

Governor of South Australia Commendation –

Excellence in Modified SACE Award

SACE Capability Statement

*Modified subjects provide students with opportunities to develop, with support, the capabilities they will need for success at school and in their future lives. Understanding how to develop their capabilities improves students’ skills and knowledge for training, work, and community participation.*

*The Modified Subject outline was updated for 2021 to include the seven new capabilities of: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding.*

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| Literacy |
| * Communicates with teachers, mentors, parents/carers, employers, and others to identify their personal learning goals.
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| * Communicates about practices relevant to training, work, and community participation.
* Uses augmentative and alternative communication to produce or understand spoken or written language.
* Reads, views, writes, listens, and speaks, using a range of technologies

Engages with new and different modes of communication.* Understands the ways in which texts are created for specific purposes and audiences.
* Presents a range of texts — written, oral, visual, and multimodal – for particular purposes and audiences.
* Identifies, with support, their strengths and areas for development.
* Develops financial literacy skills.
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| Numeracy |
| * Gains an understanding of money, buying, saving, and budgeting.
* Plans, records, and analyses measurements.
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| * Gains an understanding of numeration and number operations.
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| * Learns about elements of time and applies to everyday activities.
* Identifies and sorts shapes and objects in the environment.
* Communicates information in numerical form including diagrams, maps, graphs, symbols and tables.
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| Information and communication technology capability |
| * Learns about appropriate ICT, including social media, to communicate with others.
* Uses ICT to collaborate in a digital environment with others.
* Uses ICT to generate ideas and plans when working on a task.
* Uses different digital technologies when they access information such as social media and apps.
* Uses a range of visual and multimedia sources when creating and presenting their own texts/products/artefacts.
* Learns to apply social and ethical protocols and practices in a digital environment, particularly the safeguarding of personal security when using ICT.
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| Critical and creative thinking |
| * Asks questions, makes predictions, speculating, and problem solving.
* Researches and communicates information and ideas.
* Organises and processes information.
* Learns about information and its source, e.g. fake news.
* Reflects on their actions, decisions and their own thinking.
* Develops enterprising behaviours and capabilities to imagine possibilities, consider alternatives, and create solutions to issues/events.
* Gives and receives feedback about their learning.
* Communicates and shares their thinking, visualisation and innovations with others.
* Experiments, draws, models, designs and works with digital tools, equipment and software to build their visual and spatial thinking skills.
* Explores and experiences creative processes and practices.
* Poses questions and identifies and clarifies information.
* Considers post-school options based on their personal capabilities.
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| Personal and social capability |
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| * Develops a sense of personal identity and self-awareness.
* Connects with relevant community members
* Reflects on their own learning and personal development.
* Explores, understands, and makes decisions about their strengths and areas for development in their learning.
* Plans, develops, works towards, and implements their personal learning goals.
* Learns to communicate effectively and appropriately with a range of people.
* Interacts appropriately and respectfully with peers and others.
* Works collaboratively with others and contributes positively to groups.
* Acquires skills that enhance their confidence and ability to participate effectively as members of the community and/or workforce.
* Shows a concern for others and gains the ability to cooperate in the workplace and be self-reliant .
* Identifies personal strengths and preferences through work experience and/or community experiences.
* Builds skills towards resilience and perseverance.
* Participates in activities that enable them to explore pathways, such as work experience, workplace learning, employment, and community-based activities.
* Reflects on ways in which they can contribute to the wider community, including through leisure activities, volunteering, and work.
* Gains an understanding of matters related to their safety in the home, the community, and the workplace.
* Values their own potential to assume a role as a contributing member of society.
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| Ethical understanding |
| * Identifies and discusses ethical concepts and issues.
* Considers ethical and safe research processes, including respecting the rights and work of others.
* Understands the importance of treating others with honesty, consideration, compassion and respect.
* Learns to reason and make ethical decisions in a range of contexts.
* Examines values and explores their rights and responsibilities as citizens.
* Considers consequences of their behaviours and actions.
* Recognises different perspectives and points of view from their own.
* Makes informed decisions and choices.
* Considers workplace safety principles, practices, and procedures.
* Develops ethical practices in the workplace and the community.
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| Intercultural understanding |
| * Understands diversity and difference.
* Develops respect for cultural diversity.
* Recognises a range of perspectives and experiences.
* Understands, values, and respects a range of perspectives.
* Recognises the significance of Aboriginal and Torres Strait Islander Peoples’ histories and cultures, past and present.
* Understands the importance of negotiation and compromise amongst people and groups.
* Develops and builds on an understanding of differences in people’s interests and cultural backgrounds through activities with other students, mentors, and community organisations.
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