

grow
flourish
achieve
prosper
develop
bloom
thrive.

Board membership

SACE Board of South Australia

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SACE Board

The SACE Board of South Australia is an independent statutory authority that reports to parliament through the Minister for Education, Training and Skills. It extends its services to all schools in South Australia that offer senior secondary studies for the South Australian Certificate of Education (SACE).

Through negotiated arrangements, the Board offers its subjects and assessment services to schools in the Northern Territory that deliver the Northern Territory Certificate of Education and Training and to a number of centres in Malaysia, China, Vietnam, Sri Lanka, Taiwan and Pacific Islands that deliver the SACE International program.

In providing these services the SACE Board shapes the education that students receive and helps to create the connection to post school pathways whether that be through employment, training or a university course.

Our Purpose

Shaping education so the students thrive.

Legislation and guiding principles

The SACE Board of South Australia is a statutory authority under its own legislation known as the *SACE Board of South Australia Act 1983*. The SACE Board's primary function is the provision of the South Australian Certificate of Education (SACE).

As a statutory authority the SACE Board is both independent of Government and accountable to Government.

The legislation contains the following principles that apply to the SACE Board's operations:

- (a) all young people are to be encouraged to obtain a formal education qualification that helps them to live and participate successfully in the world as it constantly changes, after taking into account their goals and abilities;
- (b) it is recognised –

- (i) that young people acquire skills, values and knowledge associated with their education through their individual endeavours and through a range of learning experiences and in a variety of situations that may include, as well as schools, workplaces and training and community organisations; and
 - (ii) that young people require a range of skills and knowledge, including literacy and numeracy skills, to assist them to succeed in the wider community;
- (c) the qualification that is awarded by the SACE Board should –
- (i) acknowledge the skills and knowledge that have been acquired through formal education and training and other learning processes; and
 - (ii) reflect rigorous standards and community expectations; and
 - (iii) be consistent with an appropriate Australian qualification framework;
- (d) cooperation and collaboration between the Board, the school education sectors and the Minister are to be recognised as fundamental elements to achieving the best outcomes for students seeking to qualify for the SACE

Functions

Under the SACE Board of SA Act, the SACE Board has the following functions:

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

secondary education, or training or development programs or opportunities, and, in relation to any such information—

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

Governance

Board

The Board consists of 11 members appointed by the Governor on the nomination of the Minister, including one that has been nominated by each of the Government, Independent and Catholic school sectors. While these are not representative positions they provide expertise and perspectives across South Australian schools.

The Chief Executive is an ex officio member of the Board and does not have voting rights.

The nominations are put forward by the designated entities and from a public 'expression of interest', and have a broad range of backgrounds, abilities, knowledge and experience to enable the Board to carry out its functions.

In addition, four of the members must have specific knowledge and expertise in senior secondary education, with one of these persons being currently engaged in the provision of senior secondary education.

The SACE Board has two standing committees: the Accreditation, Recognition and Certification Committee; and the Planning, Finance and Performance Committee.

Accreditation, Recognition and Certification Committee (ARCC)

The Accreditation, Recognition and Certification Committee advises and assures the Board on the SACE Board's policies and procedures for fulfilling its legislative, governance and organisational responsibilities for the accreditation of SACE subjects, the recognition of other learning and determination of the requirements for the achievement of the SACE.

Planning, Finance and Performance Committee (PFPC)

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

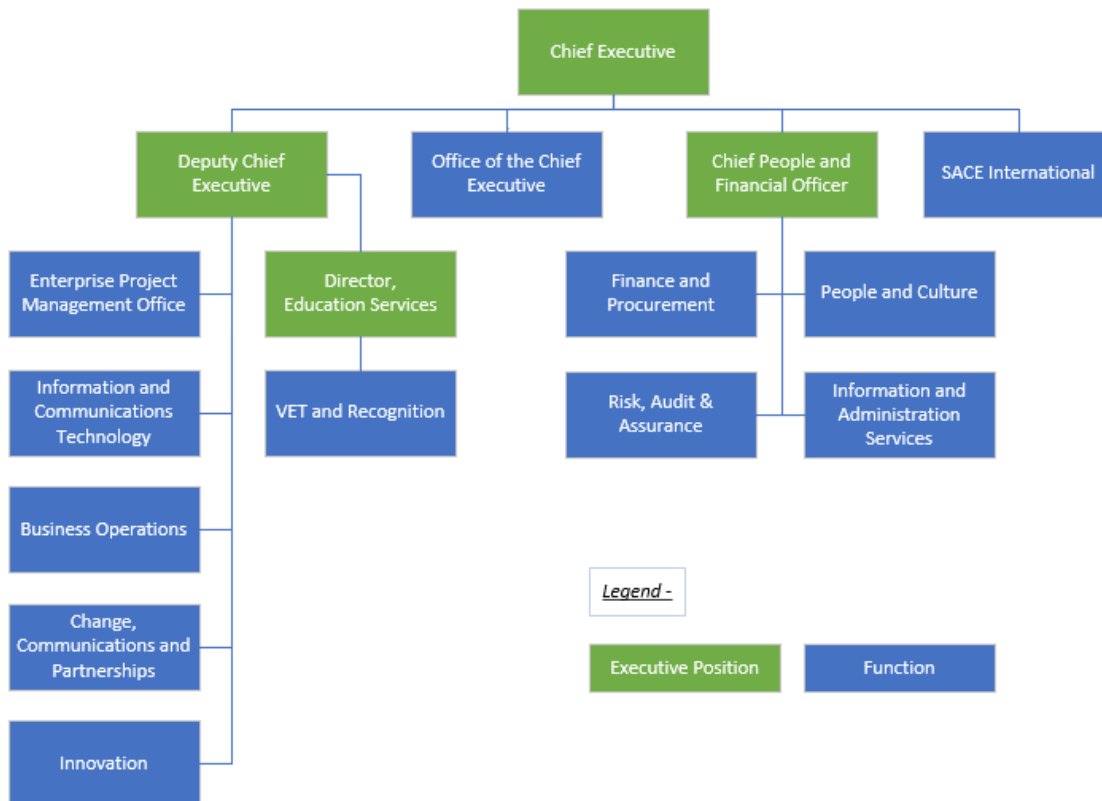
Our Executive team

The SACE Board of South of Australia is led by Ms Michaela Bensley, the Interim Chief Executive, who is responsible for the leadership and management of the SACE Board of South Australia's policies and for the provision of its curriculum, assessment, certification, reporting and data/information services.

Ms Natalia Hamood, Acting Deputy Chief Executive works in close partnership with the Chief Executive, and provides cultural, strategic and operational leadership across the SACE Board to ensure the achievement of operational and strategic goals.

Supporting the Interim Chief Executive and A/Deputy Chief Executive is the Executive Team and the Function Group Managers, who have responsibility for the day-to-day management of SACE Board operational activity.

Organisational Chart



SACE Board Strategic Framework 2020-2023

Leading Educational Change and Student Transformation

The South Australian Certificate of Education (SACE) is the culmination of years of schooling for young people.

In the global context of 2020 and beyond, students are entitled to much more than a checklist of knowledge, skills and values so that individuals can successfully take part in civic life.

That's why our Strategic Plan 2020 – 2023 is an aspirational vision of leading educational change and student transformation.

It's a vision that goes beyond our role of assessing knowledge, skills and cognitive abilities to bringing the whole student into focus – their sense of belonging and connection to the world around them, their personal spirit, and their achievements - in essence, their ability to thrive.

Our Purpose

We have a significant role in influencing the nature of education and we are committed to working in partnership with schools and teachers in an environment of high trust and professionalism ... we are **shaping education**.

Through this Strategic Plan, we are decisively reframing the education narrative so that the ability to prosper and flourish now and in the future is the intentional outcome of a SACE education ... **so that students thrive**

Our Promise

At the heart of our Strategic Plan is a promise to every student that they will finish their school experience with evidence of their own unique ability to thrive. We express 'thrive' as the learning entitlement of every student.

Drawing on research and policy statements such as The Alice Springs Mparntwe Education Declaration, six elements characterise what it is that students are entitled to learn in order to thrive.

They are:

- Lifelong learning zest for life
- Deep understanding and skilful action
- Ability to transfer learning
- Human connectedness
- Belonging

These elements will not be narrowly defined so we do not limit the possibilities within them.

We will work with educational professionals and the wider community to develop them over time together, to recognise and celebrate them in action, and to adapt them as needed to changing demands, so that we give students the ability to live their best life throughout the rest of the 21st century.

That's what delivering on our promise looks like.

Our Priorities

We are enacting thrive through three strategic priorities.

Bold Leader: We will further develop the SACE Board as a leader in education and as an exemplary public service agency. We will be agile in our work, collaborative in our approach, and have beneficial impact on education and on our students.

- Focus on purpose, value & impact
- Improved operating model
- Strategic workforce planning
- Strengthened relationships
- Financial sustainability

Connected Qualification: We will further develop a qualification through which students can thrive and provides evidence of their knowledge.

- Learner Profile
- Capabilities model
- Recognition of microcredentials, other curricula, etc
- Industry engagement

Thriving Learner: We will lead the development of learners who, with the six elements of thrive, can develop with vigour in whatever context they find themselves.

- Students demonstrate the elements of thrive directly, or via secondary indicators

Expression of Interest

Board Members are appointed by the Governor on the nomination of the Minister for Education, for a term not exceeding three (3) years.

Under the legislation, the Minister, in making nominations for appointment to the Board seeks to ensure that the membership comprises persons who (a) together provide a broad range of backgrounds that are relevant to the activities and interests of the Board; and (b) together have the abilities, knowledge and experience necessary to enable the Board to carry out its functions effectively.

To complement the experience and skill set of the current Board members, 'expressions of interest/nominations' are particularly welcome from individuals with a board level experience of an education organisation and of education standards at a systems level.

Applicants for positions on the SACE Board must address one or more relevant Board Skills listed below and provide a maximum two page summary of their curriculum vitae.

Applications are to be marked to the Executive Support Officer's confidential attention and submitted no later than 5 p.m. on Tuesday 12 July 2022.

Enquiries can be directed to, and applications submitted to:

Ms Amanda Probert

Executive Support Officer

Telephone: 08 8115 4735

Email: amanda.probert@sa.gov.au

Please note that the successful applicant is required to gain a Department for Communities & Social Inclusion (DCSI) child-related employment screening prior to being appointed to the Board. This will be required to be current during their tenure on the Board.

Board skills

Members of the SACE Board provide governance for the agency, setting and monitoring its strategic direction. It provides drives organisational performance and innovation to deliver maximum value for young people in South Australia and the

broader South Australian community. As such the Board members collectively demonstrate a wide set of skills including:

- Commitment to a cohesive and integrated education and training system that supports the social and economic development of individuals and South Australia;
- Experience or knowledge of board-level strategic governance including an understanding of:
 - managing risk and innovation;
 - board culture;
 - finance, audit and compliance;
 - strategic governance;
 - policy development;
 - governance of organisations with extensive IT systems
 - cybersecurity ; and/or
 - change, stakeholder engagement and communications; and/or
- Experience or knowledge of senior secondary education including an understanding of:
 - school education and processes;
 - vocational education and processes, and VET systems;
 - curriculum and assessment;
 - quality assurance and improvement in education;
 - indigenous education; and/or
 - (use of) research and evidence in education.
- Experience or knowledge of governance in a commercial environment including:
 - background in industry other than education;
 - experience of large IT projects;
 - expertise in business development; and/or
 - experience in international education and/or international business development.

Further information on the SACE Board can be found on our website www.sace.sa.edu.au/ and the Strategic Framework 2020-2023 on the Thrive Launchpad <https://www.sace.sa.edu.au/thrive/>.