hueppauff
Amanda Evelyn Kennedy
Tannon Matthew Thomas Kew
Lucy Kilgour
Belinda Theresa Lee
Patrick Montgomery
Zachary Simon Lawrence
Normandale
Alison Kelly Pennington
Hanh my Huu Pham
Laura Cathryn Rose Pierce
Vincent Colin Symes

Music Technology

Matthew Birdsey
Scott Callum Merchant

Performance Special Study

Natalie Louise Ahrens
Anne-Marie Bascombe
Jehanne Nicole Bastoni
Diana Yeong Hye Bethune
Lauren Emma Brumby
Nicola Jane Buckland
Gary (Tsz Chung) Cheung
Thomas James Conboy
Catherine Jane Davies
Georgina Maja Falster
Elizabeth Louise Gogler
KiSeok Kim
Mekhla Kumar
Celia Danielle Le
Shannon Kate Le Blanc
Debra Liang
Jade Rachel McEvoy
Michael Patrick McInerney
Jason William McMahon
Benjamin Michael Parton
Katharine Sachse
Christopher Sebastian
Hannu Alex Siren
Alecia Nicole Stolz
Caroline Marion Wells
Jenna Wong
Sophie Lauren Zerner

Solo Performance

Lena Andersen
Elisabeth Claire Beltrame
Cameron Bowker
Brendan James Campbell
Nicole Marie Christopoulos
Andrew Nathan Crago
Catherine Jane Davies
Paul Dougherty
Matthew Robert Fielke
John Francis
Eilis Kiera Frawley
DaBi Han
Steven Andrew Hancock
Christopher James Harrison
Julia Sophie Henning
Ming-Lyn Hii
Kate Louise Hopper
Todd Stuart James
Angela Anchee Jou
Anthony Chong Kwan Khoo
KiSeok Kim
Gerard Thomas Kotlowy-Brown

Billy George Kriaris
Ebony Yan Yan Liu
Yuhki Mayne
Jade Rachel McEvoy
Jason William McMahon
Elizabeth Jane Oldfield
Benjamin Michael Parton
Alison Kelly Pennington
Kyoung Min Rhee
Tahlia Anne Ries
Raife Michael Sawley
Clifford Guit Shum
Annabel Victoria Siegmann
Miles Kristian Sly
Jack Taylor
Benjamin James Todd
Timothy Joseph Tuazon
Uyen Vu
Alexander Wignall
Chantelle Hiu-Tsing Yam
Claire Jean Young
Sophie Lauren Zerner

Visual Arts Studies

Mary Isobel Angove
Eloise Srikandi Basuki
Krystyna Imogen Bonkowski
Kelly Burdett
Katia Elise Carletti
Alana Kate Fielke
Caitlin Renee Graham
Emma Loy Yvonne Ho
Talia Jenkin
Alice Isobel Rosemary Kelsh
Alexandra Moeck
Anthony Steven Russo
Amy Jean Sendon
Louise Dani Tunney
Kathleen Wang
Lucy Christina Watson
Lauren Christine White
Sophie Amanda Wilksch
Rebecca Jane Zanol

ENGLISH

English as a Second Language

Wenyu Liu

English as Second Language Studies

Amanda Chan Chui Han
Joanne Li Chwin Ang
Audrey Quah Mei Yi

Chan Kai Xun
 Chow Xin Yu
 Daphne Chong Siew Ling
 Esther Chiong Chiew Yee
 Gan Bee Hoang
 Hu Lin Sin
 Jacqueline Lai Tian Shing
 Khaw Ju Bee
 Leong Li Cheng
 Liam Poon Shuen
 Lim Ming Yuan
 Liyana Binti Zainal Ariffin
 Matthew Thong Keen Shui
 Mohd Amir Bin Moslim
 Ng Liang Pin Jason
 Toan Phong Nguyen
 Viet Quoc Nguyen
 Nur Hazirah Binti Mohamad Nasir
 Ong Shir Lynn
 Ooi Xin Yin
 Samantha Tee Mei Li
 Selina Tay Sui Ping
 Sharon Ling Wan Hui
 Sonia Nair
 Stefanie Chuah Mei Mei
 Tan Quanyie
 Tan Sue-Zanne
 Tan Vee Vien
 Tay Kim Chew
 Tee Shern Ren
 Teo Wai Hong
 Tham Ru Xing
 Tinapriya A/P Viswanathan
 Tong Jun Wei
 Wong Chin Pin
 Wong Tzu Hui
 Lai Peng You
 Yu Ee Li

English Communications

Miriam Amery-Gale
 Matthew James Andrigo
 Maggie Armanas
 Georgia Mary Bain
 Emma Louise Barnes
 Hantie Barrie
 Felicity Louise Borrelli
 Jamie Robertson Bruce
 Larissa Mary Burke
 Adrian Zachary Clark
 Belinda-Jane Clark
 Emma Kate Codrington
 Matthew Cowdrey
 Penelope Frances Daw
 Corina Filipa De Araujo

Chloe Victoria Russell Diamantis
 Nicole Donnelly
 Sophie Alice Margaret Duncan
 Rachel Emma Mary Evans
 Marija Filipovic
 Elizabeth Tien An Flux
 Jack William French
 Sophie Goldsworthy
 Rachel Claire Grace
 Andrew William Hall
 Ilya Jason Harpas
 Matthew Ben Higgins
 Sara Higgins
 Richard James Hordern-Gibbings
 Charles Paul Jeffries
 Juliet Annabel Kurtze
 Miro J. Laffan
 Sophie Kate Lambert
 Martin Kerk Hao Lampre
 Luke Liddiard
 Michael James Lucas
 Matiya Marovich-Tadic
 Laura Jane Maschmedt
 Brie McClaren
 Danielle Louise McFarlane
 Rachael Marelle McLellan
 Prudence Georgia Meyer
 Alexandra Moeck
 Nicholas Joseph Montarello
 Sam Morris
 Ronja Moss
 Erin-Kate Louise Muldoon
 Thu Hien Nguyen
 Sean Graham Campbell Ohlendorf
 Joel Aaron Panther
 Allira Perks
 Rebecca Pauline Pickard
 Divya Sarah Pratap
 Caitlin Pratten
 Nomikos Rakkas
 Jacqui Rochow
 Daniela Salandra
 Matthew Schodde
 Emily Louise Schwab
 Lara Settimio
 Bria Jane Smith
 Henry Prior Smith
 Kendal Renee Stone
 Ashleigh Mei Han Xiang Teo
 Prakash Thiyagarajah
 Naomi Webb
 Lauren Christine White
 Katherine Penelope Wilson
 Benjamin Bradley Winsor
 Lewis William Winter

English Studies

Anna Helene Balabanski
 Bree Sarah Bennett
 Christie Wai Best
 Sarah Louise Bown
 Katherine Elizabeth Bransgrove
 Jessica Capitanio
 Stephen Michael Caraher
 Louise Crack
 Tess Dobre
 Palina Durgutovski
 Tobias Flett
 Caitlin Jennifer Foxwell
 Alison Fraser
 Flora Carol Gaugg
 Izabel Rose Gibson
 Verity Kate Griffin
 Sarah Fay Harding
 Ryan Daniel Harris
 Juliette Hopkins
 Jonathan James Wai Loong Khong
 Bethany Kloeden
 Olivia Kyriacou
 Heather Ann Langham
 Abbey Marie Le Blanc
 Joshua Foo San Lee
 Nathan Charles Leggett
 Alison Susan Jane Lyne
 Aleisha Ly-Yun Mah
 Elise Manhire
 Thomas Markham
 Donna Louise Markovitch
 Angus Edward Jewell Moore
 Georgina Peggy Moore
 Stacey Morcom
 Patrick Michael Mulvihill
 David Leigh Norton
 Connor Tomas O'Brien
 Kristian Daniel Olesen
 Jenna Anne Paterson
 Rebecca Louise Paxton
 Troy Roulstone
 Amelia Marie Samuels
 Alice Edith Sawka
 Rebecca Schultz
 Aarany Sivakaanthan
 Matthew Sobey
 Hannah Elizabeth Thompson
 Jane Thompson
 Lucy Anderson Threlfall
 Jake Thomas Tiver
 Thu Ngoc Tran
 Nicholas Maxwell Vasic
 Hilary Von Maltzahn
 Lucy Christina Watson
 Nicole Xin Hui Wong
 Alison Woodger

HEALTH AND PERSONAL DEVELOPMENT

Community Services (VET)

Community Services B

Sharon Lee
Nga (Na) Tuyet Thi Nguyen

Community Studies

Arts and the Community

Nikki Jean Attard
Jillian Barclay
Sable Reid Bolton
Ann Burgers
Heather Lynne Freeling
Hayley Ann Jane Gluis
Olwyne Margaret Hughes
Rebecca Kate Morton
Ashleigh Maree O'Donohue
Melanie Jayne Reed
Kimberly Anne Sellers
Amanda Lee Urbanski
Ayumi Wakita

Arts and the Community I

Hacer Arican
Maree Louise Burditt
Lori Claire Matthews
Alexis Bianca Schell
Alex Watson

Arts and the Community II

Kathryn Mary Denison
Denise Harward
Alexis Bianca Schell

Business and the Community

Abi Jesus Adjudra
Joshua Campton
Alexander Matthew Fegan
Alia Lee Guidace
Brendin Lacco

Business and the Community I

Daniel Ireland
Lauren Turner
Alexandra Varga

Communication and the Community

Valma Joan Coad
Francis William Cook
Cheryl Greaves
Prathan Ingniwat
Sonja Radivojevic
Tina Summers

Communication and the Community I

Rhiannon Jayne Hunt
Honey Rae Lockyer
Penelope Alice Magarey
Stephanie Prue Simon
Lauren Turner
Emma Kate Wittwer

Communication and the Community II

Lauren Rose Jenkins

Design, Construction, and the Community

Richard James Andrew
Carolina Ximena Barua
Jesse Paul Coleman
Chantelle Victoria Coombes
Jaymes Adam Fisher
Ingrid Nicole Justin
Samuel Joseph Kuerschner
Allan Russell Le Cornu
Cameron Michael Sharp

Design, Construction, and the Community I

Elizabeth Susan Barker
Renee Louise Bird
Valma Joan Coad
Matthew Douglas
Neil Drogemuller
Bronte Glenn Hooper
Brooke Irene Mayer

Design, Construction, and the Community II

Valma Joan Coad
Benjamin David Denton
Matthew Douglas
Neil Drogemuller
Brooke Irene Mayer

Environment and the Community

Sarah Bastian
Yanni Erica Rose

Environment and the Community II

Christine Kelly Mason

Foods and the Community

Nathan Mark Hubbard
Kimberly Annie Lynch

Foods and the Community I

Michelle Marie Dick
Charmayne Renee Migga

Foods and the Community II

Ashlee Laura Haggett
Elly Vanderkley

Health, Recreation, and the Community

Stacey Clements
Catherine Collins
Hannah Felicity Excell
Paul Rosenzweig
Kimberly Anne Sellers
Zoe Stojakovic
Jason Worden

Health, Recreation, and the Community I

Lana Taite Martin
Natalie Millar

Lifestyle and the Community

Cassandra May Brown
Stacey Clements
Joanne Kate Devine
Casie Farrow
Louis Ace Gilbert
Rachelle Ann Martin
Kirstin Jennifer Wilkinson

Lifestyle and the Community I

Katerina McGee
Deborah Ann Rann

Lifestyle and the Community II

Thomas Michael Drought

Mathematics and the Community

Rachelle Ann Martin

Technology and the Community

Tahlia Sjaan Crickmar
Bradley James Gilbert
Richard Kwan

Technology and the Community I

Katie Rose Johnson
Mark Adrian Spagnoletti

Technology and the Community II

Bronte Glenn Hooper

Work and the Community

Michael Ian Lloyd Gregor
Kimberly Joy Sidelik
Amanda Joy Trimper

Work and the Community I

Jared David Lloyd

Work and the Community II

Sherie Liddicoat

Health Education

Health Studies

Megan Roberts

Home Economics

Early Childhood Studies

Katrina Dunstan
Skye Angela Findlay
Jacqueline Chanel Ilicic
Elyse Amy Langeluddecke
Kerryn Marie Simpson
Bianca Joy Turner
Lucy Wiszniak

Food and Hospitality Studies

Alyce Jane Allen
Emily Anne Chalk
Meggan Keain
Abigail Morkeh-Ehwia Kwaw
Liberty Alice Paschke
Vanessa Ann Perry
Aleise Marie Simon
Felicity Victoria Sprod
Alecia Nicole Stolz

Nutrition

Alison Claire Barrett
Jana Maria Bednarz
Stefanie Lorraine Carapetis
Danielle Emma Coope
Elyce Kate Falzon
Mallory Kate Hughes
Rosemary Jones
Caitlin McGinn
Renaë Marie Melnyk

Outdoor and Environmental Education

Outdoor and Environmental Studies

David Peter Harden
Samuel James Holt
Emma Louise Johnson
Kate Louise Roberts

Outdoor Education I

Daniella Librandi

Outdoor Education II

Daniella Librandi

Physical Education

Peter James Baccanello
Emily Enid Banks
Jason Charles Bartram
Sherin Breed
Lucy Burke
Lauren Charlton
Chantelle-Elle Lesley Cibich
Patrick John Connelly
Samuel Robert Crompton
Joel Fuller
Greg Kelso Gallman
Philippa Gilkes
Todd James Grant
Lachlan Karl Heinrich

Alison Marie Hodby
Brianna Patrice Hollitt
Jessica Monique Howland
Aphra Lee
Kara Michelle Lucas
Stephanie Anne Lyall
Catriona Anne Murphy
Nicholas Charles O'Loughlin
Robert John Parish
Will Pickett
Kate Raggatt
Sophie Alice Ricketts
Jessica Leigh Ryan
Abby Schmidt
Dale John Sheedy
Jake Fletcher Stacy
Katrina Frances Stranks
Stuart Andrew Thomson
Anne Meredith Walker
Scott Warming
Timothy Paul Webber
Becky Wheldrake
Kate Hannah Young

Sport and Recreation (VET)

Sport and Recreation B

Miriam Allison Buxton
Sarah Kathleen White

Work Education

Vocational Studies A

Kelly Burdett
Molly Jane Dunstan
Stuart Rhys Ferenci
Megan Hadfield
James Lachlan Hughes
Tannon Matthew Thomas Kew
Janna Marika Kupec
Sharon Lee
Jessicah Lelli
Priscilla McDonald
Charmayne Renee Migga
Jacqueline O'Daly
Matthew Walter Osborn
Angus Bruce Robson
Christopher Scott Schmidt
Steven William Scott

Vocational Studies B

Kate Hayward Carter
Thomas James Chisholm
Kim Marie Correll
Matthew Cowdrey

Lisette Emma Hickey
Zoe Komazec
Nicola Kate Leahey
Lucinda Kate McVicar
Charmayne Renee Migga
Kate Oats
Rhiannon Josie Ozga
Molly Hannah Rydon
Rebecca Jane Warden

LANGUAGES

Chinese (accelerated)

Alison Laura James

Chinese (background speakers)

Yi Hu
Xiang Fei Liu
Meng Wang
Yi Wen Wang

Chinese (continuers)

Henry Chow
Jane Thompson
Ann-Hoa Truong

French (continuers)

Louisa Elizabeth Jessica Butler
Alyssa Kate Fitzpatrick
Dunja Nedic
Sean Graham Campbell Ohlendorf

German (continuers)

Maher Hayfa
Lukas-Jonathan Pape
Jan-Felix Schmakeit
Lucy Elizabeth Anne Stone

Indonesian (continuers)

Aleisha Ly-Yun Mah
Sarah Nur
Jack Taylor

Italian (continuers)

Kelly Bianca Beneforti
Megan Hannah Payne
Daisy Clare Piccoli
Paolo Angelo Sossi

Japanese (continuers)

Noriko Asano
Takaaki Harada
Azusa Okada
Kana Saito
Miho Saito
Haruka Sawa
Yuri Yamamoto

Korean (background speakers)

Ji Eun (Chelsy) Lee

Malay (background speakers)

Pung Sha-Lene

MATHEMATICS

Mathematical Applications

Katrina Angelakis
Reece June Bretag-Norris
Katharine Brown
Edward Baines Bruce
Hannah Louise Chipperfield
Holly Cook
Caitlin Virginia Davies
Georgina Day
Sophie Alice Margaret Duncan
Jana Jade Fielke
Izabel Rose Gibson
Sarah Isabelle Graham
Timothy Graney
Alexandria Maria Griguol
Courtney Joy Halliday
Nikita Leah Harrison
Carmen Jane Henschke
Theo Inauen
Louise Ellen Kay
Kara Michelle Lucas
Christopher Macera
Sophie Kate McIntyre
Stephanie McLean
William James Miliauskas
Catherine Margaret Mossop
Melinda Jane Muller
Jessica Hoi Ting Neong
Delia Jane Obst
Haydn Marc Phillips
Sasha Kate Pirc
Kate Raggatt
Alexander Saies
George Sinanis
Caroline Victoria Jane South

Jake Fletcher Stacy
Samantha Kate Stengert
Alecia Nicole Stolz
Douglas Thomas Watts
Michael Sean Williams

Mathematical Methods

Georgia Mary Bain
Jason Charles Bartram
Alice Drummond Bungey
Tessa Dignam
Oscar Samuel Grosser-Kennedy
Evelyn Anne Johns
Frances Elizabeth Nettle
Sean Graham Campbell Ohlendorf
Raffaele Piccolo
Jessica Renee Piperone
Amelia Marie Samuels
Kim Long Tran
Katrina Woodrow

Mathematical Studies

Amanda Chan Chui Han
Amy Teh Huei Teen
Andrew Wong Yeh Chun
Joanne Li Chwin Ang
Audrey Quah Mei Yi
Bree Sarah Bennett
Bin Zhuang
Stefan Andrew Brown
Lucy Burke
Chan Kai Xun
Chee Kean Leong
Winnie Chen
Andrew Luke Cooper
Gavin Peter Crump
Danial Liu Wei Ann
David Tang Chia Sing
Desmond Chee Yik Hao
Jonathon Dragos
Michael John Evans
Shaun Evans
David Fang
Fei Li
Alyssa Kate Fitzpatrick
Takaaki Harada
Samuel Robert Hennings
Janice Chye-Zhen Cheng
Yi Fan Jiang
Jie Zhu
Joanne Tan Lay Cheng
Patrick Liam Johnson
Kan Wang
Andrew Robert Karas
Adrian Leigh Kiratidis
Koay Jun Hong
Tony Le
Hope Mei Hong Lee

Michael You You Lee
 Kang Yuen (Enoch) Liew
 Lim Zheng-Shan
 Ling Su Fei
 Ebony Yan Yan Liu
 Louis Wong King Huat
 Ha Lu
 Erica Rose Lukacs
 Zacki Malik
 Matthew Malyschko
 Nicholas John McNeil
 Minyan Zhu
 Muhammad Ikhwan Azfaazri Bin
 Md Isa
 Ng Liang Pin Jason
 Nor Safiahani Mhd Yunin
 Ong Shir Lynn
 Ooi Xin Yin
 Paul Peng
 James Perrin
 Andrew James Pfeiffer
 Phang Yoong Wai
 Alexander Garrett Pitman
 Thomas Joseph Pitman
 Pua Shih Shing
 Fiona Read
 S. M. Nazmus Salehin
 Rohit Varghese Samuel
 Christopher David John Savage
 Jonathon Paul Schubert
 Shu Sun
 Shuli Sun
 Animesh Arun Singla
 Yun Tian Michelle Sun
 Tan Quanyie
 Tan Sze Ching
 Tee Shern Ren
 Tham Ru Xing
 Thenmoli Palaniyappan
 Prakash Thiyagarajah
 Samuel Thomas
 Shaopu Tian
 Timothy Ting Siang Seng
 Tio Sher Reen
 Toe Wen Jun
 Shintaro Tokimoto
 Henry David Upton
 Ali Walsh
 Wenting Wang
 Wong Chin Pin
 Wong Tzu Hui
 Xuyuan Li
 Chantelle Hiu-Tsing Yam
 Yanli Qi
 Yap Yie Min
 Yeo Siaw Tze
 Yeoh Zhi Han
 Yan Zhu

Specialist Mathematics

Andrew Wong Yeh Chun
 Andrew Yit Xian Yao
 Joanne Li Chwin Ang
 Chee Kean Leong
 Zijun Chen
 Cheu Teck Leo
 Shaun Evans
 Takaaki Harada
 Jie Zhu
 Teng-Yuan Kang
 Koay Jun Hong
 Emma Jane Langhans
 Danmei Julianna Lin
 Zacki Malik
 Taishi Matsuda
 Minyan Zhu
 Angus Edward Jewell Moore
 Muhammad Ikhwan Azfaazri
 Bin Md Isa
 Simon Nam Thien Nguyen
 Viet Quoc Nguyen
 Ong Shir Lynn
 Ooi Xin Yin
 Phang Ing Ling
 Kristian Jinhan Radford
 Fiona Read
 Christopher David John Savage
 Shu Sun
 Animesh Arun Singla
 Tan Quanyie
 Tee Shern Ren
 Thien Phuoc Thai
 Prakash Thiyagarajah
 Samuel Thomas
 Toe Wen Jun
 Sophia Chau Tran
 Henry David Upton
 Wenting Wang
 Wong Chin Pin
 Yu Yi (Ellen) Xiong
 Chantelle Hiu-Tsing Yam
 Yanli Qi
 Yan Zhu

SCIENCE

Biology

Anton Ametov
 Kate Andrewartha
 Ang Nooi Hoay
 Audrey Quah Mei Yi
 Georgia Mary Bain
 Jana Maria Bednarz
 Sarah Ann Borg

Heather Hartley Browett
 Stefanie Lorraine Carapetis
 Ch'ng Ling Sing
 Chan Kai Xun
 Chiew Ken Seng
 Daphne Chong Siew Ling
 Alexander Dellamalva
 Desmond Chee Yik Hao
 Giles Tobias Samuel
 Dunseath-Hamilton
 Amelia Grace Edwards
 Joanne Gagliardi
 Caitlin Renee Graham
 Lauren Mary Green
 Oscar Samuel Grosser-Kennedy
 Heng Zhee Enn
 Juliette Hopkins
 Jessica Monique Howland
 Huan Nai Chien
 Huang Yu Wan
 Jacqueline Lai Tian Shing
 Angie Maree Jarrad
 Joanne Tan Lay Cheng
 Abigail Morkeh-Ehvia Kwaw
 Shannon Kate Le Blanc
 Lee Chen Quan
 Liew Hui Hui
 Lim Hsien Leng
 Elaine Chuan Hui Ling
 Kirby Erin Mackrill
 Lenka Malek
 Paul Redmond McCann
 Blythe Anna McLachlan-Kambuts
 Renae Marie Melnyk
 Prudence Georgia Meyer
 Bianca Mihaila
 Georgina Anna Hardy Mills
 Julia Moldavtsev
 Stacey Morcom
 Ng Liang Pin Jason
 Oo Pei Jing
 Madeleine Parry
 Jenna Anne Paterson
 Renuvathy A/P Kansan Naider
 Giovina Rose Rocconi
 Alice Edith Sawka
 Sii Kia Miang
 Sin Hui Ling
 Siow Ang Yen
 Aarany Sivakaanthan
 Hannah Elizabeth Smith
 Tan Sue-Zanne
 Georgia Elizabeth Taylor
 Tham Ru Xing
 Thenmoli Palaniyappan
 Lucy Anderson Threlfall
 Thu Ngoc Tran
 Jiapei Wang

Lucy Christina Watson
Gemma Ann Weedall
Caroline Marion Wells
Anne Elizabeth White
Nicole Xin Hui Wong
Yap Wei Xiong
Yap Yie Min
Yeo Siaw Tze
Yu Ee Li

Chemistry

Andrew Wong Yeh Chun
Joanne Li Chwin Ang
Hantie Barrie
Sarah Ann Borg
Stefanie Lorraine Carapetis
Ch'ng Ling Sing
Chan Kai Xun
Winnie Chen
Andrew Luke Cooper
David Tang Chia Sing
Desmond Chee Yik Hao
Fahimah Bt Hambari Bt Mohd
Hambari
Alyssa Kate Fitzpatrick
Alison Fraser
Joanne Gagliardi
Tiffany Jade Hams
Haslinda Binti Sahrom
Samuel Robert Hennings
Juliette Hopkins
Huan Nai Chien
Izyan Atiqah Binti Zakaria
Jacqueline Lai Tian Shing
Joanne Tan Lay Cheng
Patrick Liam Johnson
Rosemary Jones
Michael Liam Kelly
Adrian Leigh Kiratidis
Koay Jun Hong
Emma Jane Langhans
Domenic La Paglia
Lachlan James Larsen
Abbey Marie Le Blanc
Shannon Kate Le Blanc
Lee Chen Quan
Lee Yin Hoi
Lee Ying Zhen
Liew Hui Hui
Lenka Malek
Bianca Mihaila
Julia Moldavtsev
Kate Alexandra Nelligan
Ng Liang Pin Jason
Nicholas Charles O'Loughlin
Oo Pei Jing
Despina Papps
Phua Su Yin

Bethany Clare Prossor
Fiona Read
Alice Edith Sawka
Sii Kia Miang
Animesh Arun Singla
Aarany Sivakaanthan
Glenn Cameron Sneddon
Katrina Frances Stranks
Tan Kang Ming
Tan Vee Vien
Tee Shern Ren
Prakash Thiyagarajah
Timothy Ting Siang Seng
Thu Ngoc Tran
Voon Su Ee
Fiona Gwendoline Warwick
Wee Pang Ping
Caroline Marion Wells
Victoria Louise West
Nicole Xin Hui Wong
Wong Chin Pin
Wong Tzu Hui
Yeo Siaw Tze
Yeoh Zhi Han
Yu Ee Li

Contemporary Issues and Science

Brooke Alexandra Edwards
Teagan Neill

Physics

Anton Ametov
Emma Patricia Angeletti
Bree Sarah Bennett
Lucy Burke
Anna Josephine Burnett
Ch'ng Ling Sing
Chan Kai Xun
Winnie Chen
James Phillip Connell
Andrew Luke Cooper
Danial Liu Wei Ann
David Tang Chia Sing
Desmond Chee Yik Hao
Thomas Brian James Dowling
Jonathon Dragos
Alyssa Kate Fitzpatrick
Joel Fuller
Ilya Jason Harpas
Samuel Robert Hennings
Michael David Hopper
Jessica Monique Howland
Joanne Tan Lay Cheng
Patrick Liam Johnson
Michael Liam Kelly
Koay Jun Hong

Emma Jane Langhans
Domenic La Paglia
Lim Ming Yuan
Zacki Malik
Matthew Malyschko
Emily Louise Metcalfe
Jack Watson Miller
Julia Moldavtsev
Angus Edward Jewell Moore
Ng Liang Pin Jason
Nur Hazirah Binti Mohamad
Nasir
Sean Graham Campbell Ohlendorf
Nicholas Charles O'Loughlin
Despina Papps
Thomas Joseph Pitman
Kristian Jinhan Radford
Fiona Read
Rohit Varghese Samuel
Glenn Cameron Sneddon
Nicholas George Spyrou
Teo Wai Hong
Thenmoli Palaniyappan
Christopher Elliot Thompson
Thu Ngoc Tran
Anne Meredith Walker
Jiapei Wang
Nicole Xin Hui Wong
Wong Chin Pin
Yu Ee Li

Psychology

Natalie Anderson
Tiyana Kili Baker
Alison Claire Barrett
Karina Joy Brabham
Reece June Bretag-Norris
Alice Drummond Bungey
Monica Letitia Cations
Stevan Louis Chew
Alexandra Christopher
Emma Kate Codrington
Ashleigh Gallio
Izabel Rose Gibson
Timothy Graney
Gabrielle Hannah Hahn
Courtney Joy Halliday
Nikita Leah Harrison
Kailee Jo Ingham
Christopher Macera
Thomas Markham
Justin Mencil
Georgina Peggy Moore
Connor Tomas O'Brien
Sasha Kate Pirc
Emmelin Hsien-Leen Teng
Rebecca Trigg

SOCIETY AND ENVIRONMENT

Aboriginal Studies

Sally Jane Cotton

Accounting Studies

Amanda Chan Chui Han
Georgia Mary Bain
Choy Wan Mit
Chuah Rhun Kiet
Lorenzo Ciccarello
Hannah Fasihah Binti Zainal Abidin
Hu Lin Sin
Thomas Edward Kardachi
Khaw Ju Bee
Domenic La Paglia
Leong Li Cheng
Chelsea Lucas
Stephanie Laura Muecke
Ng Sze Rhui
Elizabeth Jane Noonan
Nur Shareehan Binti Gashlan
Ooi Xin Yin
Phang Ing Ling
William Giles Phillips
Selina Tay Sui Ping
Matthew Anthony Shadiac
Sherly Agustinus
Tan Quanyie
Tan Sze Huey
Tio Sher Reen
Courtenay Jay Trainor
Yap Wai Sean
Yeoh Shu Shen

Agriculture and Horticulture

Agricultural and Horticultural Studies

Asher Timothy Jacobs

Australian and International Politics

Connor Tomas O'Brien

Australian History

Vanessa Jacob
Raffaele Piccolo
Matthew Sobey

Business Services (VET)

Business Services B

Christina Caparso
Alyse Marie Vozzo

Business Studies

Mary Isobel Angove
Dianne Baruch
Alice Drummond Bungey
Andrew Wesley Thomas Burch
Haydn Farr
Sarah Fletcher
Ryan James Hitch
William Edward Howie
Rachel Kim Iasiello
Danielle Nicole Jansse
Sophie Jane Kass
Jonathan James Wai Loong Khong
Christina Kokkinakis
Amy Maddocks
Prudence Georgia Meyer
Robert Morris
Stephanie Laura Muecke
Monika Peretko
Emma Pearl Phillips
Fiona Gwendoline Warwick

Classical Studies

Jordan Cherise Beverley
Leah Michelle Bowden
Giles Tobias Samuel
Dunseath-Hamilton
Alison Fraser
Simon Geoffrey Frauenfelder
Grace Magdalen Holland
Neale David Irwin
Patrick Michael McCabe
Gabrielle Elizabeth Piesiewicz
Rachael Elise Potter

Economics

Georgia Mary Bain
Eleanor Diana Bishop
Alice Drummond Bungey
Jadsada Chongvathanakij
Elise Marie Darsow
Tess Dobre
Theo Inauen
Connor Tomas O'Brien
Ong Shir Lynn
Ooi Xin Yin
Jenna Anne Paterson
Phang Yoong Wai
Raffaele Piccolo

Miranda Carol Rector
Selina Tay Sui Ping
Dale John Sheedy
Animesh Arun Singla
Glenn Cameron Sneddon
Elvina Stankovic
Lucy Christina Watson
Edward Giles Williams

Geography Studies

Natalie Anderson
Michael Joel Arman
Rachel Alice Barletta
Andrew Bartel
Anna Josephine Burnett
Chloe Victoria Russell Diamantis
Jessica Lauren DiGiorgio
Kate Elmes
Elise Joy Fahy
Natasha Hayes
Shannon Kean
Alice Isobel Rosemary Kelsh
Heather Ann Langham
Christopher William Nugent
Vanessa Ann Perry
Raffaele Piccolo
Callum Peter Read
Fiona Read
Melissa Anne Simons
Benjamin John Tscharke
Fiona Gwendoline Warwick
Jasmin Tamika Natalie Weatherley

Legal Studies

Peter Yianni Anargyros
Katherine Averin
Tait Brimacombe
Andrew Wesley Thomas Burch
Jessica Capitanio
James Thomas Connell
Kasia Dziadosz-Findlay
Chantelle Franklin
Hamish John Gillis
Nikita Leah Harrison
Tracey Hsieh
Thomas Edward Kardachi
Joshua Foo San Lee
Blythe Anna McLachlan-Kambuts
Deborah Packer
Rachel Victoria Janice Poole
Mariana Hank Rego
Matthew Anthony Shadiac
Glenn Cameron Sneddon
Eilise Marie Sullivan
Lisa Emily Visentin
Hannah Louise Wandel

Media Studies

Joel Aaron Panther
Henry Prior Smith

Modern History

Eleanor Diana Bishop
Alfred Carlo Caluya
Hannah Louise Chipperfield
Danielle Emma Coope
Marija Filipovic
Oscar Samuel Grosser-Kennedy
Sarah Fay Harding
Ryan Daniel Harris
Kylie Lin Henry
Juliette Hopkins
Megan Johnstone
Alison Susan Jane Lyne
Thomas Markham
Caitlin Sarah McCaffrie
Kate Alexandra Nelligan
Catherine Victoria Newman
William Giles Phillips
Samantha Redding
Myriam Robin
Eilise Marie Sullivan
Lucy Christina Watson
Loise Wells
Nicholas Whitham
Dale Mark Whittenbury
Samuel Wood
Emma Zwar

Philosophy

Phiala Elisabeth Shanahan
Dylan Stevens

Religions in Australia

Rolla Abi Mosleh
Katherine Elizabeth Bransgrove
Nikki Pelliccia
Kristian Andreas Martin Stefani
Marie Carmel Svendsdotter

Retail (VET)

Retail A

Zac Bolton

Small Business Enterprise

Jessica Rachel Fairweather
Rebecca Garuccio
Scarlet Grace Turner
Zara Ung

Studies of Religion

Louisa Elizabeth Jessica Butler
Rebecca Schultz

Studies of Societies

Katherine Elizabeth Bransgrove
Kate Bryson
Jessica Lauren DiGiorgio
Emily Kate Markow
Elizabeth Grace McHugh
Stephanie Laura Muecke
Michaela Muscat
Emma Pearl Phillips
Bonnie Louise Russell
Joseph Benedict Scales
Alex Louise Sizer
Amy Louise Walter
Cassandra Jane Wright
Elizabeth Amy Wright

Sustainable Futures

Sustainable Futures I

Timothy John Bartlett

Sustainable Futures II

Melissa Lay

Tourism

Maggie Armanas
Nathan John Batty
Katarina Baumann
Elisabeth Claire Beltrame
Sarah Louise Bown
Victoria Chappell
Hayley Tia Cook
Bianca Linda DalCollo
Georgina Day
Kasia Dziadosz-Findlay
Daniel Eliades
Elyce Kate Falzon
Elizabeth Follett
Nerida Faith Grosser
Rahnuma Hossain
Mallory Kate Hughes
Rebecca Koziem
Leonie Cherie Mann
Bridie Colleen Manning
Jodie Marie Louise Monteodorisio
Lauren Michelle Naulty
Carla Patricia Olsen
Rachel Anne Samson
Scarlet Grace Turner

Women's Studies

Hannah Louise Corbett
Alice May Fitzpatrick
Naomi Webb

TECHNOLOGY

Design and Technology

Communication Products A

Jason Daniel Arens
Marie Busch
Eleanor Ruth Chesser
Bradley Anthony Connor
Christopher James Dowling
Carolyn Jane Ebert
Donna Rose Edwards
Kosta Hellmanns
Sharna Lambden-Stewart
Cheryl McKenzie
Julia Moldavtsev
Tess Ellen O'Callaghan
Jamie-Lee Oldfield
Khama Reid
Tara May Renshaw
Anthony Staltari
Princi Thilak
Ella Christine Trayte
Robert William Wood

Communication Products B

Courtney Brooke Marshall
John Nieddu
Georgina Smith
Eliza Jay Trembath

Material Products A

Liam Corey O'Dea
Joshua Heath Ridgway
James David Stacy

Material Products B

Samuel Joseph Kuerschner
Liam Corey O'Dea

Systems and Control Products A

Martin James Hasenohr
Jared Ronald Pantsios
Harry Alexander Haslam
Parkinson

Design and Technology Studies

Roshan Singh Sandhu

Information Processing and Publishing*Business Documents*

Rhiannon Skye Jackson
Johannes Rex Keen

Desktop Publishing

Lydia Borrillo
Julia Mander
Kimberley Ann Mustart
Jessica Sapwell
Crystal Thursby

Electronic Publishing

Nicole Donnelly
Julia Mander

Personal Documents

Rachel Lea Barnden
Amy Kate Brougham
Michelle Emma Burchell
Kathleen Davey
Anna Marisse Fulgueras

Information Technology

Matthew Paul Brincat
Harshwardhan Mahajan

Information Technology Studies

Adam William Cundy
Karly Dabinett
Elizabeth Tien An Flux
Patrick Michael McCabe
Benjamin Michael Quast
Dana Louise Rapagna
Sean David Robson
Jan-Felix Schmakeit
Adam Karl Schwartzkopff
Joseph Yuen

VARIOUS LEARNING AREAS

Extension Studies*Extension Studies A*

Ashleigh Louise Lustica

APPENDIX VII

Statistics

Stage 1 tables that contain lists of subjects are arranged in learning areas. Subjects are listed alphabetically under each learning area.

In Stage 2 tables that contain lists of subjects, subjects have been separated into 2-unit and 1-unit subjects. Subjects are listed alphabetically under each learning area.

An alphabetical list of subjects with learning areas is in Appendix IV.

These tables are based on the information contained in SSABSA's database on 16 March 2007.

Individual student results data are collected from assessment schools (schools that assess students and send their results to SSABSA); other data are collected from contact schools (schools where students spend most of their time, where SSABSA communications can most easily reach them).

Note: Student numbers appearing in the tables for Stage 2 include only those students who signed the declaration for release of results.

Stage 1

Table 1: Number of students in South Australia completing at least 1 unit, 1996–2006

Table 2: Number of students in the Northern Territory completing at least 1 unit, 2002–06

Table 3: Stage 1 subjects (2 units) — number of students in South Australia receiving a result, by learning area, 2006

Table 4: Stage 1 subjects (2 units) — number of students in the Northern Territory receiving a result, by learning area, 2006

Table 5: Stage 1 subjects (1 unit) — number of students in South Australia receiving a result, by learning area, 2006

Table 6: Stage 1 subjects (1 unit) — number of students in the Northern Territory receiving a result, by learning area, 2006

Table 7: Number of students in South Australia and the Northern Territory receiving a Stage 1 result in 1 or more units of community learning, by name of program, 2006

Table 8: Stage 1 subjects (2 units) — results distribution for students in South Australia, by learning area, 2006

Table 9: Stage 1 subjects (2 units) — results distribution for students in the Northern Territory, by learning area, 2006

Table 10: Stage 1 subjects (1 unit) — results distribution for students in South Australia, by learning area, 2006

Table 11: Stage 1 subjects (1 unit) — results distribution for students in the Northern Territory, by learning area, 2006

Table 1 Number of students in South Australia completing at least 1 unit, 1996–2006

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Students with Stage 1 results only	19984	23007	26449	29224	31133	32450	32881	32933	33872	34745	35956
Students with Stage 1 and Stage 2 results	3163	3189	3479	3681	3501	3730	4140	3479	3799	4140	4540
Total with Stage 1 results	23147	26196	29928	32905	34634	36180	37021	36412	37671	38885	40496

Table 2 Number of students in the Northern Territory completing at least 1 unit, 2002–06

	2002	2003	2004	2005	2006
Students with Stage 1 results only	2754	2667	2645	3231	3391
Students with Stage 1 and Stage 2 results	440	478	591	566	631
Total with Stage 1 results	3194	3145	3236	3797	4022

Note: 2002 was the first year in which students from the Northern Territory undertook SSABSA Stage 1 studies.

Table 3 Stage 1 subjects (2 units) — number of students in South Australia receiving a result, by learning area, 2006

	Cath		Govt		Indp		Total				Grand total
	F	M	F	M	F	M	F	%	M	%	
ARTS											
Art	0	0	7	1	0	9	7	41	10	59	17
Broadcasting and Multimedia (VET)	17	13	15	41	1	1	33	38	55	63	88
Dance	0	0	0	0	9	0	9	100	0	0	9
Design	0	0	0	0	0	32	0	0	32	100	32
Drama	0	0	2	4	8	24	10	26	28	74	38
Music*	5	4	9	18	9	23	23	34	45	66	68
Total results	22	17	33	64	27	89	82	33	170	67	252
ENGLISH											
English	35	11	184	167	55	58	274	54	236	46	510
English as a Second Language	2	25	21	41	7	1	30	31	67	69	97
Total results	37	36	205	208	62	59	304	50	303	50	607
HEALTH AND PERSONAL DEVELOPMENT											
Community Services (VET)	1	0	53	0	2	0	56	100	0	0	56
Community Studies I	44	23	97	105	1	3	142	52	131	48	273
Community Studies II	27	23	63	80	1	0	91	47	103	53	194
Home Economics	0	0	8	1	0	0	8	89	1	11	9
Hospitality (VET)	9	7	0	0	0	0	9	56	7	44	16
Integrated Studies	18	1	90	103	11	12	119	51	116	49	235
Personal Development Studies	0	0	8	9	0	0	8	47	9	53	17
Physical Education	0	0	31	141	0	18	31	16	159	84	190
Sport and Recreation (VET)	0	0	10	35	0	0	10	22	35	78	45
Work Education	38	61	34	46	2	9	74	39	116	61	190
Total results	137	115	394	520	17	42	548	45	677	55	1225
LANGUAGES											
Arabic (accelerated)	0	0	1	2	0	0	1	33	2	67	3
Arabic (continuers)	0	0	4	0	3	2	7	78	2	22	9
Bosnian (continuers)	0	0	5	2	0	0	5	71	2	29	7
Chinese (accelerated)	0	0	3	1	0	0	3	75	1	25	4
Chinese (accelerated) A†	0	0	1	1	0	0	1	50	1	50	2
Chinese (background speakers)	6	24	10	15	0	0	16	29	39	71	55
Chinese (continuers)	3	0	12	11	0	0	15	58	11	42	26
Croatian (accelerated)	0	0	1	1	0	0	1	50	1	50	2
Croatian (continuers)	0	0	1	0	0	0	1	100	0	0	1
French (accelerated)	0	0	5	2	0	1	5	63	3	38	8
French (accelerated) A†	0	0	11	0	0	0	11	100	0	0	11
French (continuers)	0	0	7	3	2	3	9	60	6	40	15
German (accelerated)	0	0	2	2	0	0	2	50	2	50	4
German (continuers)	0	0	5	5	3	5	8	44	10	56	18
Indonesian (accelerated)	0	0	1	2	0	0	1	33	2	67	3
Indonesian (accelerated) A†	0	0	2	2	0	0	2	50	2	50	4
Indonesian (continuers)	0	0	6	8	0	0	6	43	8	57	14
Italian (accelerated)	0	0	18	7	0	0	18	72	7	28	25
Italian (accelerated) A†	0	0	16	7	0	0	16	70	7	30	23
Italian (continuers)	0	0	11	2	0	0	11	85	2	15	13
Japanese (accelerated)	0	0	12	11	0	0	12	52	11	48	23
Japanese (accelerated) A†	0	0	1	0	0	0	1	100	0	0	1
Japanese (continuers)	5	0	9	5	3	3	17	68	8	32	25
Khmer (continuers)	0	0	6	5	0	0	6	55	5	45	11
Korean (background speakers)	0	0	9	9	0	0	9	50	9	50	18
Maltese (continuers)	0	0	0	0	2	1	2	67	1	33	3
Modern Greek (continuers)	0	0	0	0	1	5	1	17	5	83	6
Persian (background speakers)	0	0	1	3	0	0	1	25	3	75	4
Polish (continuers)	0	0	9	1	1	0	10	91	1	9	11
Portuguese (continuers)	0	0	4	2	0	0	4	67	2	33	6
Russian (background speakers)	0	0	0	0	0	3	0	0	3	100	3
Serbian (continuers)	0	0	4	0	0	0	4	100	0	0	4
Spanish (accelerated)	0	0	35	18	0	0	35	66	18	34	53
Spanish (accelerated) A†	0	0	6	5	0	0	6	55	5	45	11
Spanish (continuers)	0	0	12	3	0	0	12	80	3	20	15
Vietnamese (background speakers)	0	1	6	4	0	0	6	55	5	45	11
Vietnamese (continuers)	3	4	1	1	16	10	20	57	15	43	35
Total results	17	29	237	140	31	33	285	59	202	41	487

	Cath		Govt		Indp		Total				Grand total
	F	M	F	M	F	M	F	%	M	%	
MATHEMATICS											
Mathematics	0	5	18	27	0	0	18	36	32	64	50
Total results	0	5	18	27	0	0	18	36	32	64	50
SCIENCE											
Biology	0	0	1	1	0	22	1	4	23	96	24
Chemistry	3	15	2	7	0	25	5	10	47	90	52
Contemporary Issues and Science	0	0	1	1	0	0	1	50	1	50	2
Physics	0	0	1	3	0	30	1	3	33	97	34
Psychology	0	0	12	0	0	0	12	100	0	0	12
Seafood Operations (VET)	0	0	4	4	0	0	4	50	4	50	8
Total results	3	15	21	16	0	77	24	18	108	82	132
SOCIETY AND ENVIRONMENT											
Accounting	0	0	0	0	8	26	8	24	26	76	34
Agriculture	0	0	2	12	0	0	2	14	12	86	14
Ancient Studies	0	0	1	0	0	0	1	100	0	0	1
Australian Studies	0	0	5	7	0	0	5	42	7	58	12
Business Services (VET)	44	2	7	5	0	0	51	88	7	12	58
Conservation and Land Management (VET)	0	0	0	6	0	0	0	0	6	100	6
Economics	0	0	0	0	0	34	0	0	34	100	34
Geography	0	0	1	0	0	0	1	100	0	0	1
History	0	0	0	0	0	6	0	0	6	100	6
Media Studies*	0	0	6	5	0	0	6	55	5	45	11
Retail (VET)	14	0	20	16	1	0	35	69	16	31	51
Studies in Religion	319	226	0	0	0	0	319	59	226	41	545
Sustainable Futures I*	0	0	5	7	0	0	5	42	7	58	12
Sustainable Futures II*	0	0	3	5	0	0	3	38	5	63	8
Tourism	0	0	16	7	0	0	16	70	7	30	23
Tourism Operations (VET)	0	0	13	12	0	0	13	52	12	48	25
Total results	377	228	79	82	9	66	465	55	376	45	841
TECHNOLOGY											
Design and Technology											
Communication Products A	0	0	0	3	0	0	0	0	3	100	3
Communication Products B	0	0	6	1	0	0	6	86	1	14	7
Material Products A	0	0	1	24	0	0	1	4	24	96	25
Material Products B	0	0	0	3	0	0	0	0	3	100	3
General Construction (VET)	0	0	0	10	0	0	0	0	10	100	10
Information Processing and Publishing	0	0	16	22	0	0	16	42	22	58	38
Information Technology	0	0	2	13	0	0	2	13	13	87	15
Information Technology (VET)	0	0	34	45	0	0	34	43	45	57	79
Manufacturing and Engineering (VET)	0	15	0	0	0	0	0	0	15	100	15
Total results	0	15	59	121	0	0	59	30	136	70	195
VARIOUS LEARNING AREAS											
Integrated Learning I	2	2	9	6	0	0	11	58	8	42	19
Integrated Learning II	53	40	1	3	0	0	54	56	43	44	97
Total results	55	42	10	9	0	0	65	56	51	44	116
Total results	648	502	1056	1187	146	366	1850	47	2055	53	3905
Total students	542	431	918	1010	136	224	1596	49	1665	51	3261

*Subject redeveloped for 2006.

†Alternative accelerated-level language pathway.

Note: Since redevelopment some subjects have been renamed, for example:

Sustainable Futures replaces Environmental Studies.

Community Studies I and Community Studies II replace Arts and the Community, Business and the Community, Communication and the Community, Design, Construction, and the Community, Environment and the Community, Foods and the Community, Health, Recreation, and the Community, Lifestyle and the Community, Mathematics and the Community, Science and the Community, Technology and the Community, and Work and the Community.

Table 4 Stage 1 subjects (2 units) — number of students in the Northern Territory receiving a result, by learning area, 2006

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		F	M		
ARTS											
Multi Arts	0	0	18	12	0	0	18	60	12	40	30
Music*	2	4	0	0	0	0	2	33	4	67	6
Total results	2	4	18	12	0	0	20	56	16	44	36
ENGLISH											
English	0	0	1	0	10	7	11	61	7	39	18
Total results	0	0	1	0	10	7	11	61	7	39	18
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies I	1	0	10	7	1	1	12	60	8	40	20
Community Studies II	0	0	5	2	0	0	5	71	2	29	7
Integrated Studies	0	0	0	0	4	12	4	25	12	75	16
Outdoor and Environmental Education	0	0	0	0	20	36	20	36	36	64	56
Work Education	0	0	1	0	49	50	50	50	50	50	100
Total results	1	0	16	9	74	99	91	46	108	54	199
SCIENCE											
Contemporary Issues and Science	0	0	21	31	0	0	21	40	31	60	52
Physics	0	0	0	0	1	13	1	7	13	93	14
Total results	0	0	21	31	1	13	22	33	44	67	66
SOCIETY AND ENVIRONMENT											
Australian and International Politics	0	0	0	1	0	0	0	0	1	100	1
Legal Studies	0	0	7	2	0	0	7	78	2	22	9
Studies of Societies	0	0	0	0	56	52	56	52	52	48	108
Tourism	0	0	4	1	0	0	4	80	1	20	5
Total results	0	0	11	4	56	52	67	54	56	46	123
TECHNOLOGY											
Information Processing and Publishing	0	0	15	11	0	0	15	58	11	42	26
Information Technology	0	0	10	13	0	0	10	43	13	57	23
Total results	0	0	25	24	0	0	25	51	24	49	49
Total results	3	4	92	80	141	171	236	48	255	52	491
Total students	3	4	80	68	85	106	168	49	178	51	346

*Subject redeveloped for 2006.

Note: Community Studies I and Community Studies II replace Arts and the Community, Business and the Community, Communication and the Community, Design, Construction, and the Community, Environment and the Community, Foods and the Community, Health, Recreation, and the Community, Lifestyle and the Community, Mathematics and the Community, Science and the Community, Technology and the Community, and Work and the Community.

Table 5 Stage 1 subjects (1 unit) — number of students in South Australia receiving a result, by learning area, 2006

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		F	M		
ARTS											
Art	763	409	2666	1723	1022	459	4451	63	2591	37	7042
Broadcasting and Multimedia (VET)	0	0	84	159	0	0	84	35	159	65	243
Craft	35	61	360	107	16	0	411	71	168	29	579
Dance	29	0	487	20	104	6	620	96	26	4	646
Design	449	413	1068	1131	387	311	1904	51	1855	49	3759
Drama	487	213	1058	615	586	255	2131	66	1083	34	3214
Multi Arts	0	0	86	44	7	9	93	64	53	36	146
Music*	273	249	858	825	249	233	1380	51	1307	49	2687
Technical Drawing	0	0	5	130	0	0	5	4	130	96	135
Total results	2036	1345	6672	4754	2371	1273	11079	60	7372	40	18451

	Cath		Govt		Indp		F	Total			Grand total
	F	M	F	M	F	M		F	%	M	
ENGLISH											
Communication for the Hearing-impaired	0	0	0	6	0	0	0	0	6	100	6
English	3192	3063	10006	9913	3344	3108	16542	51	16084	49	32626
English as a Second Language	237	263	584	821	207	205	1028	44	1289	56	2317
Total results	3429	3326	10590	10740	3551	3313	17570	50	17379	50	34949
HEALTH AND PERSONAL DEVELOPMENT											
Community Services (VET)	0	0	102	5	0	0	102	95	5	5	107
Community Studies I	382	133	2460	2124	270	237	3112	56	2494	44	5606
Community Studies II	93	65	868	1074	61	102	1022	45	1241	55	2263
Health Education	63	58	950	690	155	42	1168	60	790	40	1958
Home Economics	1030	198	3971	1349	996	359	5997	76	1906	24	7903
Hospitality (VET)	14	20	141	93	0	0	155	58	113	42	268
Integrated Studies	412	332	3850	3670	152	82	4414	52	4084	48	8498
Outdoor and Environmental Education	86	122	453	710	119	142	658	40	974	60	1632
Personal Development Studies	164	8	466	337	13	6	643	65	351	35	994
Physical Education	614	1189	2142	4093	686	956	3442	36	6238	64	9680
Sport and Recreation (VET)	0	29	43	107	0	0	43	24	136	76	179
Work Education	667	964	4405	4706	1202	1033	6274	48	6703	52	12977
Total results	3525	3118	19851	18958	3654	2959	27030	52	25035	48	52065
LANGUAGES											
Arabic (accelerated)	0	0	2	2	0	0	2	50	2	50	4
Arabic (continuers)	0	0	0	0	5	2	5	71	2	29	7
Auslan (continuers)	0	0	8	10	0	0	8	44	10	56	18
Australian Languages	0	6	23	14	0	0	23	53	20	47	43
Bosnian (continuers)	0	0	1	0	0	0	1	100	0	0	1
Chinese (accelerated)	0	0	0	1	27	9	27	73	10	27	37
Chinese (accelerated) A†	0	0	1	5	0	0	1	17	5	83	6
Chinese (background speakers)	48	11	104	171	40	43	192	46	225	54	417
Chinese (continuers)	18	3	49	27	74	37	141	68	67	32	208
Croatian (accelerated)	0	0	1	2	0	0	1	33	2	67	3
French (accelerated)	0	0	8	2	0	0	8	80	2	20	10
French (accelerated) A†	0	0	5	3	0	0	5	63	3	38	8
French (continuers)	146	43	218	50	123	29	487	80	122	20	609
German (accelerated)	0	0	1	2	0	0	1	33	2	67	3
German (accelerated) A†	0	0	2	0	0	0	2	100	0	0	2
German (continuers)	0	34	242	119	191	121	433	61	274	39	707
Hebrew (continuers)	0	0	0	0	4	1	4	80	1	20	5
Indonesian (accelerated)	36	0	8	4	0	0	44	92	4	8	48
Indonesian (accelerated) A†	0	0	0	1	0	0	0	0	1	100	1
Indonesian (continuers)	24	17	47	32	57	14	128	67	63	33	191
Italian (accelerated)	0	0	15	2	32	19	47	69	21	31	68
Italian (accelerated) A†	0	0	9	8	0	0	9	53	8	47	17
Italian (continuers)	386	140	122	41	0	0	508	74	181	26	689
Japanese (accelerated)	0	0	35	25	9	0	44	64	25	36	69
Japanese (accelerated) A†	0	0	1	5	0	0	1	17	5	83	6
Japanese (continuers)	49	69	237	145	135	77	421	59	291	41	712
Khmer (continuers)	0	0	1	0	0	0	1	100	0	0	1
Korean (background speakers)	0	0	4	3	0	0	4	57	3	43	7
Latin (continuers)	1	0	0	0	0	8	1	11	8	89	9
Macedonian (accelerated)	0	0	0	0	6	8	6	43	8	57	14
Macedonian (continuers)	0	0	0	0	0	2	0	0	2	100	2
Modern Greek (accelerated)	0	0	0	0	0	2	0	0	2	100	2
Modern Greek (background speakers)	0	0	2	2	4	4	6	50	6	50	12
Modern Greek (continuers)	0	0	53	47	24	22	77	53	69	47	146
Persian (background speakers)	0	0	0	1	0	0	0	0	1	100	1
Polish (continuers)	0	0	2	3	0	0	2	40	3	60	5
Portuguese (continuers)	0	0	2	1	1	2	3	50	3	50	6
Serbian (continuers)	0	0	1	0	0	0	1	100	0	0	1
Spanish (accelerated)	0	0	57	11	0	0	57	84	11	16	68
Spanish (accelerated) A†	0	0	18	4	0	0	18	82	4	18	22
Spanish (continuers)	0	0	28	21	0	0	28	57	21	43	49
Vietnamese (background speakers)	7	0	8	7	2	3	17	63	10	37	27
Vietnamese (continuers)	6	16	3	14	14	10	23	37	40	63	63
Total results	721	339	1318	785	748	413	2787	64	1537	36	4324

	Cath		Govt		Indp		F	Total			Grand total
	F	M	F	M	F	M		F	%	M	
MATHEMATICS											
Mathematics	3794	3974	9941	11200	4242	4336	17977	48	19510	52	37487
Total results	3794	3974	9941	11200	4242	4336	17977	48	19510	52	37487
SCIENCE											
Biology	1472	666	3615	1790	1642	790	6729	67	3246	33	9975
Chemistry	949	843	2016	2085	1141	1101	4106	50	4029	50	8135
Contemporary Issues and Science	321	235	521	539	104	125	946	51	899	49	1845
Geology	7	4	81	103	0	0	88	45	107	55	195
Physics	516	985	1107	3030	656	1244	2279	30	5259	70	7538
Psychology	369	132	1333	469	548	152	2250	75	753	25	3003
Seafood Operations (VET)	0	0	2	28	0	0	2	7	28	93	30
Total results	3634	2865	8675	8044	4091	3412	16400	53	14321	47	30721
SOCIETY AND ENVIRONMENT											
Aboriginal Studies	0	0	84	27	0	0	84	76	27	24	111
Accounting	292	330	276	269	197	179	765	50	778	50	1543
Agriculture	1	55	386	505	66	133	453	40	693	60	1146
Ancient Studies	162	96	408	402	112	94	682	54	592	46	1274
Australian and International Politics	0	9	15	13	59	25	74	61	47	39	121
Australian Studies	2004	1950	5676	6015	1993	1937	9673	49	9902	51	19575
Business Services (VET)	30	12	32	11	0	0	62	73	23	27	85
Business Studies	640	629	1499	1560	443	396	2582	50	2585	50	5167
Conservation and Land Management (VET)	0	0	8	3	4	12	12	44	15	56	27
Economics	263	346	63	147	262	384	588	40	877	60	1465
Geography	260	337	435	502	412	512	1107	45	1351	55	2458
History	495	380	814	665	702	539	2011	56	1584	44	3595
Legal Studies	502	392	1133	757	388	286	2023	59	1435	41	3458
Media Studies*	66	58	333	460	17	16	416	44	534	56	950
Philosophy	83	92	139	145	105	50	327	53	287	47	614
Retail (VET)	0	0	14	4	0	0	14	78	4	22	18
Studies in Religion	2129	2452	0	0	1028	1180	3157	47	3632	53	6789
Studies of Societies	27	50	271	208	19	12	317	54	270	46	587
Sustainable Futures I*	10	8	45	56	13	2	68	51	66	49	134
Tourism	330	266	1069	582	137	67	1536	63	915	37	2451
Tourism Operations (VET)	23	0	1	0	0	0	24	100	0	0	24
Women's Studies	0	0	27	0	0	0	27	100	0	0	27
Total results	7317	7462	12728	12331	5957	5824	26002	50	25617	50	51619
TECHNOLOGY											
Design and Technology											
Communication Products A	233	189	1268	1181	69	75	1570	52	1445	48	3015
Communication Products B	22	59	158	224	0	0	180	39	283	61	463
Material Products A	60	641	630	2817	112	656	802	16	4114	84	4916
Material Products B	3	92	176	826	6	99	185	15	1017	85	1202
Systems and Control Products A	2	124	63	870	4	78	69	6	1072	94	1141
Systems and Control Products B	0	29	13	157	1	18	14	6	204	94	218
General Construction (VET)	0	0	0	27	0	0	0	0	27	100	27
Information Processing and Publishing	443	262	1473	875	341	246	2257	62	1383	38	3640
Information Technology	277	525	426	1355	325	702	1028	28	2582	72	3610
Information Technology (VET)	2	24	78	253	0	0	80	22	277	78	357
Total results	1042	1945	4285	8585	858	1874	6185	33	12404	67	18589
VARIOUS LEARNING AREAS											
Integrated Learning I	0	4	54	68	0	0	54	43	72	57	126
Integrated Learning II	14	0	2	0	0	0	16	100	0	0	16
Total results	14	4	56	68	0	0	70	49	72	51	142
Total results	25512	24378	74116	75465	25472	23404	125100	50	123247	50	248347
Total students	3995	3693	12735	13205	3712	3517	20442	50	20415	50	40857

*Subject redeveloped for 2006.

†Alternative accelerated-level language pathway.

Note: Since redevelopment some subjects have been renamed, for example:

Sustainable Futures replaces Environmental Studies.

Community Studies I and Community Studies II replace Arts and the Community, Business and the Community, Communication and the Community, Design, Construction, and the Community, Environment and the Community, Foods and the Community, Health, Recreation, and the Community, Lifestyle and the Community, Mathematics and the Community, Science and the Community, Technology and the Community, and Work and the Community.

Table 6 Stage 1 subjects (1 unit) — number of students in the Northern Territory receiving a result, by learning area, 2006

	Cath		Govt		Indp		F	Total			Grand total
	F	M	F	M	F	M		F	%	M	
ARTS											
Art	41	20	512	306	54	41	607	62	367	38	974
Craft	33	7	41	25	12	0	86	73	32	27	118
Dance	16	0	50	2	14	0	80	98	2	2	82
Design	17	10	84	56	12	29	113	54	95	46	208
Drama	71	15	79	69	27	8	177	66	92	34	269
Multi Arts	0	0	2	1	0	0	2	67	1	33	3
Music*	8	42	116	155	30	26	154	41	223	59	377
Total results	186	94	884	614	149	104	1219	60	812	40	2031
ENGLISH											
English	154	130	1130	1114	148	182	1432	50	1426	50	2858
English as a Second Language	41	74	141	153	24	24	206	45	251	55	457
Total results	195	204	1271	1267	172	206	1638	49	1677	51	3315
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies I	41	31	134	193	28	23	203	45	247	55	450
Community Studies II	23	13	44	88	29	25	96	43	126	57	222
Health Education	0	0	38	15	0	0	38	72	15	28	53
Home Economics	87	30	272	145	0	0	359	67	175	33	534
Integrated Studies	0	39	201	291	47	29	248	41	359	59	607
Outdoor and Environmental Education	95	127	53	119	9	22	157	37	268	63	425
Personal Development Studies	0	0	20	1	0	0	20	95	1	5	21
Physical Education	40	81	304	534	27	78	371	35	693	65	1064
Sport and Recreation (VET)	20	30	0	0	0	0	20	40	30	60	50
Work Education	31	22	128	140	103	109	262	49	271	51	533
Total results	337	373	1194	1526	243	286	1774	45	2185	55	3959
LANGUAGES											
Australian Languages	0	0	30	8	16	13	46	69	21	31	67
Chinese (continuers)	0	0	8	14	0	0	8	36	14	64	22
French (accelerated)	0	0	10	0	0	0	10	100	0	0	10
French (continuers)	0	0	0	2	1	1	1	25	3	75	4
German (continuers)	0	0	31	31	0	0	31	50	31	50	62
Indonesian (accelerated)	0	0	0	1	0	0	0	0	1	100	1
Indonesian (accelerated) A†	0	0	1	0	0	0	1	100	0	0	1
Indonesian (continuers)	3	19	32	37	0	0	35	38	56	62	91
Italian (accelerated)	2	0	22	15	0	0	24	62	15	38	39
Italian (continuers)	4	2	6	0	0	0	10	83	2	17	12
Japanese (accelerated)	0	0	1	3	0	0	1	25	3	75	4
Japanese (continuers)	0	4	53	47	6	2	59	53	53	47	112
Modern Greek (continuers)	0	0	8	6	0	0	8	57	6	43	14
Spanish (accelerated)	0	0	3	2	0	0	3	60	2	40	5
Total results	9	25	205	166	23	16	237	53	207	47	444
MATHEMATICS											
Mathematics	208	171	1229	1261	177	191	1614	50	1623	50	3237
Total results	208	171	1229	1261	177	191	1614	50	1623	50	3237
SCIENCE											
Biology	56	25	361	224	62	28	479	63	277	37	756
Chemistry	33	35	213	238	30	36	276	47	309	53	585
Contemporary Issues and Science	14	13	72	92	28	10	114	50	115	50	229
Physics	23	50	108	309	22	40	153	28	399	72	552
Psychology	42	14	274	87	0	0	316	76	101	24	417
Total results	168	137	1028	950	142	114	1338	53	1201	47	2539
SOCIETY AND ENVIRONMENT											
Aboriginal Studies	0	0	5	6	3	7	8	38	13	62	21
Accounting	20	24	86	76	7	17	113	49	117	51	230
Ancient Studies	0	0	42	34	0	0	42	55	34	45	76
Australian and International Politics	0	0	12	10	0	0	12	55	10	45	22
Australian Studies	0	0	30	38	0	0	30	44	38	56	68
Business Studies	58	41	181	129	19	15	258	58	185	42	443

	Cath		Govt		Indp		Total			Grand total	
	F	M	F	M	F	M	F	%	M		%
Economics	1	0	44	52	5	31	50	38	83	62	133
Geography	2	1	51	54	19	33	72	45	88	55	160
History	8	8	107	88	20	26	135	53	122	47	257
Legal Studies	42	17	123	84	19	18	184	61	119	39	303
Media Studies*	4	5	24	17	0	0	28	56	22	44	50
Philosophy	0	0	5	4	0	0	5	56	4	44	9
Studies in Religion	174	161	0	0	72	65	246	52	226	48	472
Sustainable Futures I*	0	0	4	0	0	0	4	100	0	0	4
Sustainable Futures II*	3	0	0	0	3	3	6	67	3	33	9
Tourism	18	7	61	38	0	0	79	64	45	36	124
Women's Studies	0	0	19	0	0	0	19	100	0	0	19
Total results	330	264	794	630	167	215	1291	54	1109	46	2400
TECHNOLOGY											
Design and Technology											
Communication Products A	0	0	74	157	0	0	74	32	157	68	231
Communication Products B	0	0	14	32	0	0	14	30	32	70	46
Material Products A	13	23	30	146	1	19	44	19	188	81	232
Material Products B	8	2	5	35	15	13	28	36	50	64	78
Systems and Control Products A	0	0	3	58	0	0	3	5	58	95	61
Information Processing and Publishing	16	22	93	53	14	12	123	59	87	41	210
Information Technology	82	134	72	194	33	48	187	33	376	67	563
Total results	119	181	291	675	63	92	473	33	948	67	1421
VARIOUS LEARNING AREAS											
Integrated Learning I	0	0	3	3	6	19	9	29	22	71	31
Total results	0	0	3	3	6	19	9	29	22	71	31
Total results	1552	1449	6899	7092	1142	1243	9593	50	9784	50	19377
Total students	254	221	1286	1355	241	282	1781	49	1858	51	3639

*Subject redeveloped for 2006.

†Alternative accelerated-level language pathway.

Note: Since redevelopment some subjects have been renamed, for example:

Sustainable Futures replaces Environmental Studies.

Community Studies I and Community Studies II replace Arts and the Community, Business and the Community, Communication and the Community, Design, Construction, and the Community, Environment and the Community, Foods and the Community, Health, Recreation, and the Community, Lifestyle and the Community, Mathematics and the Community, Science and the Community, Technology and the Community, and Work and the Community.

Table 7 Number of students in South Australia and the Northern Territory receiving a Stage 1 result in 1 or more units of community learning, by name of program, 2006

Name of program	Number of units	Number of students
South Australia		
Australian Air Force Cadets	2	13
Australian and New Zealand Cultural Arts Limited	1	1
Australian Army Cadets	1	6
Australian Army Cadets	2	4
Australian Music Examinations Board	1	46
Choices for Indigenous Students	1	4
Community Development	1	13
Community Development	2	1
Duke of Edinburgh's Award	1	306
Duke of Edinburgh's Award	2	29
Guides Australia	3	2
Independent Living	1	16
Operation Flinders	2	71
Performance	1	13
Recreation Skills and Management	1	3
Recreation Skills and Management	2	1
Royal Life Saving Society Australia	1	75
Royal Life Saving Society Australia	2	3
SA Country Fire Service	2	67
SA State Emergency Service	2	2
SA Tall Ships Inc.	1	48
Scouts Australia	3	4
Self-development	1	33
Self-development	2	7
Sport Skills and Management	1	15
Sport Skills and Management	2	5
St John Ambulance Australia Cadets	1	74
Volunteering	1	21
Volunteering	2	2
Volunteering	3	1
Work Skills and Career Development	1	30
Work Skills and Career Development	2	5
Total students		841
Total units		1145
Northern Territory		
Australian Air Force Cadets	2	3
Australian Music Examinations Board	1	2
Choices for Indigenous Students	1	1
Community Development	1	1
Duke of Edinburgh's Award	1	25
Duke of Edinburgh's Award	2	2
Independent Living	1	1
Performance	1	3
Royal Life Saving Society Australia	1	9
Self-development	1	1
Self-development	3	1
Sport Skills and Management	1	4
Sport Skills and Management	2	2
St John Ambulance Australia Cadets	1	1
Work Skills and Career Development	1	2
Total students		58
Total units		67
Total students		899
Total units		1212

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

Table 8 Stage 1 subjects (2 units) — results distribution for students in South Australia, by learning area, 2006

	SA	RA	RNM	Total
ARTS				
Art	16	1	0	17
Broadcasting and Multimedia (VET)	79	7	2	88
Dance	9	0	0	9
Design	32	0	0	32
Drama	35	3	0	38
Music*	66	2	0	68
Total results	237	13	2	252
ENGLISH				
English	475	32	3	510
English as a Second Language	84	12	1	97
Total results	559	44	4	607
HEALTH AND PERSONAL DEVELOPMENT				
Community Services (VET)	40	11	5	56
Community Studies I	237	28	8	273
Community Studies II	182	11	1	194
Home Economics	9	0	0	9
Hospitality (VET)	16	0	0	16
Integrated Studies	224	10	1	235
Personal Development Studies	5	11	1	17
Physical Education	177	11	2	190
Sport and Recreation (VET)	37	4	4	45
Work Education	183	5	2	190
Total results	1110	91	24	1225
LANGUAGES				
Arabic (accelerated)	3	0	0	3
Arabic (continuers)	8	1	0	9
Bosnian (continuers)	7	0	0	7
Chinese (accelerated)	4	0	0	4
Chinese (accelerated) A†	2	0	0	2
Chinese (background speakers)	53	2	0	55
Chinese (continuers)	26	0	0	26
Croatian (accelerated)	2	0	0	2
Croatian (continuers)	1	0	0	1
French (accelerated)	6	1	1	8
French (accelerated) A†	10	0	1	11
French (continuers)	14	1	0	15
German (accelerated)	4	0	0	4
German (continuers)	18	0	0	18
Indonesian (accelerated)	3	0	0	3
Indonesian (accelerated) A†	4	0	0	4
Indonesian (continuers)	14	0	0	14
Italian (accelerated)	25	0	0	25
Italian (accelerated) A†	21	2	0	23
Italian (continuers)	13	0	0	13
Japanese (accelerated)	22	1	0	23
Japanese (accelerated) A†	1	0	0	1
Japanese (continuers)	23	1	1	25
Khmer (continuers)	11	0	0	11
Korean (background speakers)	18	0	0	18
Maltese (continuers)	3	0	0	3
Modern Greek (continuers)	5	0	1	6
Persian (background speakers)	4	0	0	4
Polish (continuers)	11	0	0	11
Portuguese (continuers)	6	0	0	6
Russian (background speakers)	3	0	0	3
Serbian (continuers)	4	0	0	4
Spanish (accelerated)	53	0	0	53
Spanish (accelerated) A†	10	1	0	11
Spanish (continuers)	15	0	0	15
Vietnamese (background speakers)	11	0	0	11
Vietnamese (continuers)	35	0	0	35
Total results	473	10	4	487

	SA	RA	RNM	Total
MATHEMATICS				
Mathematics	36	13	1	50
Total results	36	13	1	50
SCIENCE				
Biology	24	0	0	24
Chemistry	46	6	0	52
Contemporary Issues and Science	2	0	0	2
Physics	28	6	0	34
Psychology	12	0	0	12
Seafood Operations (VET)	8	0	0	8
Total results	120	12	0	132
SOCIETY AND ENVIRONMENT				
Accounting	34	0	0	34
Agriculture	13	1	0	14
Ancient Studies	1	0	0	1
Australian Studies	0	11	1	12
Business Services (VET)	55	2	1	58
Conservation and Land Management (VET)	4	2	0	6
Economics	32	2	0	34
Geography	1	0	0	1
History	5	1	0	6
Media Studies*	10	1	0	11
Retail (VET)	39	4	8	51
Studies in Religion	526	16	3	545
Sustainable Futures I*	0	11	1	12
Sustainable Futures II*	7	1	0	8
Tourism	23	0	0	23
Tourism Operations (VET)	16	7	2	25
Total results	766	59	16	841
TECHNOLOGY				
Design and Technology				
Communication Products A	2	0	1	3
Communication Products B	7	0	0	7
Material Products A	22	3	0	25
Material Products B	1	2	0	3
General Construction (VET)	10	0	0	10
Information Processing and Publishing	34	4	0	38
Information Technology	12	3	0	15
Information Technology (VET)	68	7	4	79
Manufacturing and Engineering (VET)	14	1	0	15
Total results	170	20	5	195
VARIOUS LEARNING AREAS				
Integrated Learning I	19	0	0	19
Integrated Learning II	88	9	0	97
Total results	107	9	0	116
Total results	3578	271	56	3905

*Subject redeveloped for 2006.

†Alternative accelerated-level language pathway.

Note: Since redevelopment some subjects have been renamed, for example:

Sustainable Futures replaces Environmental Studies.

Community Studies I and Community Studies II replace Arts and the Community, Business and the Community, Communication and the Community, Design, Construction, and the Community, Environment and the Community, Foods and the Community, Health, Recreation, and the Community, Lifestyle and the Community, Mathematics and the Community, Science and the Community, Technology and the Community, and Work and the Community.

Table 9 Stage 1 subjects (2 units) — results distribution for students in the Northern Territory, by learning area, 2006

	SA	RA	RNM	Total
ARTS				
Multi Arts	29	1	0	30
Music*	5	0	1	6
Total results	34	1	1	36
ENGLISH				
English	18	0	0	18
Total results	18	0	0	18
HEALTH AND PERSONAL DEVELOPMENT				
Community Studies I	18	1	1	20
Community Studies II	5	2	0	7
Integrated Studies	16	0	0	16
Outdoor and Environmental Education	56	0	0	56
Work Education	100	0	0	100
Total results	195	3	1	199
SCIENCE				
Contemporary Issues and Science	41	8	3	52
Physics	14	0	0	14
Total results	55	8	3	66
SOCIETY AND ENVIRONMENT				
Australian and International Politics	1	0	0	1
Legal Studies	7	2	0	9
Studies of Societies	95	13	0	108
Tourism	5	0	0	5
Total results	108	15	0	123
TECHNOLOGY				
Information Processing and Publishing	16	8	2	26
Information Technology	20	3	0	23
Total results	36	11	2	49
Total results	446	38	7	491

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

*Subject redeveloped for 2006.

Note: Community Studies I and Community Studies II replace Arts and the Community, Business and the Community, Communication and the Community, Design, Construction, and the Community, Environment and the Community, Foods and the Community, Health, Recreation, and the Community, Lifestyle and the Community, Mathematics and the Community, Science and the Community, Technology and the Community, and Work and the Community.

Table 10 Stage 1 subjects (1 unit) — results distribution for students in South Australia, by learning area, 2006

	SA	RA	RNM	Total
ARTS				
Art	5983	846	213	7042
Broadcasting and Multimedia (VET)	190	45	8	243
Craft	492	76	11	579
Dance	598	37	11	646
Design	3159	469	131	3759
Drama	2896	250	68	3214
Multi Arts	130	14	2	146
Music*	2503	140	44	2687
Technical Drawing	117	17	1	135
Total results	16068	1894	489	18451

	SA	RA	RNM	Total
ENGLISH				
Communication for the Hearing-impaired	6	0	0	6
English	28764	3134	728	32626
English as a Second Language	2074	203	40	2317
Total results	30844	3337	768	34949
HEALTH AND PERSONAL DEVELOPMENT				
Community Services (VET)	88	14	5	107
Community Studies I	4720	716	170	5606
Community Studies II	1896	302	65	2263
Health Education	1665	231	62	1958
Home Economics	6807	901	195	7903
Hospitality (VET)	224	36	8	268
Integrated Studies	7620	751	127	8498
Outdoor and Environmental Education	1481	130	21	1632
Personal Development Studies	860	111	23	994
Physical Education	8594	948	138	9680
Sport and Recreation (VET)	123	51	5	179
Work Education	11379	1334	264	12977
Total results	45457	5525	1083	52065
LANGUAGES				
Arabic (accelerated)	3	1	0	4
Arabic (continuers)	6	1	0	7
Auslan (continuers)	15	3	0	18
Australian Languages	26	15	2	43
Bosnian (continuers)	1	0	0	1
Chinese (accelerated)	36	1	0	37
Chinese (accelerated) A†	2	3	1	6
Chinese (background speakers)	397	18	2	417
Chinese (continuers)	200	6	2	208
Croatian (accelerated)	3	0	0	3
French (accelerated)	5	5	0	10
French (accelerated) A†	3	5	0	8
French (continuers)	592	10	7	609
German (accelerated)	3	0	0	3
German (accelerated) A†	1	1	0	2
German (continuers)	681	19	7	707
Hebrew (continuers)	5	0	0	5
Indonesian (accelerated)	47	1	0	48
Indonesian (accelerated) A†	1	0	0	1
Indonesian (continuers)	189	2	0	191
Italian (accelerated)	59	7	2	68
Italian (accelerated) A†	13	4	0	17
Italian (continuers)	683	6	0	689
Japanese (accelerated)	57	10	2	69
Japanese (accelerated) A†	1	4	1	6
Japanese (continuers)	681	28	3	712
Khmer (continuers)	1	0	0	1
Korean (background speakers)	5	2	0	7
Latin (continuers)	9	0	0	9
Macedonian (accelerated)	14	0	0	14
Macedonian (continuers)	2	0	0	2
Modern Greek (accelerated)	2	0	0	2
Modern Greek (background speakers)	12	0	0	12
Modern Greek (continuers)	139	4	3	146
Persian (background speakers)	1	0	0	1
Polish (continuers)	2	3	0	5
Portuguese (continuers)	5	1	0	6
Serbian (continuers)	1	0	0	1
Spanish (accelerated)	66	2	0	68
Spanish (accelerated) A†	15	7	0	22
Spanish (continuers)	43	5	1	49
Vietnamese (background speakers)	23	4	0	27
Vietnamese (continuers)	62	1	0	63
Total results	4112	179	33	4324
MATHEMATICS				
Mathematics	31763	4933	791	37487
Total results	31763	4933	791	37487

	SA	RA	RNM	Total
SCIENCE				
Biology	8818	1020	137	9975
Chemistry	7432	624	79	8135
Contemporary Issues and Science	1520	272	53	1845
Geology	156	29	10	195
Physics	6812	669	57	7538
Psychology	2646	306	51	3003
Seafood Operations (VET)	26	4	0	30
Total results	27410	2924	387	30721
SOCIETY AND ENVIRONMENT				
Aboriginal Studies	71	25	15	111
Accounting	1356	176	11	1543
Agriculture	990	137	19	1146
Ancient Studies	1066	168	40	1274
Australian and International Politics	109	12	0	121
Australian Studies	16853	2209	513	19575
Business Services (VET)	77	8	0	85
Business Studies	4520	564	83	5167
Conservation and Land Management (VET)	23	3	1	27
Economics	1329	119	17	1465
Geography	2218	217	23	2458
History	3220	309	66	3595
Legal Studies	3049	345	64	3458
Media Studies*	781	132	37	950
Philosophy	575	30	9	614
Retail (VET)	16	2	0	18
Studies in Religion	6279	470	40	6789
Studies of Societies	507	68	12	587
Sustainable Futures I*	116	17	1	134
Tourism	1986	366	99	2451
Tourism Operations (VET)	24	0	0	24
Women's Studies	26	1	0	27
Total results	45191	5378	1050	51619
TECHNOLOGY				
Design and Technology				
Communication Products A	2468	412	135	3015
Communication Products B	375	65	23	463
Material Products A	4009	690	217	4916
Material Products B	1018	145	39	1202
Systems and Control Products A	915	179	47	1141
Systems and Control Products B	170	35	13	218
General Construction (VET)	25	2	0	27
Information Processing and Publishing	3150	409	81	3640
Information Technology	3138	394	78	3610
Information Technology (VET)	281	66	10	357
Total results	15549	2397	643	18589
VARIOUS LEARNING AREAS				
Integrated Learning I	98	24	4	126
Integrated Learning II	15	1	0	16
Total results	113	25	4	142
Total results	216507	26592	5248	248347

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

*Subject redeveloped for 2006.

†Alternative accelerated-level language pathway.

Note: Since redevelopment some subjects have been renamed, for example:

Sustainable Futures replaces Environmental Studies.

Community Studies I and Community Studies II replace Arts and the Community, Business and the Community, Communication and the Community, Design, Construction, and the Community, Environment and the Community, Foods and the Community, Health, Recreation, and the Community, Lifestyle and the Community, Mathematics and the Community, Science and the Community, Technology and the Community, and Work and the Community.

Table 11 Stage 1 subjects (1 unit) — results distribution for students in the Northern Territory, by learning area, 2006

	SA	RA	RNM	Total
ARTS				
Art	825	140	9	974
Craft	82	33	3	118
Dance	76	5	1	82
Design	163	40	5	208
Drama	213	45	11	269
Multi Arts	2	1	0	3
Music*	293	64	20	377
Total results	1654	328	49	2031
ENGLISH				
English	2343	466	49	2858
English as a Second Language	331	115	11	457
Total results	2674	581	60	3315
HEALTH AND PERSONAL DEVELOPMENT				
Community Studies I	375	55	20	450
Community Studies II	154	57	11	222
Health Education	34	15	4	53
Home Economics	407	121	6	534
Integrated Studies	522	74	11	607
Outdoor and Environmental Education	364	59	2	425
Personal Development Studies	18	1	2	21
Physical Education	880	166	18	1064
Sport and Recreation (VET)	41	9	0	50
Work Education	355	156	22	533
Total results	3150	713	96	3959
LANGUAGES				
Australian Languages	41	22	4	67
Chinese (continuers)	19	3	0	22
French (accelerated)	10	0	0	10
French (continuers)	3	1	0	4
German (continuers)	61	1	0	62
Indonesian (accelerated)	1	0	0	1
Indonesian (accelerated) A†	1	0	0	1
Indonesian (continuers)	86	5	0	91
Italian (accelerated)	35	4	0	39
Italian (continuers)	12	0	0	12
Japanese (accelerated)	4	0	0	4
Japanese (continuers)	102	8	2	112
Modern Greek (continuers)	9	1	4	14
Spanish (accelerated)	5	0	0	5
Total results	389	45	10	444
MATHEMATICS				
Mathematics	2330	776	131	3237
Total results	2330	776	131	3237
SCIENCE				
Biology	613	131	12	756
Chemistry	483	89	13	585
Contemporary Issues and Science	166	52	11	229
Physics	455	83	14	552
Psychology	296	89	32	417
Total results	2013	444	82	2539
SOCIETY AND ENVIRONMENT				
Aboriginal Studies	17	4	0	21
Accounting	175	47	8	230
Ancient Studies	58	12	6	76
Australian and International Politics	17	5	0	22
Australian Studies	36	30	2	68
Business Studies	325	98	20	443

	SA	RA	RNM	Total
Economics	117	16	0	133
Geography	125	31	4	160
History	195	47	15	257
Legal Studies	241	52	10	303
Media Studies*	43	4	3	50
Philosophy	9	0	0	9
Studies in Religion	365	102	5	472
Sustainable Futures I*	3	1	0	4
Sustainable Futures II*	6	3	0	9
Tourism	69	38	17	124
Women's Studies	17	1	1	19
Total results	1818	491	91	2400
TECHNOLOGY				
Design and Technology				
Communication Products A	153	67	11	231
Communication Products B	35	11	0	46
Material Products A	169	55	8	232
Material Products B	59	16	3	78
Systems and Control Products A	56	3	2	61
Information Processing and Publishing	176	32	2	210
Information Technology	478	71	14	563
Total results	1126	255	40	1421
VARIOUS LEARNING AREAS				
Integrated Learning I	23	6	2	31
Total results	23	6	2	31
Total results	15177	3639	561	19377

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

*Subject redeveloped for 2006.

†Alternative accelerated-level language pathway.

Note: Since redevelopment some subjects have been renamed, for example:

Sustainable Futures replaces Environmental Studies.

Community Studies I and Community Studies II replace Arts and the Community, Business and the Community, Communication and the Community, Design, Construction, and the Community, Environment and the Community, Foods and the Community, Health, Recreation, and the Community, Lifestyle and the Community, Mathematics and the Community, Science and the Community, Technology and the Community, and Work and the Community.

Stage 2

Tables that contain lists of subjects have been separated into 2-unit and 1-unit subjects. Subjects are listed alphabetically under each learning area.

An alphabetical list of subjects with learning areas is in Appendix IV.

Table 1: Number of students receiving a result in one or more Stage 2 subjects, 2006

Table 2: Number of students receiving a result in one or more Stage 2 subjects, 1994–2006

Table 3: Number of South Australian schools offering 2-unit Stage 2 subjects, by learning area, 2006

Table 4: Number of Northern Territory and Asian schools offering 2-unit Stage 2 subjects, by learning area, 2006

Table 5: Number of South Australian and Northern Territory schools offering 1-unit Stage 2 subjects, by learning area, 2006

Table 6: Stage 2 subjects (2 units) — number of results for students in South Australia, by learning area, 2006

Table 7: Stage 2 subjects (2 units) — number of results for students in the Northern Territory and Asia, by learning area, 2006

Table 8: Number of students in South Australia and the Northern Territory receiving a result in at least one 2-unit Stage 2 subject, 2006

Table 9: Number of individual subject results in 2-unit Stage 2 subjects, 2006

Table 10: Stage 2 subjects (1 unit) — number of results for students in South Australia, by learning area, 2006

Table 11: Stage 2 subjects (1 unit) — number of results for students in the Northern Territory, by learning area, 2006

Table 12: Number of students in South Australia and the Northern Territory receiving a result in at least one 1-unit Stage 2 subject, 2006

Table 13: Number of individual subject results in 1-unit Stage 2 subjects, 2006

Table 14: Number of students in South Australia and the Northern Territory receiving a Stage 2 result in 1 unit of community learning, by name of program, 2006

Table 15: Stage 2 subjects (2 units) — grade distribution, by learning area, 2006

Table 16: Stage 2 subjects (1 unit) — grade distribution, by learning area, 2006

Table 17: Stage 2 subjects (2 units) with levelled results, by learning area — results distribution, 2006

Table 18: Stage 2 subjects (1 unit) with levelled results, by learning area — results distribution, 2006

Table 19: Number of students completing all requirements of the SACE, 1995–2006

Table 20: Number of students receiving a tertiary entrance rank (TER), 2006

Table 21: Number of students receiving a TAFE score, 2006

Table 22: Number of students fulfilling the Higher Education Selection Subjects (HESS) requirements for all courses at The University of Adelaide, Flinders University, and the University of South Australia, 2006

Table 1 Number of students receiving a result in one or more Stage 2 subjects, 2006

	F	%	M	%	Total
South Australia	9295	55	7591	45	16886
Northern Territory	833	53	749	47	1582
Asia	928	54	806	46	1734
Total students	11056	55	9146	45	20202

Table 2 Number of students receiving a result in one or more Stage 2 subjects, 1994–2006

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
South Australia	17430	14987	14172	14434	15190	15562	15950	16439	16806	16703	16642	16658	16886
Northern Territory	1201	1206	1186	1205	1247	1233	1269	1431	1410	1485	1576	1520	1582
Asia	1028	1245	1181	1150	923	947	988	1005	1069	1219	1298	1288	1734
Total students	19659	17438	16539	16789	17360	17742	18207	18875	19285	19407	19516	19466	20202

Table 3 Number of South Australian schools offering 2-unit Stage 2 subjects, by learning area, 2006

	Cath	Govt	Indp	Total
ARTS				
Art Practical	26	97	30	153
Broadcasting and Multimedia (VET)				
Broadcasting and Multimedia A	1	3	0	4
Broadcasting and Multimedia B	1	7	1	9
Craft Practical	3	21	3	27
Dance	1	15	3	19
Dance Studies	1	7	4	12
Design Practical	17	57	19	93
Drama	16	35	10	61
Drama Studies	21	40	22	83
Visual Arts Studies	24	62	30	116
Total	27	111	41	179
ENGLISH				
Communication for the Hearing-impaired	0	2	1	3
English as a Second Language	6	25	5	36
English as Second Language Studies	12	23	12	47
English Communications	28	125	38	191
English Studies	28	63	33	124
Total	28	127	40	195
HEALTH AND PERSONAL DEVELOPMENT				
Community Services (VET)				
Community Services A	0	7	0	7
Community Services B	0	6	2	8
Community Studies				
Arts and the Community	9	34	5	48
Business and the Community	3	17	1	21
Communication and the Community	4	29	2	35
Design, Construction, and the Community	5	29	3	37
Environment and the Community	3	12	2	17
Foods and the Community	6	21	3	30
Health, Recreation, and the Community	11	44	6	61
Lifestyle and the Community	6	28	1	35
Mathematics and the Community	2	15	0	17
Science and the Community	5	18	1	24
Technology and the Community	6	38	3	47
Work and the Community	8	41	1	50
Health Education				
Health Studies	0	23	1	24
Home Economics				
Early Childhood Studies	14	64	13	91
Food and Hospitality Studies	15	87	19	121
Nutrition Studies	4	5	2	11
Textile Studies	2	7	1	10
Hospitality (VET)				
Hospitality — Kitchen Operations A	1	5	0	6
Hospitality — Kitchen Operations B	3	2	0	5
Nutrition*	5	21	5	31
Outdoor and Environmental Education				
Outdoor and Environmental Studies	3	6	3	12
Physical Education	28	89	33	150
Sport and Recreation (VET)				
Sport and Recreation A	0	6	0	6
Sport and Recreation B	0	7	0	7
Work Education				
Vocational Studies A	20	73	18	111
Vocational Studies B	11	44	7	62
Total	27	124	34	185
LANGUAGES				
Arabic (continuers)	0	1	2	3
Auslan (continuers)	0	1	0	1
Bosnian (continuers)	0	1	0	1
Chinese (accelerated)	0	0	1	1
Chinese (accelerated) A†	0	1	0	1
Chinese (background speakers)	5	8	5	18

	Cath	Govt	Indp	Total
Chinese (continuers)	2	6	3	11
Croatian (continuers)	0	1	0	1
Filipino (continuers)	0	1	0	1
French (accelerated)	0	1	0	1
French (accelerated) A†	0	1	0	1
French (continuers)	6	9	7	22
German (accelerated)	0	1	0	1
German (accelerated) A†	0	1	0	1
German (continuers)	1	15	12	28
Hungarian (continuers)	0	1	1	2
Indonesian (accelerated)	1	1	0	2
Indonesian (accelerated) A†	0	1	0	1
Indonesian (continuers)	3	7	4	14
Italian (accelerated)	0	1	0	1
Italian (accelerated) A†	0	1	0	1
Italian (continuers)	13	6	0	19
Japanese (accelerated)	0	2	1	3
Japanese (accelerated) A†	0	1	0	1
Japanese (continuers)	4	11	11	26
Khmer (continuers)	0	2	0	2
Korean (background speakers)	0	1	0	1
Latin (continuers)	0	0	1	1
Macedonian (continuers)	0	0	1	1
Maltese (continuers)	0	0	1	1
Modern Greek (accelerated)	0	0	1	1
Modern Greek (continuers)	0	4	4	8
Persian (background speakers)	0	1	0	1
Polish (continuers)	0	1	2	3
Portuguese (continuers)	0	1	1	2
Romanian (continuers)	0	1	0	1
Russian (background speakers)	0	0	1	1
Russian (continuers)	0	0	1	1
Serbian (continuers)	0	1	0	1
Spanish (accelerated)	0	1	0	1
Spanish (accelerated) A†	0	1	0	1
Spanish (continuers)	0	4	0	4
Ukrainian (continuers)	0	0	1	1
Vietnamese (background speakers)	1	3	0	4
Vietnamese (continuers)	2	2	2	6
Total	21	36	43	100
MATHEMATICS				
Mathematical Applications	28	103	38	169
Mathematical Methods	11	12	16	39
Mathematical Studies	27	71	37	135
Specialist Mathematics	21	38	24	83
Total	28	110	40	178
SCIENCE				
Biology	28	89	36	153
Chemistry	27	59	33	119
Contemporary Issues and Science	11	19	6	36
Geology	0	5	1	6
Physics	25	62	30	117
Psychology	12	32	14	58
Seafood Operations (VET)				
Seafood Operations A	0	1	0	1
Seafood Operations B	0	1	0	1
Total	28	95	37	160
SOCIETY AND THE ENVIRONMENT				
Aboriginal Studies	1	10	1	12
Accounting Studies	19	22	14	55
Agricultural and Horticultural Science	2	4	4	10
Agriculture and Horticulture				
Agricultural and Horticultural Management	0	7	0	7
Agricultural and Horticultural Practice	0	5	0	5
Agricultural and Horticultural Principles	0	5	1	6
Agricultural and Horticultural Studies	0	12	5	17
Australian and International Politics	0	5	3	8

	Cath	Govt	Indp	Total
Australian History	0	12	2	14
Business Studies	26	54	25	105
Business Services (VET)				
Business Services A	0	2	0	2
Business Services B	1	1	0	2
Classical Studies	9	17	7	33
Economics	13	8	15	36
Financial Services (VET)				
Financial Services A	0	0	1	1
Geography Studies	17	35	23	75
Justice in Society				
Justice in Society	2	6	0	8
Legal Studies	17	38	17	72
Media Studies*	1	16	3	20
Modern History	22	46	33	101
Philosophy	1	4	2	7
Religions in Australia	7	0	1	8
Retail (VET)				
Retail A	0	3	1	4
Small Business Enterprise	5	18	0	23
Studies of Religion	9	0	2	11
Studies of Societies	24	51	8	83
Sustainable Futures*				
Sustainable Futures I	0	5	1	6
Sustainable Futures II	0	4	0	4
Tourism	16	68	12	96
Tourism Operations (VET)				
Tourism Operations A	0	1	0	1
Women's Studies	1	8	0	9
Total	28	114	38	180
TECHNOLOGY				
Design and Technology				
Communication Products A	9	58	8	75
Communication Products B	1	15	0	16
Material Products A	10	71	19	100
Material Products B	2	23	3	28
Systems and Control Products A	2	12	3	17
Systems and Control Products B	0	4	1	5
Design and Technology Studies	3	9	7	19
Information Technology	4	14	6	24
Information Technology Studies	16	21	13	50
Information Technology (VET)				
Information Technology A	0	4	0	4
Information Technology B	0	5	2	7
Manufacturing and Engineering (VET)				
Engineering Applications A	1	1	0	2
Total	24	106	34	164
VARIOUS LEARNING AREAS				
Extension Studies A	6	17	4	27
Extension Studies B	3	11	0	14
Integrated Learning I	0	2	2	4
Integrated Learning II	1	0	0	1
Total	7	22	4	33
Total number of schools	28	132	60	220

* Subject redeveloped for 2006.

† Alternative accelerated-level language pathway.

Note: Since redevelopment some subjects have been renamed, for example:

Media Studies replaces Media Production and Analysis

Sustainable Futures replaces Geography and Natural Resources Management.

Table 4 Number of Northern Territory and Asian schools offering 2-unit Stage 2 subjects, by learning area, 2006

	Cath	Northern Territory Govt	Indp	Total	Asia	Grand total
ARTS						
Art Practical	3	6	3	12	0	12
Broadcasting and Multimedia (VET)						
Broadcasting and Multimedia B	1	1	0	2	0	2
Craft Practical	0	4	0	4	0	4
Dance	1	2	1	4	0	4
Dance Studies	0	1	1	2	0	2
Design Practical	1	3	1	5	0	5
Drama	3	2	2	7	0	7
Drama Studies	0	2	1	3	0	3
Visual Arts Studies	0	3	1	4	0	4
Total	3	6	3	12	0	12
ENGLISH						
English as a Second Language	1	6	1	8	0	8
English as Second Language Studies	1	3	0	4	6	10
English Communications	3	10	3	16	0	16
English Studies	2	8	3	13	0	13
Total	3	12	3	18	6	24
HEALTH AND PERSONAL DEVELOPMENT						
Community Studies						
Arts and the Community	1	3	1	5	0	5
Business and the Community	0	2	0	2	0	2
Communication and the Community	0	2	0	2	0	2
Design, Construction, and the Community	0	2	0	2	0	2
Foods and the Community	0	0	1	1	0	1
Health, Recreation, and the Community	0	3	1	4	0	4
Lifestyle and the Community	0	3	1	4	0	4
Mathematics and the Community	1	2	1	4	0	4
Science and the Community	0	3	0	3	0	3
Technology and the Community	0	4	2	6	0	6
Work and the Community	0	5	2	7	0	7
Health Education						
Health Studies	0	1	0	1	0	1
Home Economics						
Early Childhood Studies	0	4	0	4	0	4
Food and Hospitality Studies	0	5	0	5	0	5
Nutrition Studies	1	1	0	2	0	2
Nutrition*	0	1	0	1	0	1
Outdoor and Environmental Education						
Outdoor and Environmental Studies	0	2	2	4	0	4
Physical Education	2	7	1	10	0	10
Sport and Recreation (VET)						
Sport and Recreation A	0	1	0	1	0	1
Sport and Recreation B	1	0	0	1	0	1
Work Education						
Vocational Studies A	2	8	2	12	0	12
Vocational Studies B	1	1	0	2	0	2
Total	3	11	4	18	0	18
LANGUAGES						
Chinese (background speakers)	0	1	0	1	0	1
Chinese (continuers)	0	1	0	1	0	1
French (continuers)	0	1	0	1	0	1
German (continuers)	0	1	0	1	0	1
Indonesian (continuers)	1	2	0	3	0	3
Italian (accelerated)	0	1	0	1	0	1
Italian (continuers)	0	1	0	1	0	1
Japanese (continuers)	0	1	1	2	0	2
Malay (background speakers)	0	0	0	0	2	2
Modern Greek (continuers)	0	1	0	1	0	1
Total	1	2	1	4	2	6

	Cath	Northern Territory Govt	Indp	Total	Asia	Grand total
MATHEMATICS						
Mathematical Applications	3	10	3	16	0	16
Mathematical Methods	1	4	2	7	0	7
Mathematical Studies	2	5	2	9	6	15
Specialist Mathematics	0	3	0	3	6	9
Total	3	10	3	16	6	22
SCIENCE						
Biology	2	9	3	14	5	19
Chemistry	0	6	3	9	6	15
Contemporary Issues and Science	1	6	0	7	0	7
Geology	0	1	0	1	0	1
Physics	2	6	2	10	6	16
Psychology	2	5	0	7	2	9
Total	3	11	3	17	6	23
SOCIETY AND ENVIRONMENT						
Aboriginal Studies	0	2	1	3	0	3
Accounting Studies	1	4	1	6	5	11
Agriculture and Horticulture						
Agricultural and Horticultural Practice	0	1	0	1	0	1
Business Services (VET)						
Business Services B	0	2	0	2	0	2
Australian and International Politics	0	2	0	2	0	2
Australian History	0	1	1	2	0	2
Business Studies	0	5	2	7	0	7
Classical Studies	0	1	0	1	0	1
Economics	0	3	1	4	5	9
Geography Studies	0	2	1	3	0	3
Legal Studies	0	4	0	4	3	7
Media Studies*	1	1	0	2	0	2
Modern History	0	4	1	5	0	5
Religions in Australia	2	0	0	2	0	2
Small Business Enterprise	0	3	0	3	0	3
Studies of Religion	1	0	0	1	0	1
Sustainable Futures*						
Sustainable Futures I	0	2	0	2	0	2
Sustainable Futures II	0	2	0	2	0	2
Tourism	3	5	0	8	0	8
Tourism Operations (VET)						
Tourism Operations B	0	1	0	1	0	1
Women's Studies	0	1	0	1	0	1
Total	3	10	3	16	5	21
TECHNOLOGY						
Design and Technology						
Communication Products A	3	3	1	7	0	7
Communication Products B	0	2	0	2	0	2
Material Products A	2	3	1	6	0	6
Systems and Control Products B	0	1	0	1	0	1
Design and Technology Studies	0	0	1	1	0	1
General Construction (VET)						
General Construction A	1	0	0	1	0	1
General Construction B	1	0	0	1	0	1
Information Technology	0	1	1	2	0	2
Information Technology Studies	0	2	1	3	4	7
Manufacturing and Engineering (VET)						
Engineering Applications A	0	1	0	1	0	1
Total	3	8	3	14	4	18

	Cath	Northern Territory Govt	Indp	Total	Asia	Grand total
VARIOUS LEARNING AREAS						
Extension Studies A	0	1	0	1	0	1
Extension Studies B	0	1	1	2	0	2
Integrated Learning I	0	1	0	1	0	1
Total	0	1	1	2	0	2
Total number of schools	3	13	4	20	6	26

* Subject redeveloped for 2006.

Note: Since redevelopment some subjects have been renamed, for example:

Media Studies replaces Media Production and Analysis

Sustainable Futures replaces Geography and Natural Resources Management.

Table 5 Number of South Australian and Northern Territory schools offering 1-unit Stage 2 subjects, by learning area, 2006

	South Australia				Northern Territory				Grand total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
ARTS									
Art Practical	0	13	2	15	0	0	0	0	15
Craft Practical	0	2	0	2	0	0	0	0	2
Design Practical	0	5	2	7	0	0	0	0	7
Drama	0	2	0	2	1	0	0	1	3
Music*									
Composing and Arranging	6	13	16	35	0	3	0	3	38
Ensemble Performance	19	57	28	104	1	3	1	5	109
Music in Context	2	7	9	18	0	1	0	1	19
Music Individual Study	14	36	12	62	0	3	0	3	65
Music Technology	1	8	9	18	0	0	0	0	18
Musicianship	13	21	17	51	2	1	2	5	56
Performance Special Study	3	11	15	29	0	2	0	2	31
Solo Performance	22	62	31	115	2	3	2	7	122
Total	26	75	34	135	3	4	2	9	144
ENGLISH									
English Communications	0	12	0	12	0	0	0	0	12
Total	0	12	0	12	0	0	0	0	12
HEALTH AND PERSONAL DEVELOPMENT									
Community Studies									
Arts and the Community I	3	45	6	54	0	3	0	3	57
Arts and the Community II	4	18	2	24	0	2	0	2	26
Business and the Community I	3	14	2	19	0	1	1	2	21
Business and the Community II	2	3	0	5	0	0	0	0	5
Communication and the Community I	4	29	4	37	0	3	0	3	40
Communication and the Community II	1	14	0	15	0	1	0	1	16
Design, Construction and the Community I	6	39	7	52	0	3	0	3	55
Design, Construction and the Community II	4	24	3	31	0	1	0	1	32
Environment and the Community I	3	15	2	20	0	1	1	2	22
Environment and the Community II	1	3	1	5	0	0	0	0	5
Foods and the Community I	5	41	3	49	0	1	1	2	51
Foods and the Community II	3	13	2	18	0	0	1	1	19
Health, Recreation, and the Community I	6	42	5	53	0	4	1	5	58
Health, Recreation, and the Community II	5	24	3	32	0	2	0	2	34
Lifestyle and the Community I	4	36	3	43	0	2	1	3	46
Lifestyle and the Community II	2	11	3	16	0	1	0	1	17
Mathematics and the Community I	6	21	2	29	0	3	0	3	32
Mathematics and the Community II	2	11	1	14	0	1	0	1	15
Science and the Community I	0	10	0	10	0	2	0	2	12
Science and the Community II	0	2	0	2	0	1	0	1	3
Technology and the Community I	6	30	5	41	0	2	2	4	45
Technology and the Community II	6	15	3	24	0	1	2	3	27
Work and the Community I	8	45	5	58	0	4	1	5	63
Work and the Community II	2	26	3	31	0	3	0	3	34
Health Education									
Health Education I	0	6	0	6	0	1	0	1	7
Health Education II	0	7	0	7	0	1	0	1	8
Home Economics									
Early Childhood Studies	1	2	0	3	0	1	0	1	4
Food and Hospitality Studies	1	14	0	15	1	1	0	2	17
Nutrition Studies	0	10	0	10	1	2	0	3	13
Outdoor and Environmental Education									
Outdoor Education I	2	13	2	17	1	1	1	3	20
Outdoor Education II	2	12	1	15	1	1	1	3	18
Work Education									
Work Studies A	3	29	5	37	0	2	0	2	39
Work Studies B	3	29	5	37	0	2	0	2	39
Total	16	100	13	129	2	7	3	12	141
LANGUAGES									
Australian Languages									
Language Awareness I	1	0	0	1	0	1	0	1	2
Language Awareness II	1	0	0	1	0	1	0	1	2
Total	1	0	0	1	0	1	0	1	2

	South Australia				Northern Territory				Grand total
	Cath	Govt	Indp	Total	Cath	Govt	Indp	Total	
MATHEMATICS									
Mathematical Applications	1	9	1	11	2	0	0	2	13
Total	1	9	1	11	2	0	0	2	13
SCIENCE									
Psychology	1	0	0	1	0	0	0	0	1
Total	1	0	0	1	0	0	0	0	1
SOCIETY AND ENVIRONMENT									
Agriculture and Horticulture									
Agricultural and Horticultural Practice I	0	2	0	2	0	0	0	0	2
Agricultural and Horticultural Practice II	0	2	0	2	0	0	0	0	2
Agricultural and Horticultural Management I	0	1	0	1	0	0	0	0	1
Agricultural and Horticultural Management II	0	1	0	1	0	0	0	0	1
Agricultural and Horticultural Principles I	0	1	0	1	0	0	0	0	1
Agricultural and Horticultural Principles II	0	1	0	1	0	0	0	0	1
Agricultural and Horticultural Studies I	0	2	0	2	0	0	0	0	2
Agricultural and Horticultural Studies II	0	2	0	2	0	0	0	0	2
Business Studies	0	2	0	2	0	0	0	0	2
Justice in Society									
Justice in Society I	0	1	0	1	0	0	0	0	1
Religions in Australia	5	0	0	5	0	0	0	0	5
Studies of Societies	0	1	0	1	0	0	0	0	1
Sustainable Futures*									
Sustainable Futures I	0	1	0	1	0	0	0	0	1
Total	5	8	0	13	0	0	0	0	13
TECHNOLOGY									
Design and Technology									
Communication Products A	1	9	0	10	0	0	0	0	10
Communication Products B	1	6	0	7	0	0	0	0	7
Material Products A	1	27	2	30	0	0	0	0	30
Material Products B	1	22	1	24	0	0	0	0	24
Systems and Control Products A	0	13	1	14	0	0	0	0	14
Systems and Control Products B	0	6	0	6	0	0	0	0	6
Information Processing and Publishing									
Business Documents	5	32	8	45	0	2	1	3	48
Desktop Publishing	16	80	19	115	1	5	0	6	121
Electronic Publishing	11	26	10	47	1	6	1	8	55
Personal Documents	9	42	5	56	0	2	0	2	58
Total	21	96	21	138	1	8	1	10	148
VARIOUS LEARNING AREAS									
Integrated Learning I	0	1	0	1	0	0	0	0	1
Total	0	1	0	1	0	0	0	0	1
Total number of schools	27	125	39	191	3	13	3	19	210

* Subject redeveloped for 2006.

Note: Since redevelopment some subjects have been renamed, for example:

Music in Context replaces Music in Society

Music Technology replaces Analytical Studies

Sustainable Futures replaces Geography and National Resources Management.

Table 6 Stage 2 subjects (2 units) — number of results for students in South Australia, by learning area, 2006

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		F	M		
ARTS											
Art Practical	115	51	330	175	120	52	565	67	278	33	843
Broadcasting and Multimedia (VET)											
Broadcasting and Multimedia A	1	8	5	9	0	0	6	26	17	74	23
Broadcasting and Multimedia B	3	6	16	43	0	1	19	28	50	72	69
Craft Practical	9	0	70	21	3	1	82	79	22	21	104
Dance	2	0	80	4	7	0	89	96	4	4	93
Dance Studies	6	0	39	3	32	3	77	93	6	7	83
Design Practical	61	60	118	166	47	86	226	42	312	58	538
Drama	38	15	83	67	27	21	148	59	103	41	251
Drama Studies	142	47	268	106	189	95	599	71	248	29	847
Visual Arts Studies	206	86	433	179	262	108	901	71	373	29	1274
Total	583	273	1442	773	687	367	2712	66	1413	34	4125
ENGLISH											
Communication for the Hearing-impaired	0	0	2	6	0	1	2	22	7	78	9
English as a Second Language	42	14	103	121	7	14	152	50	149	50	301
English as Second Language Studies	88	84	172	177	89	84	349	50	345	50	694
English Communications	833	592	2182	1703	863	767	3878	56	3062	44	6940
English Studies	363	197	680	326	540	277	1583	66	800	34	2383
Total	1326	887	3139	2333	1499	1143	5964	58	4363	42	10327
HEALTH AND PERSONAL DEVELOPMENT											
Community Services (VET)											
Community Services A	0	0	41	0	0	0	41	100	0	0	41
Community Services B	0	0	10	0	2	0	12	100	0	0	12
Community Studies											
Arts and the Community	16	4	90	36	5	2	111	73	42	27	153
Business and the Community	2	1	9	15	1	2	12	40	18	60	30
Communication and the Community	7	1	41	22	1	1	49	67	24	33	73
Design, Construction, and the Community	15	34	31	38	1	3	47	39	75	61	122
Environment and the Community	9	10	6	9	3	0	18	49	19	51	37
Foods and the Community	4	3	38	19	3	0	45	67	22	33	67
Health, Recreation, and the Community	14	9	69	93	5	1	88	46	103	54	191
Lifestyle and the Community	7	1	49	18	1	0	57	75	19	25	76
Mathematics and the Community	0	2	16	15	0	0	16	48	17	52	33
Science and the Community	4	3	16	14	1	0	21	55	17	45	38
Technology and the Community	10	21	26	63	1	3	37	30	87	70	124
Work and the Community	24	22	36	37	3	0	63	52	59	48	122
Home Economics											
Early Childhood Studies	229	10	904	44	174	12	1307	95	66	5	1373
Food and Hospitality Studies	301	107	869	455	257	95	1427	68	657	32	2084
Nutrition Studies	63	13	66	31	23	18	152	71	62	29	214
Textile Studies	16	0	25	0	9	0	50	100	0	0	50
Hospitality (VET)											
Hospitality — Kitchen Operations A	1	0	5	4	0	0	6	60	4	40	10
Hospitality — Kitchen Operations B	4	4	5	5	0	0	9	50	9	50	18
Health Education											
Health Studies	0	0	272	101	20	9	292	73	110	27	402
Nutrition*	52	25	378	124	83	25	513	75	174	25	687
Outdoor and Environmental Education											
Outdoor and Environmental Studies	4	17	14	17	16	23	34	37	57	63	91
Physical Education	338	379	567	1082	291	399	1196	39	1860	61	3056
Sport and Recreation (VET)											
Sport and Recreation A	0	0	7	18	0	0	7	28	18	72	25
Sport and Recreation B	0	0	22	26	0	0	22	46	26	54	48
Work Education											
Vocational Studies A	102	100	459	540	85	101	646	47	741	53	1387
Vocational Studies B	62	73	243	292	46	40	351	46	405	54	756
Total	1284	839	4314	3118	1031	734	6629	59	4691	41	11320
LANGUAGES											
Arabic (continuers)	0	0	5	7	13	9	18	53	16	47	34
Auslan (continuers)	0	0	0	1	0	0	0	0	1	100	1
Bosnian (continuers)	0	0	2	3	0	0	2	40	3	60	5
Chinese (accelerated)	0	0	0	0	8	0	8	100	0	0	8
Chinese (accelerated) A†	0	0	7	3	0	0	7	70	3	30	10
Chinese (background speakers)	49	21	73	75	28	33	150	54	129	46	279

	Cath		Govt		Indp		Total				Grand total
	F	M	F	M	F	M	F	%	M	%	
Chinese (continuers)	8	2	29	27	26	14	63	59	43	41	106
Croatian (continuers)	0	0	8	0	0	0	8	100	0	0	8
Filipino (continuers)	0	0	3	0	0	0	3	100	0	0	3
French (accelerated)	0	0	12	0	0	0	12	100	0	0	12
French (accelerated) A†	0	0	4	1	0	0	4	80	1	20	5
French (continuers)	38	9	67	19	66	19	171	78	47	22	218
German (accelerated)	0	0	3	1	0	0	3	75	1	25	4
German (accelerated) A†	0	0	3	1	0	0	3	75	1	25	4
German (continuers)	3	9	89	45	69	34	161	65	88	35	249
Hungarian (continuers)	0	0	1	0	3	1	4	80	1	20	5
Indonesian (accelerated)	7	0	3	1	0	0	10	91	1	9	11
Indonesian (accelerated) A†	0	0	1	0	0	0	1	100	0	0	1
Indonesian (continuers)	13	10	38	11	19	9	70	70	30	30	100
Italian (accelerated)	0	0	7	1	0	0	7	88	1	13	8
Italian (accelerated) A†	0	0	4	0	0	0	4	100	0	0	4
Italian (continuers)	106	30	37	11	0	0	143	78	41	22	184
Japanese (accelerated)	0	0	12	4	6	0	18	82	4	18	22
Japanese (accelerated) A†	0	0	0	2	0	0	0	0	2	100	2
Japanese (continuers)	28	14	57	51	82	21	167	66	86	34	253
Khmer (continuers)	0	0	9	5	0	0	9	64	5	36	14
Korean (background speakers)	0	0	14	19	0	0	14	42	19	58	33
Latin (continuers)	0	0	0	0	1	3	1	25	3	75	4
Macedonian (continuers)	0	0	0	0	0	3	0	0	3	100	3
Maltese (continuers)	0	0	0	0	0	1	0	0	1	100	1
Modern Greek (accelerated)	0	0	0	0	1	1	1	50	1	50	2
Modern Greek (continuers)	0	0	24	16	14	6	38	63	22	37	60
Persian (background speakers)	0	0	8	7	0	0	8	53	7	47	15
Polish (continuers)	0	0	7	5	2	4	9	50	9	50	18
Portuguese (continuers)	0	0	1	0	2	0	3	100	0	0	3
Romanian (continuers)	0	0	1	0	0	0	1	100	0	0	1
Russian (background speakers)	0	0	0	0	0	2	0	0	2	100	2
Russian (continuers)	0	0	0	0	1	1	1	50	1	50	2
Serbian (continuers)	0	0	2	1	0	0	2	67	1	33	3
Spanish (accelerated)	0	0	9	6	0	0	9	60	6	40	15
Spanish (accelerated) A†	0	0	9	1	0	0	9	90	1	10	10
Spanish (continuers)	0	0	40	13	0	0	40	75	13	25	53
Ukrainian (continuers)	0	0	0	0	0	1	0	0	1	100	1
Vietnamese (background speakers)	5	2	13	8	0	0	18	64	10	36	28
Vietnamese (continuers)	12	2	12	3	3	9	27	66	14	34	41
Total	269	99	614	348	344	171	1227	67	618	33	1845
MATHEMATICS											
Mathematical Applications	365	342	761	878	531	416	1657	50	1636	50	3293
Mathematical Methods	107	119	113	102	162	193	382	48	414	52	796
Mathematical Studies	336	362	574	910	433	541	1343	43	1813	57	3156
Specialist Mathematics	91	180	140	353	123	234	354	32	767	68	1121
Total	899	1003	1588	2243	1249	1384	3736	45	4630	55	8366
SCIENCE											
Biology	574	246	1220	687	699	349	2493	66	1282	34	3775
Chemistry	237	238	440	576	350	376	1027	46	1190	54	2217
Contemporary Issues and Science	93	28	84	89	24	14	201	61	131	39	332
Geology	0	0	26	26	0	8	26	43	34	57	60
Physics	116	275	239	755	174	412	529	27	1442	73	1971
Psychology	152	63	695	266	280	83	1127	73	412	27	1539
Seafood Operations (VET)											
Seafood Operations A	0	0	0	2	0	0	0	0	2	100	2
Seafood Operations B	0	0	0	9	0	0	0	0	9	100	9
Total	1172	850	2704	2410	1527	1242	5403	55	4502	45	9905
SOCIETY AND ENVIRONMENT											
Aboriginal Studies	13	0	59	17	1	0	73	81	17	19	90
Accounting Studies	151	127	218	218	143	160	512	50	505	50	1017
Agricultural and Horticultural Science	3	13	19	12	18	30	40	42	55	58	95
Agriculture and Horticulture											
Agricultural and Horticultural Management	0	0	12	24	0	0	12	33	24	67	36
Agricultural and Horticultural Practice	0	0	6	16	0	0	6	27	16	73	22
Agricultural and Horticultural Principles	0	0	10	24	4	10	14	29	34	71	48
Agricultural and Horticultural Studies	0	0	12	51	13	19	25	26	70	74	95

	Cath		Govt		Indp		F	Total			Grand total
	F	M	F	M	F	M		%	M	%	
Australian and International Politics	0	0	23	36	39	33	62	47	69	53	131
Australian History	0	0	101	62	22	18	123	61	80	39	203
Business Services (VET)											
Business Services A	0	0	7	1	0	0	7	88	1	13	8
Business Services B	4	1	6	1	0	0	10	83	2	17	12
Financial Services (VET)											
Financial Services A	0	0	0	0	8	8	8	50	8	50	16
Business Studies	339	346	455	447	268	278	1062	50	1071	50	2133
Classical Studies	85	24	189	111	60	47	334	65	182	35	516
Economics	71	154	43	105	110	185	224	34	444	66	668
Geography Studies	93	122	208	285	176	287	477	41	694	59	1171
Justice in Society											
Justice in Society	3	8	31	15	0	0	34	60	23	40	57
Legal Studies	178	144	302	262	115	107	595	54	513	46	1108
Media Studies*	3	11	91	105	20	43	114	42	159	58	273
Modern History	220	183	406	349	330	227	956	56	759	44	1715
Philosophy	4	15	47	31	7	12	58	50	58	50	116
Religions in Australia	150	116	0	0	13	14	163	56	130	44	293
Retail (VET)											
Retail A	0	0	4	4	1	0	5	56	4	44	9
Small Business Enterprise	27	46	85	161	0	0	112	35	207	65	319
Studies of Religion	78	60	0	0	12	6	90	58	66	42	156
Studies of Societies	435	241	642	299	91	31	1168	67	571	33	1739
Sustainable Futures*											
Sustainable Futures I	0	0	10	22	4	5	14	34	27	66	41
Sustainable Futures II	0	0	9	12	0	0	9	43	12	57	21
Tourism	266	196	901	454	186	107	1353	64	757	36	2110
Tourism Operations (VET)											
Tourism Operations A	0	0	2	0	0	0	2	100	0	0	2
Women's Studies	31	0	139	15	0	0	170	92	15	8	185
Total	2154	1807	4037	3139	1641	1627	7832	54	6573	46	14405
TECHNOLOGY											
Design and Technology											
Communication Products A	77	68	350	253	34	30	461	57	351	43	812
Communication Products B	9	7	118	130	0	0	127	48	137	52	264
Material Products A	3	87	49	501	13	147	65	8	735	92	800
Material Products B	0	20	8	185	2	16	10	4	221	96	231
Systems and Control Products A	4	54	9	92	0	17	13	7	163	93	176
Systems and Control Products B	0	0	3	51	0	7	3	5	58	95	61
Design and Technology Studies	16	17	9	60	21	71	46	24	148	76	194
Information Technology (VET)											
Information Technology A	0	0	3	14	0	0	3	18	14	82	17
Information Technology B	0	0	8	25	3	6	11	26	31	74	42
Information Technology	12	32	11	55	9	36	32	21	123	79	155
Information Technology Studies	36	127	41	189	15	110	92	18	426	82	518
Manufacturing and Engineering (VET)											
Engineering Applications A	0	7	0	16	0	0	0	0	23	100	23
Total	157	419	609	1571	97	440	863	26	2430	74	3293
VARIOUS LEARNING AREAS											
Extension Studies A	17	8	44	29	4	3	65	62	40	38	105
Extension Studies B	4	5	6	15	0	0	10	33	20	67	30
Integrated Learning I	0	0	2	32	2	9	4	9	41	91	45
Integrated Learning II	11	0	0	0	0	0	11	100	0	0	11
Total	32	13	52	76	6	12	90	47	101	53	191
Total results	7876	6190	18499	16011	8081	7120	34456	54	29321	46	63777

* Subject redeveloped for 2006.

† Alternative accelerated-level language pathway.

Note: Since redevelopment some subjects have been renamed, for example:

Media Studies replaces Media Production and Analysis

Sustainable Futures replaces Geography and Natural Resources Management.

Table 7 Stage 2 subjects (2 units) — number of results for students in the Northern Territory and Asia, by learning area, 2006

	Northern Territory												Asia Total				Grand total
	Cath		Govt		Indp		Total										
	F	M	F	M	F	M	F	%	M	%	F	%	M	%			
ARTS																	
Broadcasting and Multimedia (VET)																	
Broadcasting and Multimedia B	4	5	5	7	0	0	9	43	12	57	0	0	0	0	21		
Art Practical	13	4	80	32	11	7	104	71	43	29	0	0	0	0	147		
Craft Practical	0	0	16	6	0	0	16	73	6	27	0	0	0	0	22		
Dance	2	0	8	0	2	0	12	100	0	0	0	0	0	0	12		
Dance Studies	0	0	5	0	3	0	8	100	0	0	0	0	0	0	8		
Design Practical	2	3	28	14	1	6	31	57	23	43	0	0	0	0	54		
Drama	12	3	8	4	4	3	24	71	10	29	0	0	0	0	34		
Drama Studies	0	0	15	3	2	4	17	71	7	29	0	0	0	0	24		
Visual Arts Studies	0	0	20	4	8	0	28	88	4	13	0	0	0	0	32		
Total	33	15	185	70	31	20	249	70	105	30	0	0	0	0	354		
ENGLISH																	
English as a Second Language	3	5	15	10	2	1	20	56	16	44	0	0	0	0	36		
English as Second Language Studies	6	7	23	29	0	0	29	45	36	55	924	54	803	46	1792		
English Communications	43	30	254	246	19	42	316	50	318	50	0	0	0	0	634		
English Studies	16	5	127	53	27	19	170	69	77	31	0	0	0	0	247		
Total	68	47	419	338	48	62	535	54	447	46	924	54	803	46	2709		
HEALTH AND PERSONAL DEVELOPMENT																	
Community Studies																	
Arts and the Community	1	0	4	1	3	1	8	80	2	20	0	0	0	0	10		
Business and the Community	0	0	3	5	0	0	3	38	5	63	0	0	0	0	8		
Communication and the Community Design, Construction, and the Community	0	0	3	1	0	0	3	75	1	25	0	0	0	0	4		
Community	0	0	3	0	0	0	3	100	0	0	0	0	0	0	3		
Foods and the Community	0	0	0	0	0	2	0	0	2	100	0	0	0	0	2		
Health, Recreation, and the Community	0	0	7	24	0	3	7	21	27	79	0	0	0	0	34		
Lifestyle and the Community	0	0	6	6	3	3	9	50	9	50	0	0	0	0	18		
Mathematics and the Community	0	1	3	2	0	1	3	43	4	57	0	0	0	0	7		
Science and the Community	0	0	3	0	0	0	3	100	0	0	0	0	0	0	3		
Technology and the Community	0	0	4	11	2	0	6	35	11	65	0	0	0	0	17		
Work and the Community	0	0	6	3	2	0	8	73	3	27	0	0	0	0	11		
Health Education																	
Health Studies	0	0	10	1	0	0	10	91	1	9	0	0	0	0	11		
Home Economics																	
Early Childhood Studies	0	0	59	1	0	0	59	98	1	2	0	0	0	0	60		
Food and Hospitality Studies	0	0	43	24	0	0	43	64	24	36	0	0	0	0	67		
Nutrition Studies	6	3	14	6	0	0	20	69	9	31	0	0	0	0	29		
Nutrition*	0	0	47	23	0	0	47	67	23	33	0	0	0	0	70		
Outdoor and Environmental Education																	
Outdoor and Environmental Studies	0	0	7	8	8	11	15	44	19	56	0	0	0	0	34		
Physical Education	10	13	65	91	6	12	81	41	116	59	0	0	0	0	197		
Sport and Recreation (VET)																	
Sport and Recreation A	0	0	5	8	0	0	5	38	8	62	0	0	0	0	13		
Sport and Recreation B	4	9	0	0	0	0	4	31	9	69	0	0	0	0	13		
Work Education																	
Vocational Studies A	6	10	41	42	7	13	54	45	65	55	0	0	0	0	119		
Vocational Studies B	5	7	3	2	0	0	8	47	9	53	0	0	0	0	17		
Total	32	43	336	259	31	46	399	53	348	47	0	0	0	0	747		
LANGUAGES																	
Chinese (background speakers)	0	0	6	3	0	0	6	67	3	33	0	0	0	0	9		
Chinese (continuers)	0	0	4	5	0	0	4	44	5	56	0	0	0	0	9		
French (continuers)	0	0	3	3	0	0	3	50	3	50	0	0	0	0	6		
German (continuers)	0	0	6	5	0	0	6	55	5	45	0	0	0	0	11		
Indonesian (continuers)	6	7	21	8	0	0	27	64	15	36	0	0	0	0	42		
Italian (accelerated)	0	0	2	3	0	0	2	40	3	60	0	0	0	0	5		
Italian (continuers)	0	0	6	2	0	0	6	75	2	25	0	0	0	0	8		
Japanese (continuers)	0	0	5	1	3	4	8	62	5	38	0	0	0	0	13		
Malay (background speakers)	0	0	0	0	0	0	0	0	0	0	82	66	42	34	124		
Modern Greek (continuers)	0	0	4	1	0	0	4	80	1	20	0	0	0	0	5		
Total	6	7	57	31	3	4	66	61	42	39	82	66	42	34	232		

	Northern Territory														Grand total
	Cath		Govt		Indp		Total				Asia Total				
	F	M	F	M	F	M	F	%	M	%	F	%	M	%	
MATHEMATICS															
Mathematical Applications	35	29	144	120	18	20	197	54	169	46	0	0	0	0	366
Mathematical Methods	5	5	106	86	9	14	120	53	105	47	0	0	0	0	225
Mathematical Studies	5	8	54	79	10	11	69	41	98	59	921	54	799	46	1887
Specialist Mathematics	0	0	8	32	0	0	8	20	32	80	213	36	372	64	625
Total	45	42	312	317	37	45	394	49	404	51	1134	49	1171	51	3103
SCIENCE															
Biology	13	5	131	63	20	19	164	65	87	35	487	67	243	33	981
Chemistry	0	0	71	70	11	16	82	49	86	51	612	54	511	46	1291
Contemporary Issues and Science	4	3	41	21	0	0	45	65	24	35	0	0	0	0	69
Geology	0	0	2	10	0	0	2	17	10	83	0	0	0	0	12
Physics	4	9	29	84	7	20	40	26	113	74	567	51	548	49	1268
Psychology	21	0	69	25	0	0	90	78	25	22	61	71	25	29	201
Total	42	17	343	273	38	55	423	55	345	45	1727	57	1327	43	3822
SOCIETY AND ENVIRONMENT															
Aboriginal Studies	0	0	19	9	5	7	24	60	16	40	0	0	0	0	40
Accounting Studies	6	2	27	19	5	3	38	6	24	4	309	50	249	40	620
Australian and International Politics	0	0	20	13	0	0	20	61	13	39	0	0	0	0	33
Australian History	0	0	13	5	8	4	21	70	9	30	0	0	0	0	30
Agriculture and Horticulture															
Agricultural and Horticultural Practice	0	0	2	2	0	0	2	50	2	50	0	0	0	0	4
Business Services (VET)															
Business Services B	0	0	13	2	0	0	13	87	2	13	0	0	0	0	15
Business Studies	0	0	47	40	5	7	52	53	47	47	0	0	0	0	99
Classical Studies	0	0	14	3	0	0	14	82	3	18	0	0	0	0	17
Economics	0	0	25	33	2	5	27	42	38	58	301	57	230	43	596
Geography Studies	0	0	24	19	5	8	29	52	27	48	0	0	0	0	56
Legal Studies	0	0	41	17	0	0	41	71	17	29	92	56	72	44	222
Media Studies*	2	2	3	2	0	0	5	56	4	44	0	0	0	0	9
Modern History	0	0	48	25	4	2	52	66	27	34	0	0	0	0	79
Religions in Australia	16	4	0	0	0	0	16	80	4	20	0	0	0	0	20
Small Business Enterprise	0	0	18	19	0	0	18	49	19	51	0	0	0	0	37
Studies of Religion	10	3	0	0	0	0	10	77	3	23	0	0	0	0	13
Sustainable Futures*															
Sustainable Futures I	0	0	8	13	0	0	8	38	13	62	0	0	0	0	21
Sustainable Futures II	0	0	2	2	0	0	2	50	2	50	0	0	0	0	4
Tourism	12	3	42	19	0	0	54	71	22	29	0	0	0	0	76
Tourism Operations (VET)															
Tourism Operations B	0	0	5	11	0	0	5	31	11	69	0	0	0	0	16
Women's Studies	0	0	12	0	0	0	12	100	0	0	0	0	0	0	12
Total	46	14	383	253	34	36	463	60	303	40	702	56	551	44	2019
TECHNOLOGY															
Design and Technology															
Communication Products A	25	19	6	24	4	10	35	40	53	60	0	0	0	0	88
Communication Products B	0	0	10	21	0	0	10	32	21	68	0	0	0	0	31
Material Products A	5	8	5	8	0	1	10	37	17	63	0	0	0	0	27
Systems and Control Products B	0	0	0	10	0	0	0	0	10	100	0	0	0	0	10
Design and Technology Studies	0	0	0	0	0	1	0	0	1	100	0	0	0	0	1
General Construction (VET)															
General Construction A	0	10	0	0	0	0	0	0	10	100	0	0	0	0	10
General Construction B	0	5	0	0	0	0	0	0	5	100	0	0	0	0	5
Information Technology	0	0	7	5	1	3	8	50	8	50	0	0	0	0	16
Information Technology Studies	0	0	5	25	3	8	8	20	33	80	67	34	128	66	236
Manufacturing and Engineering (VET)															
Engineering Applications A	0	0	0	9	0	0	0	0	9	100	0	0	0	0	9
Total	30	42	33	102	8	23	71	30	167	70	67	34	128	66	433

	Cath		Govt		Northern Territory Indp				Total			Asia Total				Grand total
	F	M	F	M	F	M	F	%	M	%	F	%	M	%		
	VARIOUS LEARNING AREAS															
Extension Studies A	0	0	2	1	0	0	2	67	1	33	0	0	0	0	3	
Extension Studies B	0	0	1	1	1	0	2	67	1	33	0	0	0	0	3	
Integrated Learning I	0	0	11	19	0	0	11	37	19	63	0	0	0	0	30	
Total	0	0	17	21	1	0	15	42	21	58	0	0	0	0	36	
Total results	302	227	2082	1664	231	291	2615	55	2182	45	4636	54	4022	46	13455	

* Subject redeveloped for 2006.

Note: Since redevelopment some subjects have been renamed, for example:

Media Studies replaces Media Production and Analysis

Sustainable Futures replaces Geography and Natural Resources Management.

Table 8 Number of students in South Australia and the Northern Territory receiving a result in at least one 2-unit Stage 2 subject, 2006

South Australia		
Catholic	Female	1801
	Male	1413
	Total	3214
Government	Female	5114
	Male	4459
	Total	9573
Independent	Female	1947
	Male	1669
	Total	3616
South Australian total		16403
Northern Territory		
Catholic	Female	98
	Male	75
	Total	173
Government	Female	614
	Male	507
	Total	1121
Independent	Female	62
	Male	81
	Total	143
Northern Territory total		1437
Grand total		17840

Table 9 Number of individual subject results in 2-unit Stage 2 subjects, 2006

Subjects with scored results		
South Australia		
Catholic	Female	7762
	Male	6064
	Total	13826
Government	Female	17970
	Male	15556
	Total	33526
Independent	Female	8047
	Male	7100
	Total	15147
Total	Female	33779
	Male	28720
South Australian total		62499
Northern Territory		
Catholic	Female	301
	Male	216
	Total	517
Government	Female	2035
	Male	1594
	Total	3629
Independent	Female	221
	Male	281
	Total	502
Total	Female	2557
	Male	2091
Northern Territory total		4648
Grand total		67147

Subjects with levelled results

South Australia		
Catholic	Female	114
	Male	126
	Total	240
Government	Female	529
	Male	455
	Total	984
Independent	Female	34
	Male	20
	Total	54
Total	Female	677
	Male	601
South Australian total		1278
Northern Territory		
Catholic	Female	1
	Male	11
	Total	12
Government	Female	47
	Male	70
	Total	117
Independent	Female	10
	Male	10
	Total	20
Total	Female	58
	Male	91
Northern Territory total		149
Grand total		1427

Note: Levelled results are reported to students as either satisfactory achievement (SA) or recorded achievement (RA) without an accompanying score out of 20 or grade.

Table 10 Stage 2 subjects (1 unit) — number of results for students in South Australia, by learning area, 2006

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		F	M		
ARTS											
Art Practical	0	0	18	4	1	1	19	79	5	21	24
Craft Practical	0	0	2	0	0	0	2	100	0	0	2
Design Practical	0	0	4	3	1	1	5	56	4	44	9
Drama	0	0	3	0	0	0	3	100	0	0	3
Music*											
Composing and Arranging	3	5	6	20	24	19	33	43	44	57	77
Ensemble Performance	60	32	160	163	112	89	332	54	284	46	616
Music in Context	9	4	28	15	42	19	79	68	38	32	117
Music Individual Study	16	11	43	51	13	21	72	46	83	54	155
Music Technology	0	5	9	12	7	21	16	30	38	70	54
Musicianship	51	23	75	78	71	63	197	55	164	45	361
Performance Special Study	3	1	20	14	35	14	58	67	29	33	87
Solo Performance	79	31	157	150	126	90	362	57	271	43	633
Total	221	112	525	510	432	338	1178	55	960	45	2138
ENGLISH											
English Communications	0	0	6	12	0	0	6	33	12	67	18
Total	0	0	6	12	0	0	6	33	12	67	18
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Arts and the Community I	5	0	75	56	11	16	91	56	72	44	163
Arts and the Community II	3	1	26	16	1	5	30	58	22	42	52
Business and the Community I	2	1	21	20	2	1	25	53	22	47	47
Business and the Community II	1	1	2	1	0	0	3	60	2	40	5
Communication and the Community I	4	2	56	56	1	5	61	49	63	51	124
Communication and the Community II	3	0	9	29	0	0	12	29	29	71	41
Design, Construction and the Community I	5	9	99	86	3	23	107	48	118	52	225
Design, Construction and the Community II	3	1	31	24	0	9	34	50	34	50	68
Environment and the Community I	2	1	10	28	0	2	12	28	31	72	43
Environment and the Community II	1	0	1	3	0	1	2	33	4	67	6
Foods and the Community I	6	4	88	56	2	2	96	61	62	39	158
Foods and the Community II	3	1	22	19	2	1	27	56	21	44	48
Health, Recreation, and the Community I	11	6	71	127	10	16	92	38	149	62	241
Health, Recreation, and the Community II	7	1	28	28	0	6	35	50	35	50	70
Lifestyle and the Community I	3	9	66	60	5	4	74	50	73	50	147
Lifestyle and the Community II	4	0	22	20	2	1	28	57	21	43	49
Mathematics and the Community I	5	2	26	62	0	2	31	32	66	68	97
Mathematics and the Community II	2	1	13	35	0	1	15	29	37	71	52
Science and the Community I	0	0	20	17	0	0	20	54	17	46	37
Science and the Community II	0	0	9	3	0	0	9	75	3	25	12
Technology and the Community I	4	17	31	75	0	10	35	26	102	74	137
Technology and the Community II	7	7	15	46	1	2	23	29	55	71	78
Work and the Community I	9	7	98	92	5	10	112	51	109	49	221
Work and the Community II	1	2	27	27	2	3	30	48	32	52	62
Health Education											
Health Education I	0	0	30	9	0	0	30	77	9	23	39
Health Education II	0	0	32	11	0	0	32	74	11	26	43
Home Economics											
Early Childhood Studies	1	0	2	0	0	0	3	100	0	0	3
Food and Hospitality Studies	1	0	50	41	0	0	51	55	41	45	92
Nutrition Studies	0	0	42	30	0	0	42	58	30	42	72
Outdoor and Environmental Education											
Outdoor Education I	6	14	38	103	5	10	49	28	127	72	176
Outdoor Education II	5	14	35	96	5	9	45	27	119	73	164
Work Education											
Work Studies A	8	21	116	124	7	13	131	45	158	55	289
Work Studies B	7	18	99	106	3	10	109	45	134	55	243
Total	119	140	1310	1506	67	162	1496	45	1808	55	3304
LANGUAGES											
Australian Languages											
Language Awareness I	0	11	0	0	0	0	0	0	11	100	11
Language Awareness II	0	11	0	0	0	0	0	0	11	100	11
Total	0	22	0	0	0	0	0	0	22	100	22

	Cath		Govt		Indp		Total				Grand total
	F	M	F	M	F	M	F	%	M	%	
MATHEMATICS											
Mathematical Applications	0	2	3	30	0	1	3	8	33	92	36
Total	0	2	3	30	0	1	3	8	33	92	36
SCIENCE											
Psychology	0	1	0	0	0	0	0	0	1	100	1
Total	0	1	0	0	0	0	0	0	1	100	1
SOCIETY AND ENVIRONMENT											
Agriculture and Horticulture											
Agricultural and Horticultural Management I	0	0	5	6	0	0	5	45	6	55	11
Agricultural and Horticultural Management II	0	0	11	18	0	0	11	38	18	62	29
Agricultural and Horticultural Practice I	0	0	1	8	0	0	1	11	8	89	9
Agricultural and Horticultural Practice II	0	0	8	14	0	0	8	36	14	64	22
Agricultural and Horticultural Principles I	0	0	13	4	0	0	13	76	4	24	17
Agricultural and Horticultural Principles II	0	0	9	14	0	0	9	39	14	61	23
Agricultural and Horticultural Studies I	0	0	18	10	0	0	18	64	10	36	28
Agricultural and Horticultural Studies II	0	0	18	14	0	0	18	56	14	44	32
Business Studies	0	0	3	1	0	0	3	75	1	25	4
Justice in Society											
Justice in Society I	0	0	0	2	0	0	0	0	2	100	2
Religions in Australia	113	36	0	0	0	0	113	76	36	24	149
Studies of Societies	0	0	0	1	0	0	0	0	1	100	1
Sustainable Futures*											
Sustainable Futures I	0	0	0	1	0	0	0	0	1	100	1
Total	113	36	86	93	0	0	199	61	129	39	328
TECHNOLOGY											
Design and Technology											
Communication Products A	20	18	16	46	0	0	36	36	64	64	100
Communication Products B	19	18	15	43	0	0	34	36	61	64	95
Material Products A	1	11	31	153	0	25	32	14	189	86	221
Material Products B	1	10	20	134	0	15	21	12	159	88	180
Systems and Control Products A	0	0	3	76	0	6	3	4	82	96	85
Systems and Control Products B	0	0	4	59	0	0	4	6	59	94	63
Information Processing and Publishing											
Business Documents	59	10	260	146	33	17	352	67	173	33	525
Desktop Publishing	170	94	644	380	109	87	923	62	561	38	1484
Electronic Publishing	108	57	134	126	42	73	284	53	256	47	540
Personal Documents	75	26	415	194	44	7	534	70	227	30	761
Total	453	244	1542	1357	228	230	2223	55	1831	45	4054
VARIOUS LEARNING PROGRAMS											
Integrated Learning I	0	0	2	0	0	0	2	100	0	0	2
Total	0	0	2	0	0	0	2	100	0	0	2
Total results	906	557	3474	3508	727	731	5107	52	4796	48	9903

*Subject redeveloped for 2006.

Note: Since redevelopment some subjects have been renamed, for example:

Music in Context replaces Music in Society

Music Technology replaces Analytical Studies

Sustainable Futures replaces Geography and Natural Resources Management.

Table 11 Stage 2 subjects (1 unit) — number of results for students in the Northern Territory, by learning area, 2006

	Cath		Govt		Indp		Total				Grand total
	F	M	F	M	F	M	F	%	M	%	
ARTS											
Drama	1	0	0	0	0	0	1	100	0	0	1
Music*											
Composing and Arranging	0	0	7	1	0	0	7	88	1	13	8
Ensemble Performance	1	1	8	9	1	0	10	50	10	50	20
Music in Context	0	0	5	3	0	0	5	63	3	38	8
Music Individual Study	0	0	9	9	0	0	9	50	9	50	18
Musicianship	1	4	12	11	3	2	16	48	17	52	33
Performance Special Study	0	0	3	2	0	0	3	60	2	40	5
Solo Performance	2	3	10	4	3	2	15	63	9	38	24
Total	5	8	54	39	7	4	66	56	51	44	117
HEALTH AND PERSONAL DEVELOPMENT											
Community Studies											
Arts and the Community I	0	0	4	13	0	0	4	24	13	76	17
Arts and the Community II	0	0	3	3	0	0	3	50	3	50	6
Business and the Community I	0	0	5	3	1	0	6	67	3	33	9
Communication and the Community I	0	0	8	5	0	0	8	62	5	38	13
Communication and the Community II	0	0	4	0	0	0	4	100	0	0	4
Design, Construction and the Community I	0	0	4	3	0	0	4	57	3	43	7
Design, Construction and the Community II	0	0	3	0	0	0	3	100	0	0	3
Environment and the Community I	0	0	0	1	4	9	4	29	10	71	14
Foods and the Community I	0	0	2	2	1	0	3	60	2	40	5
Foods and the Community II	0	0	0	0	1	0	1	100	0	0	1
Health, Recreation, and the Community I	0	0	8	18	2	1	10	34	19	66	29
Health, Recreation, and the Community II	0	0	1	9	0	0	1	10	9	90	10
Lifestyle and the Community I	0	0	9	4	3	1	12	71	5	29	17
Lifestyle and the Community II	0	0	2	0	0	0	2	100	0	0	2
Mathematics and the Community I	0	0	4	1	0	0	4	80	1	20	5
Mathematics and the Community II	0	0	3	0	0	0	3	100	0	0	3
Science and the Community I	0	0	1	3	0	0	1	25	3	75	4
Science and the Community II	0	0	0	1	0	0	0	0	1	100	1
Technology and the Community I	0	0	12	16	6	12	18	39	28	61	46
Technology and the Community II	0	0	3	6	2	2	5	38	8	62	13
Work and the Community I	0	0	3	10	1	0	4	29	10	71	14
Work and the Community II	0	0	1	4	0	0	1	20	4	80	5
Health Education											
Health Education I	0	0	3	1	0	0	3	75	1	25	4
Health Education II	0	0	4	1	0	0	4	80	1	20	5
Home Economics											
Early Childhood Studies	0	0	9	0	0	0	9	100	0	0	9
Food and Hospitality Studies	8	2	18	1	0	0	26	90	3	10	29
Nutrition Studies	8	2	18	1	0	0	26	90	3	10	29
Outdoor and Environmental Education											
Outdoor Education I	3	6	3	5	0	2	6	32	13	68	19
Outdoor Education II	3	6	3	5	0	2	6	32	13	68	19
Work Education											
Work Studies A	0	0	11	6	0	0	11	65	6	35	17
Work Studies B	0	0	9	5	0	0	9	64	5	36	14
Total	22	16	158	127	21	29	201	54	172	46	373
LANGUAGES											
Australian Languages											
Language Awareness I	0	0	5	6	0	0	5	45	6	55	11
Language Awareness II	0	0	5	6	0	0	5	45	6	55	11
Total	0	0	10	12	0	0	10	45	12	55	22
MATHEMATICS											
Mathematical Applications	2	0	0	0	0	0	2	100	0	0	2
Total	2	0	0	0	0	0	2	100	0	0	2

	Cath		Govt		Indp		F	Total			Grand total
	F	M	F	M	F	M		F	%	M	
TECHNOLOGY											
Information Processing and Publishing											
Business Documents	0	0	35	29	0	3	35	52	32	48	67
Desktop Publishing	4	1	49	48	0	0	53	52	49	48	102
Electronic Publishing	4	1	31	28	0	2	35	53	31	47	66
Personal Documents	0	0	24	14	0	0	24	63	14	37	38
Total	8	2	139	119	0	5	147	54	126	46	273
Grand total	37	26	361	297	28	38	426	54	361	46	787

*Subject redeveloped for 2006.

Note: Since redevelopment some subjects have been renamed, for example:

Music in Context replaces Music in Society.

Table 12 Number of students in South Australia and the Northern Territory receiving a result in at least one 1-unit Stage 2 subject, 2006

South Australia		
Catholic	Female	467
	Male	264
	Total	731
Government	Female	1609
	Male	1552
	Total	3161
Independent	Female	349
	Male	341
	Total	690
South Australian total		4582
Northern Territory		
Catholic	Female	19
	Male	12
	Total	31
Government	Female	167
	Male	139
	Total	306
Independent	Female	11
	Male	17
	Total	28
Northern Territory total		365
Grand total		4947

Table 13 Number of individual subject results in 1-unit Stage 2 subjects, 2006

Subjects with scored results			
South Australia			
Catholic	Female	815	
	Male	484	
	Total	1299	
Government	Female	2608	
	Male	2522	
	Total	5130	
Independent	Female	680	
	Male	611	
	Total	1291	
Total	Female	4103	
	Male	3617	
South Australian total		7720	
Northern Territory			
Catholic	Female	37	
	Male	26	
	Total	63	
Government	Female	281	
	Male	195	
	Total	476	
Independent	Female	7	
	Male	13	
	Total	20	
Total	Female	325	
	Male	234	
Northern Territory total		559	
Grand total		8279	
Subjects with levelled results			
South Australia			
Catholic	Female	91	
	Male	73	
	Total	164	
Government	Female	866	
	Male	986	
	Total	1852	
Independent	Female	47	
	Male	120	
	Total	167	
Total	Female	1004	
	Male	1179	
South Australian total		2183	
Northern Territory			
Catholic	Female	0	
	Male	0	
	Total	0	
Government	Female	80	
	Male	102	
	Total	182	
Independent	Female	21	
	Male	25	
	Total	46	
Total	Female	101	
	Male	127	
Northern Territory total		228	
Grand total		2411	

Note: Levelled results are reported to students as either satisfactory achievement (SA) or recorded achievement (RA) without an accompanying score out of 20 or grade.

Table 14 Number of students in South Australia and the Northern Territory receiving a Stage 2 result in 1 unit of community learning, by name of program, 2006

Name of program	Number of students
South Australia	
Australian Guild of Music and Speech	1
Australian Music Examinations Board	25
Community Development	2
Guides Australia	3
Independent Living	3
Performance	5
Recreation Skills and Management	3
Royal Life Saving Society Australia	18
Scouts Australia	8
Self-development	5
Sports Skills and Management	4
Volunteering	1
Work Skills and Career Development	6
South Australian total	84
Northern Territory	
Australian Music Examinations Board	1
Community Development	2
Northern Territory total	3
Grand total	87

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

Table 15 Stage 2 subjects (2 units) — grade distribution, by learning area, 2006

	A		B		C		D		E		Partial Assessment†		Total		Grand total
	20–17		16–14		13–11		10–8		7–0		F M		F M		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
ARTS															
Art Practical	101	24	151	49	218	91	108	87	91	70	0	0	669	321	990
Broadcasting and Multimedia (VET)															
Broadcasting and Multimedia B	8	16	12	23	4	8	2	11	2	4	0	0	28	62	90
Craft Practical	9	2	40	6	28	3	12	4	9	13	0	0	98	28	126
Dance	16	1	28	1	33	1	15	0	9	1	0	0	101	4	105
Dance Studies	18	1	22	2	31	2	13	1	1	0	0	0	85	6	91
Design Practical	40	48	69	61	82	99	43	75	23	52	0	0	257	335	592
Drama	13	12	48	26	53	33	28	22	30	20	0	0	172	113	285
Drama Studies	111	38	197	64	227	100	47	27	24	19	10	7	616	255	871
Visual Arts Studies	166	40	327	89	304	134	105	83	20	28	7	3	929	377	1306
Total	482	182	894	321	980	471	373	310	209	207	17	10	2955	1501	4456
ENGLISH															
Communication for the															
Hearing-impaired	1	3	0	4	1	0	0	0	0	0	0	0	2	7	9
English as a Second Language	30	16	71	41	49	69	13	32	9	7	0	0	172	165	337
English as Second Language Studies	382	227	581	518	285	350	45	67	3	12	6	10	1302	1184	2486
English Communications	1341	642	1775	1401	726	884	205	254	147	199	0	0	4194	3380	7574
English Studies	442	171	793	372	409	248	89	58	16	26	4	2	1753	877	2630
Total	2196	1059	3220	2336	1470	1551	352	411	175	244	10	12	7423	5613	13036
HEALTH AND PERSONAL DEVELOPMENT															
Community Services (VET)															
Community Services B	4	0	4	0	1	0	3	0	0	0	0	0	12	0	12
Health Education															
Health Studies	47	6	129	20	76	44	33	23	17	18	0	0	302	111	413
Home Economics															
Early Childhood Studies	249	4	626	26	347	21	93	12	51	4	0	0	1366	67	1433
Food and Hospitality Studies	250	32	694	220	371	252	110	118	45	59	0	0	1470	681	2151
Nutrition Studies	20	5	92	23	43	34	14	7	3	2	0	0	172	71	243
Textile Studies	9	0	31	0	8	0	2	0	0	0	0	0	50	0	50
Hospitality (VET)															
Hospitality — Kitchen															
Operations B	0	0	3	2	6	5	0	1	0	1	0	0	9	9	18
Nutrition*	107	18	209	63	166	61	59	44	16	8	3	3	560	197	757
Outdoor and Environmental Education															
Outdoor and Environmental Studies	11	11	24	26	13	26	1	10	0	3	0	0	49	76	125
Physical Education	284	313	443	670	313	575	151	271	67	99	19	48	1277	1976	3253
Sport and Recreation (VET)															
Sport and Recreation B	13	10	12	13	0	10	1	2	0	0	0	0	26	35	61
Work Education															
Vocational Studies A	307	246	271	345	80	135	29	38	13	42	0	0	700	806	1506
Vocational Studies B	129	84	116	151	78	119	17	36	19	24	0	0	359	414	773
Total	1430	729	2654	1559	1502	1282	513	562	231	260	22	51	6352	4443	10795
LANGUAGES															
Arabic (continuers)	3	2	7	5	3	3	3	4	1	0	1	2	18	16	34
Auslan (continuers)	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
Bosnian (continuers)	0	1	1	0	1	2	0	0	0	0	0	0	2	3	5
Chinese (accelerated)	2	0	4	0	2	0	0	0	0	0	0	0	8	0	8
Chinese (background speakers)	66	25	62	50	24	42	2	10	2	3	0	2	156	132	288
Chinese (continuers)	31	17	18	20	13	5	4	2	1	2	0	2	67	48	115
Croatian (continuers)	1	0	2	0	2	0	3	0	0	0	0	0	8	0	8
Filipino (continuers)	0	0	0	0	2	0	1	0	0	0	0	0	3	0	3
French (accelerated)	3	0	4	0	4	0	1	0	0	0	0	0	12	0	12
French (continuers)	72	18	63	16	29	15	9	0	0	0	1	1	174	50	224
German (accelerated)	2	0	0	0	0	0	0	1	0	0	1	0	3	1	4
German (continuers)	61	35	76	26	24	26	5	6	1	0	0	0	167	93	260
Hungarian (continuers)	0	0	3	0	0	0	1	1	0	0	0	0	4	1	5
Indonesian (accelerated)	2	0	5	0	2	1	1	0	0	0	0	0	10	1	11
Indonesian (continuers)	31	19	31	17	20	6	10	1	4	2	1	0	97	45	142
Italian (accelerated)	3	0	4	0	1	3	0	1	0	0	1	0	9	4	13
Italian (continuers)	44	13	62	15	32	11	8	4	3	0	0	0	149	43	192
Japanese (accelerated)	3	0	4	1	6	0	4	2	1	0	0	1	18	4	22
Japanese (continuers)	67	29	68	35	29	17	8	7	2	2	1	1	175	91	266

	A		B		C		D		E		Partial Assessment†		Total		Grand total
	20-17		16-14		13-11		10-8		7-0		F	M	F	M	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Khmer (continuers)	2	0	1	3	2	2	4	0	0	0	0	0	9	5	14
Korean (background speakers)	6	5	7	10	0	2	1	1	0	0	0	1	14	19	33
Latin (continuers)	0	1	0	0	1	1	0	0	0	1	0	0	1	3	4
Macedonian (continuers)	0	0	0	0	0	1	0	2	0	0	0	0	0	3	3
Malay (background speakers)	34	13	22	14	18	13	6	2	2	0	0	0	82	42	124
Maltese (continuers)	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1
Modern Greek (accelerated)	1	0	0	1	0	0	0	0	0	0	0	0	1	1	2
Modern Greek (continuers)	14	4	14	5	13	8	1	5	0	1	0	0	42	23	65
Persian (background speakers)	2	0	4	0	2	3	0	0	0	0	0	4	8	7	15
Polish (continuers)	2	1	3	3	3	2	0	2	0	0	1	1	9	9	18
Portuguese (continuers)	1	0	2	0	0	0	0	0	0	0	0	0	3	0	3
Romanian (continuers)	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Russian (background speakers)	0	0	0	2	0	0	0	0	0	0	0	0	0	2	2
Russian (continuers)	1	1	0	0	0	0	0	0	0	0	0	0	1	1	2
Serbian (continuers)	0	1	0	0	0	0	2	0	0	0	0	0	2	1	3
Spanish (accelerated)	3	2	2	1	3	3	0	0	0	0	1	0	9	6	15
Spanish (continuers)	8	3	14	4	8	4	6	1	2	0	2	1	40	13	53
Ukrainian (continuers)	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
Vietnamese (background speakers)	5	2	5	4	7	4	1	0	0	0	0	0	18	10	28
Vietnamese (continuers)	6	2	15	9	4	2	1	0	0	1	1	0	27	14	41
Total	477	195	503	243	255	176	82	52	19	12	11	16	1347	694	2041
MATHEMATICS															
Mathematical Applications	413	242	631	441	470	538	206	334	134	250	0	0	1854	1805	3659
Mathematical Methods	119	71	174	186	141	169	56	65	9	25	3	3	502	519	1021
Mathematical Studies	683	809	814	812	585	678	177	277	66	121	8	13	2333	2710	5043
Specialist Mathematics	220	410	217	386	95	222	35	99	8	50	0	4	575	1171	1746
Total	1435	1532	1836	1825	1291	1607	474	775	217	446	11	20	5264	6205	11469
SCIENCE															
Biology	672	254	1124	569	857	475	356	234	114	65	21	15	3144	1612	4756
Chemistry	490	408	626	633	423	484	136	187	39	61	7	14	1721	1787	3508
Contemporary Issues and Science	40	5	88	38	71	65	28	29	19	18	0	0	246	155	401
Geology	4	2	11	11	9	14	2	12	1	2	1	3	28	44	72
Physics	426	567	421	753	217	523	60	191	11	55	1	14	1136	2103	3239
Psychology	266	50	459	115	345	159	155	81	39	38	14	19	1278	462	1740
Seafood Operations (VET)															
Seafood Operations B	0	2	0	2	0	3	0	1	0	1	0	0	0	9	9
Total	1898	1288	2729	2121	1922	1723	737	735	223	240	44	65	7553	6172	13725
SOCIETY AND ENVIRONMENT															
Aboriginal Studies	17	2	36	12	36	15	4	2	4	2	0	0	97	33	130
Accounting Studies	201	137	278	236	208	225	135	133	34	44	3	3	859	778	1637
Agricultural and Horticultural Science	4	5	17	24	11	19	5	5	3	2	0	0	40	55	95
Agricultural and Horticulture															
Agricultural and Horticultural Practice	2	0	2	10	2	6	2	2	0	0	0	0	8	18	26
Agricultural and Horticultural Management	2	1	4	12	4	8	1	2	1	1	0	0	12	24	36
Agricultural and Horticultural Principles	4	2	3	15	5	9	0	6	2	2	0	0	14	34	48
Agricultural and Horticultural Studies	3	12	7	22	11	20	2	8	2	8	0	0	25	70	95
Australian and International Politics	30	13	29	32	16	25	5	9	0	0	2	3	82	82	164
Australian History	20	10	53	27	50	28	12	20	5	3	4	1	144	89	233
Business Services (VET)															
Business Services B	7	2	10	2	5	0	0	0	1	0	0	0	23	4	27
Business Studies	161	90	409	353	331	374	153	174	60	127	0	0	1114	1118	2232
Classical Studies	66	29	167	68	82	56	18	24	12	6	3	2	348	185	533
Economics	130	140	213	265	134	195	56	84	14	17	5	11	552	712	1264
Geography Studies	112	94	178	245	128	261	68	86	18	30	2	5	506	721	1227
Justice in Society															
Justice in Society	3	4	13	9	9	5	4	2	5	3	0	0	34	23	57
Legal Studies	178	105	232	174	180	170	89	106	41	37	8	10	728	602	1330
Media Studies*	42	33	42	66	20	35	6	21	9	8	0	0	119	163	282
Modern History	237	124	367	289	270	230	100	87	20	35	14	21	1008	786	1794
Philosophy	10	17	17	18	14	17	7	4	10	2	0	0	58	58	116
Religions in Australia	24	17	110	60	33	35	6	17	6	5	0	0	179	134	313
Small Business Enterprise	31	21	39	68	39	79	14	41	7	17	0	0	130	226	356
Studies of Religion	17	10	32	34	34	18	15	4	2	3	0	0	100	69	169
Studies of Societies	167	39	403	164	406	227	131	86	61	55	0	0	1168	571	1739

	A 20–17		B 16–14		C 13–11		D 10–8		E 7–0		Partial Assessment†		Total		Grand total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Sustainable Futures*															
Sustainable Futures I	4	1	7	10	5	19	3	5	3	5	0	0	22	40	62
Sustainable Futures II	3	2	4	8	1	1	3	2	0	1	0	0	11	14	25
Tourism	219	46	368	168	481	287	236	178	103	100	0	0	1407	779	2186
Tourism Operations (VET)															
Tourism Operations B	0	0	3	6	0	4	0	1	2	0	0	0	5	11	16
Women's Studies	34	3	58	4	56	7	22	1	12	0	0	0	182	15	197
Total	1728	959	3101	2401	2571	2375	1097	1110	437	513	41	56	8975	7414	16389
TECHNOLOGY															
Design and Technology															
Communication Products A	165	93	149	124	110	87	41	53	31	47	0	0	496	404	900
Communication Products B	37	24	50	49	32	37	10	19	8	29	0	0	137	158	295
Material Products A	15	127	24	269	21	209	9	81	6	66	0	0	75	752	827
Material Products B	0	36	3	76	6	58	1	36	0	15	0	0	10	221	231
Systems and Control Products A	7	40	4	59	2	33	0	12	0	19	0	0	13	163	176
Systems and Control Products B	0	5	1	20	1	21	0	9	1	13	0	0	3	68	71
Design and Technology Studies	3	11	21	55	19	41	2	21	1	21	0	0	46	149	195
General Construction (VET)															
General Construction B	0	0	0	5	0	0	0	0	0	0	0	0	0	5	5
Information Technology	3	20	10	26	14	37	6	24	7	24	0	0	40	131	171
Information Technology Studies	26	89	38	172	62	210	29	76	10	34	2	6	167	587	754
Information Technology (VET)															
Information Technology B	6	4	3	9	2	11	0	4	0	3	0	0	11	31	42
Total	262	449	303	864	269	744	98	335	64	271	2	6	998	2669	3667
VARIOUS LEARNING AREAS															
Extension Studies A	14	5	23	12	16	12	7	7	7	5	0	0	67	41	108
Extension Studies B	1	4	5	6	2	9	3	1	1	1	0	0	12	21	33
Integrated Learning I	0	0	3	9	5	29	3	11	4	11	0	0	15	60	75
Integrated Learning II	0	0	3	0	6	0	2	0	0	0	0	0	11	0	11
Total	15	9	34	27	29	50	15	19	12	17	0	0	105	122	227
Grand total	9923	6402	15274	11697	10289	9979	3741	4309	1587	2210	158	236	40972	34833	75805

* Subject redeveloped for 2006.

† Partial assessments are recorded for students who present only a school assessment or an examination assessment.

Note: Since redevelopment some subjects have been renamed, for example:

Media Studies replaces Media Production and Analysis

Sustainable Futures replaces Geography and Natural Resources Management.

Table 16 Stage 2 subjects (1 unit) — grade distribution, by learning area, 2006

	A 20–17		B 16–14		C 13–11		D 10–8		E 7–0		Total		Grand total
	F	M	F	M	F	M	F	M	F	M	F	M	
ARTS													
Art Practical	2	0	1	1	4	2	6	2	6	0	19	5	24
Craft Practical	0	0	0	0	1	0	0	0	1	0	2	0	2
Design Practical	1	0	0	1	2	1	0	1	2	1	5	4	9
Drama	0	0	0	0	2	0	2	0	0	0	4	0	4
Music*													
Composing and Arranging	11	22	16	15	10	6	3	2	0	0	40	45	85
Ensemble Performance	209	167	92	92	37	32	2	3	2	0	342	294	636
Music in Context	31	9	24	13	19	10	8	8	2	1	84	41	125
Music Individual Study	34	36	17	17	13	17	11	11	6	11	81	92	173
Music Technology	0	8	4	13	7	13	3	0	2	4	16	38	54
Musicianship	46	42	68	44	56	55	35	28	8	12	213	181	394
Performance Special Study	47	23	11	6	2	1	1	1	0	0	61	31	92
Solo Performance	197	148	138	93	39	27	0	10	3	2	377	280	657
Total	578	455	371	295	192	164	71	66	32	31	1244	1011	2255
ENGLISH													
English Communications	0	1	1	2	2	6	2	2	1	1	6	12	18
Total	0	1	1	2	2	6	2	2	1	1	6	12	18
HEALTH AND PERSONAL DEVELOPMENT													
Health Education													
Health Education I	4	0	5	2	15	7	2	1	7	0	33	10	43
Health Education II	2	1	14	4	9	4	4	2	7	1	36	12	48
Home Economics													
Early Childhood Studies	1	0	5	0	1	0	2	0	3	0	12	0	12
Food and Hospitality Studies	6	2	27	15	34	18	6	5	4	4	77	44	121
Nutrition Studies	5	2	29	12	20	11	8	4	6	4	68	33	101
Outdoor and Environmental Education													
Outdoor Education I	10	15	18	52	16	44	6	23	5	6	55	140	195
Outdoor Education II	10	12	16	45	13	45	7	16	5	14	51	132	183
Work Education													
Work Studies A	28	15	45	39	41	65	13	26	15	19	142	164	306
Work Studies B	21	9	43	41	21	37	11	22	22	30	118	139	257
Total	87	56	202	210	170	231	59	99	74	78	592	674	1266
LANGUAGES													
Australian Languages													
Language Awareness I	0	1	1	10	2	0	1	2	1	4	5	17	22
Language Awareness II	1	1	1	3	2	3	1	6	0	4	5	17	22
Total	1	2	2	13	4	3	2	8	1	8	10	34	44
MATHEMATICS													
Mathematical Applications	0	1	2	7	1	5	1	12	1	8	5	33	38
Total	0	1	2	7	1	5	1	12	1	8	5	33	38
SCIENCE													
Psychology	0	0	0	0	0	0	0	0	0	1	0	1	1
Total	0	0	0	0	0	0	0	0	0	1	0	1	1
SOCIETY AND ENVIRONMENT													
Agriculture and Horticulture													
Agricultural and Horticultural Practice I	0	2	1	2	0	2	0	0	0	2	1	8	9
Agricultural and Horticultural Practice II	2	0	2	2	2	3	1	8	1	1	8	14	22
Agricultural and Horticultural Management I	0	0	2	0	2	2	1	2	0	2	5	6	11
Agricultural and Horticultural Management II	0	0	1	5	7	7	3	5	0	1	11	18	29
Agricultural and Horticultural Principles I	2	0	7	1	2	3	2	0	0	0	13	4	17
Agricultural and Horticultural Principles II	0	0	4	6	3	7	1	1	1	0	9	14	23
Agricultural and Horticultural Studies I	2	0	9	1	5	3	1	5	1	1	18	10	28
Agricultural and Horticultural Studies II	3	0	4	4	7	3	1	3	3	4	18	14	32
Business Studies	0	0	0	0	2	0	0	1	1	0	3	1	4
Justice in Society													
Justice in Society I	0	0	0	0	0	1	0	0	0	1	0	2	2
Religions in Australia	17	0	32	6	39	18	15	6	10	6	113	36	149
Studies of Societies	0	0	0	0	0	0	0	0	0	1	0	1	1
Sustainable Futures*													
Sustainable Futures I	0	0	0	1	0	0	0	0	0	0	0	1	1
Total	26	2	62	28	69	49	25	31	17	19	199	129	328

	A 20-17		B 16-14		C 13-11		D 10-8		E 7-0		Total		Grand total
	F	M	F	M	F	M	F	M	F	M	F	M	
TECHNOLOGY													
Design and Technology													
Communication Products A	11	6	16	34	6	14	1	8	2	2	36	64	100
Communication Products B	10	3	12	13	11	25	1	13	0	7	34	61	95
Material Products A	5	21	12	59	12	53	2	36	1	20	32	189	221
Material Products B	2	17	6	43	10	51	2	36	1	12	21	159	180
Systems and Control Products A	0	8	3	28	0	30	0	7	0	9	3	82	85
Systems and Control Products B	1	7	2	16	0	19	1	9	0	8	4	59	63
Information Processing and Publishing													
Business Documents	86	20	135	66	92	65	43	28	31	26	387	205	592
Desktop Publishing	227	53	336	193	226	191	93	86	94	87	976	610	1586
Electronic Publishing	86	29	119	106	70	88	22	33	22	31	319	287	606
Personal Documents	97	14	210	49	154	90	52	42	45	46	558	241	799
Total	525	178	851	607	581	626	217	298	196	248	2370	1957	4327
VARIOUS LEARNING AREAS													
Integrated Learning I	2	0	0	0	0	0	0	0	0	0	2	0	2
Total	2	0	0	0	0	0	0	0	0	0	2	0	2
Grand Total	1219	695	1491	1162	1019	1084	377	516	322	394	4428	3851	8279

*Subject redeveloped for 2006.

Note: Since redevelopment some subjects have been renamed, for example:

Music in Context replaces Music in Society

Music Technology replaces Analytical Studies

Sustainable Futures replaces Geography and Natural Resources Management.

Table 17 Stage 2 subjects (2 units) with levelled results, by learning area — results distribution, 2006

	SA		RA		RNM		Total		Grand total
	F	M	F	M	F	M	F	M	
ARTS									
Broadcasting and Multimedia (VET)									
Broadcasting and Multimedia A	4	13	1	4	1	0	6	17	23
Total	4	13	1	4	1	0	6	17	23
HEALTH AND PERSONAL DEVELOPMENT									
Community Services (VET)									
Community Services A	32	0	6	0	3	0	41	0	41
Community Studies									
Arts and the Community	109	28	8	9	2	7	119	44	163
Business and the Community	15	18	0	4	0	1	15	23	38
Communication and the Community	40	23	10	1	2	1	52	25	77
Design, Construction, and the Community	45	65	3	8	2	2	50	75	125
Environment and the Community	18	18	0	0	0	1	18	19	37
Foods and the Community	39	22	4	1	2	1	45	24	69
Health, Recreation, and the Community	78	100	14	23	3	7	95	130	225
Lifestyle and the Community	56	23	6	3	4	2	66	28	94
Mathematics and the Community	14	14	5	3	0	4	19	21	40
Science and the Community	21	15	3	2	0	0	24	17	41
Technology and the Community	39	81	2	9	2	8	43	98	141
Work and the Community	67	56	4	5	0	1	71	62	133
Hospitality (VET)									
Hospitality — Kitchen Operations A	5	3	1	0	0	1	6	4	10
Sport and Recreation (VET)									
Sport and Recreation A	12	22	0	4	0	0	12	26	38
Total	590	488	66	72	20	36	676	596	1272
LANGUAGES									
Chinese (accelerated) A*	7	2	0	1	0	0	7	3	10
French (accelerated) A*	4	1	0	0	0	0	4	1	5
German (accelerated) A*	3	1	0	0	0	0	3	1	4
Indonesian (accelerated) A*	1	0	0	0	0	0	1	0	1
Italian (accelerated) A*	4	0	0	0	0	0	4	0	4
Japanese (accelerated) A*	0	1	0	1	0	0	0	2	2
Spanish (accelerated) A*	9	1	0	0	0	0	9	1	10
Total	28	6	0	2	0	0	28	8	36
SCIENCE									
Seafood Operations (VET)									
Seafood Operations A	0	2	0	0	0	0	0	2	2
Total	0	2	0	0	0	0	0	2	2
SOCIETY AND ENVIRONMENT									
Financial Services (VET)									
Business Services A	7	0	0	1	0	0	7	1	8
Financial Services A	8	8	0	0	0	0	8	8	16
Tourism Operations (VET)									
Tourism Operations A	2	0	0	0	0	0	2	0	2
Retail (VET)									
Retail A	5	3	0	0	0	0	5	3	9
Total	22	11	0	1	0	0	22	12	35
TECHNOLOGY									
General Construction (VET)									
General Construction A	0	7	0	3	0	0	0	10	10
Information Technology (VET)									
Information Technology A	1	10	2	4	0	0	3	14	17
Manufacturing and Engineering (VET)									
Engineering Applications A	0	31	0	1	0	0	0	32	32
Total	1	48	2	8	0	0	3	56	59
Grand total	606	550	69	87	21	36	696	673	1427

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

* Alternative accelerated-level language pathway.

Note: Levelled results are reported to students as either satisfactory achievement (SA) or recorded achievement (RA) without an accompanying score out of 20 or grade.

Table 18 Stage 2 subjects (1 unit) with levelled results, by learning area — results distribution, 2006

	SA		RA		RNM		Total		Grand total
	F	M	F	M	F	M	F	M	
HEALTH AND PERSONAL DEVELOPMENT									
Community Studies									
Arts and the Community I	80	71	12	9	3	5	95	85	180
Arts and the Community II	30	15	2	5	1	5	33	25	58
Business and the Community I	25	17	6	7	0	1	31	25	56
Business and the Community II	2	2	0	0	1	0	3	2	5
Communication and the Community I	63	55	5	7	1	6	69	68	137
Communication and the Community II	15	26	1	2	0	1	16	29	45
Design, Construction, and the Community I	86	91	20	20	5	10	111	121	232
Design, Construction, and the Community II	35	29	2	3	0	2	37	34	71
Environment and the Community I	11	33	3	7	2	1	16	41	57
Environment and the Community II	2	2	0	2	0	0	2	4	6
Foods and the Community I	82	53	9	6	8	5	99	64	163
Foods and the Community II	23	15	4	5	1	1	28	21	49
Health, Recreation, and the Community I	86	131	11	23	5	14	102	168	270
Health, Recreation, and the Community II	30	32	3	7	3	5	36	44	80
Lifestyle and the Community I	68	50	9	21	9	7	86	78	164
Lifestyle and the Community II	22	14	3	4	5	3	30	21	51
Mathematics and the Community I	30	59	3	7	2	1	35	67	102
Mathematics and the Community II	16	35	0	1	2	1	18	37	55
Science and the Community I	19	16	1	3	1	1	21	20	41
Science and the Community II	8	2	0	2	1	0	9	4	13
Technology and the Community I	44	110	6	12	3	8	53	130	183
Technology and the Community II	26	56	1	3	1	4	28	63	91
Work and the Community I	99	101	10	13	7	5	116	119	235
Work and the Community II	29	31	0	3	2	2	31	36	67
Grand total	931	1046	111	172	63	88	1105	1306	2411

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

Note: Levelled results are reported to students as either satisfactory achievement (SA) or recorded achievement (RA) without an accompanying score out of 20 or grade.

Table 19 Number of students completing all requirements of the SACE, 1995–2006

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
South Australia												
Female	5365	5194	5526	5836	6015	6173	6186	6307	6292	6428	6316	6726
Male	4331	4149	4282	4400	4544	4650	4739	4795	4778	4899	5188	5441
Total	9696	9343	9808	10236	10559	10823	10925	11102	11070	11327	11504	12167
Northern Territory												
Female	376	386	426	408	457	478	487	484	444	491	506	505
Male	324	307	251	309	313	303	334	335	365	365	417	428
Total	700	693	677	717	770	781	821	819	809	856	923	933
Asia												
Female	509	575	572	448	483	483	548	587	654	706	674	895
Male	393	358	388	303	345	363	372	427	513	517	565	761
Total	902	933	960	751	828	846	920	1014	1167	1223	1239	1656
Grand total	11298	10969	11445	11704	12157	12450	12666	12935	13046	13406	13666	14756

Table 20 Number of students receiving a tertiary entrance rank (TER),* 2006

	Cath		Govt		Indp		Total		Grand total
	F	M	F	M	F	M	F	M	
South Australia	1398	1009	2881	2090	1529	1270	5808	4369	10177
Northern Territory	48	27	311	234	36	43	395	304	699
Asia	0	0	239	189	663	581	902	770	1672
Total	1446	1036	3431	2513	2228	1894	7105	5443	12548

* The tertiary entrance rank (TER) is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student performance from year to year.

Table 21 Number of students receiving a TAFE score,* 2006

	Cath		Govt		Indp		Total		Grand total
	F	M	F	M	F	M	F	M	
South Australia	1550	1163	3383	2712	1635	1428	6568	5303	11871
Northern Territory	57	40	355	278	43	52	455	370	825
Asia	0	0	239	189	663	580	902	769	1671
Total	1607	1203	3977	3179	2341	2060	7925	6442	14367

* For TAFE courses that use a score based on performance in the SACE, the TAFE score is calculated by totalling the tertiary entrance points for the best three full-year (or equivalent) Stage 2 subjects.

Table 22 Number of students fulfilling the Higher Education Selection Subjects (HESS) requirements for all courses at The University of Adelaide, Flinders University, and the University of South Australia, 2006

	Cath		Govt		Indp		Total		Grand total
	F	M	F	M	F	M	F	M	
South Australia	1607	1213	3773	3016	1659	1455	7039	5684	12723
Northern Territory	57	42	395	312	49	59	501	415	916
Asia	0	0	239	189	663	581	902	770	1672
Total	1664	1255	4407	3517	2371	2095	8442	6869	15311