Governor of South Australia Commendations – Excellence Award

SACE Capability Statement

The SACE is underpinned by a set of seven capabilities. The purpose of the seven capabilities is to develop in students the knowledge, skills, and understandings to be successful learners, confident and creative individuals, and active and informed citizens.

The following tables illustrate ***some*** of the ways in which students demonstrate development of the capabilities both within and outside of the school context.

Literacy

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| --- | --- |
| *Organising elements* | *Examples*  |
| * text knowledge
* visual knowledge
* word knowledge
* grammar knowledge
* comprehending texts
* composing texts
 | * confidently uses the terminology and conventions across a range of subject areas and disciplines
* initiates programs or workshops, responding to a perceived need
* communicates in new linguistic and socio-cultural contexts
* translates from English and other languages for people
* demonstrates excellence in writing
* demonstrates excellence in public speaking/debating
* edits the writing or production of the school magazine
* performs for a community organisation
* chairs school assemblies/functions
* speaks at Year 7 Parent or Open Nights
* organises/coordinates fundraising activities
* mentors younger children and others
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Numeracy

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| --- | --- |
| *Organising elements* | *Examples*  |
| * estimating and calculating with whole numbers
* recognising and using patterns and relationships
* using fractions, decimals, percentages, ratios and rates
* using spatial reasoning
* interpreting statistical information
* using measurement
 | * mentors younger children and others
* organises/coordinates fundraising activities
* assists people in use of ICTs
* assists people from non-English speaking backgrounds with budgets and other finances
* demonstrates excellence in using fractions, decimals, percentages, ratios, rates; and interpreting statistical information and measurement
* understands patterns and relationships when solving problems
* interprets information provided in numerical form, diagrams, maps, graphs, and tables
* is financially literate in the workplace
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Information and communication technology capability

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| *Organising elements* | *Examples*  |
| * investigating with ICT
* communicating with ICT
* creating with ICT
* managing and operating ICT
* applying social and ethical protocols and practice when using ICT
 | * coaches or mentors people in the use of ICTs
* uses ICTs for a range of tasks and activities (e.g. conducting research, creating multimedia presentations, analysing data)
* initiates programs or workshops, responding to a perceived need
* uses ICTs innovatively for fundraising activities (e.g. social media campaigns)
* creates sophisticated databases to capture particular information
* considers the implications of technologies
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Creative and critical thinking

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| *Organising elements* | *Examples*  |
| * inquiring, identifying, exploring and organising information and ideas
* generating ideas, possibilities and actions
* reflecting on thinking, actions and processes
* analysing, synthesising, and evaluating information
 | * brainstorms ideas
* takes risks and explores creative processes and practices
* presents findings in creative ways (ICT, social media, video, podcast, designing a product)
* collaborates with others to design and launch a small business (activity or initiative)
* shows initiative in solving a problem
* reflects on, adjusts, and explains their thinking and reasons for choices
* is self-directed
* is organised
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Personal and social capability

| *Organising elements* | *Examples*  |
| --- | --- |
| * self-awareness
* self-management
* social awareness
* social management
 | * cares for others
* displays leadership qualities
* demonstrates personal achievement and growth under exceptional difficult circumstances
* manages a project or team
* coaches teams (e.g. sport, dance)
* mentors young people
* is a role model for other students
* builds productive relationships among others
* participates in activities to improve the well-being of others
* helps others and makes selfless contributions
* balances competing requirements (manages own time).
* participates in the paid workforce
* is a volunteer
* participates in unpaid or voluntary work
* is a cooperative team worker
* volunteers
* fundraises
* takes initiative on an environmental matter
* assists in a community event
* is active in a local sports group
* provides service to: the school, e.g. organises a school event; a local community organisation; the church; family; a section of the community (e.g. the elderly)
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Ethical understanding

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| --- | --- |
| *Organising elements* | *Examples*  |
| * understanding ethical concepts and issues
* reasoning in personal decision-making and actions
* exploring values, rights and responsibilities
 | * respects others in the community
* understands and discusses ethical concepts and issues
* considers ethical and safe research processes, including respecting the rights and works of others
* acknowledges sources and observes cultural protocols
* understands workplace safety principles, practices, and procedures
* organises contributes to social and environmental sustainability
* debates ethical issues and applies ethical principles in a range of situations
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Intercultural understanding

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| *Organising elements* | *Examples*  |
| * recognising culture and developing respect
* interacting and empathising with others
* reflecting on intercultural experiences and taking responsibility.
 | * participates in cultural and language exchange programs
* assists at cultural events and festivals
* learns in or about a new community
* provides support to local refugee and migrant families
* creates positive links between organisations and communities (acts as ambassador)
* creates positive relationships across culturally different groups
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