

# Passport to Thrive



**A qualification for a changing world**

**SACE Board Strategic Plan 2024–2027**

**Over the last three years, we have been shaping education so that students thrive.**

**Working together with schools, we tested different approaches to teaching and learning and discovered the most impactful strategies from their experience on the ground.**

**What emerged was the value of capabilities, students' active role in their own learning, and how they showcase what they know and can do.**

**These strategies enable us to get to the heart of what we are collectively trying to achieve for every student.**

**Our world today  
is fast-paced and  
globally connected.**

**The learning journey  
can't be a race with  
a finishing line  
anymore.**

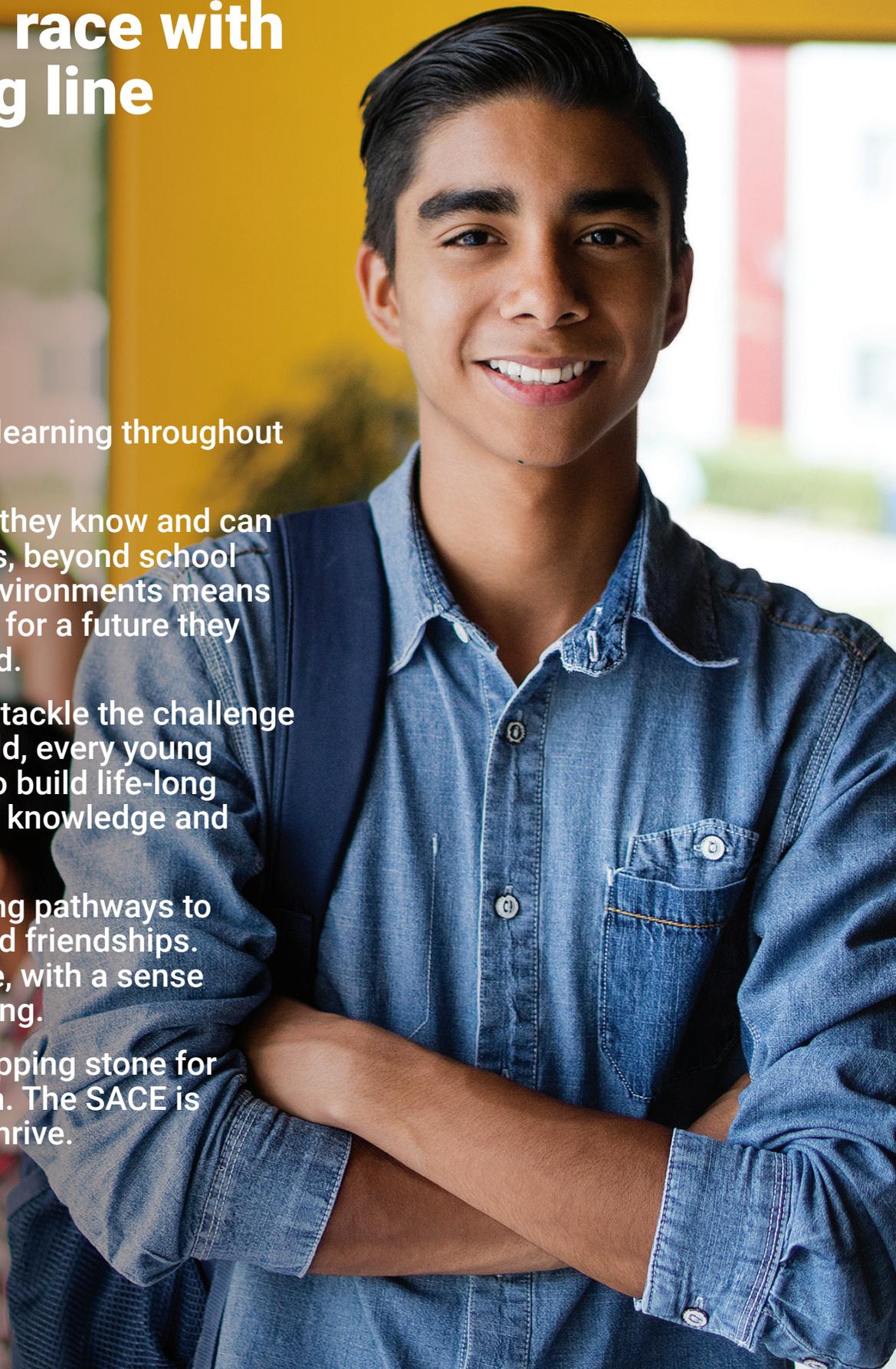
Young people are learning throughout their lives.

Transferring what they know and can do across subjects, beyond school and in different environments means they are preparing for a future they will define and lead.

To be equipped to tackle the challenge of a changing world, every young person will need to build life-long skills, capabilities, knowledge and understanding.

Connecting learning pathways to work, networks and friendships. Driving their future, with a sense of self and wellbeing.

School is their stepping stone for continuous growth. The SACE is their passport to thrive.



# Passport to Thrive

Giving every learner the capability to:



## Open doors: find opportunities

By pursuing ideas, creating new paths, getting things done and setting the pace.

Personal  
Enterprise



## Stretch minds: through global curiosity

By knowing more than facts and figures, pausing to think and asking why.

Quality  
Thinking



## Strengthen ownership: grasp responsibilities

By identifying strengths and opportunities and embracing failure as a first attempt in learning.

Self-motivated  
Learning



## Embrace perspectives: honour difference

By growing awareness of different actions and recognising the impact they may have.

Principled  
Action



## Share success: with communities

By forming connections with people and teams who have different ways of knowing and being.

Collective  
Engagement

# Our strategic plan describes how the SACE Board and school communities can collaborate to create adaptable learning pathways for life.



## A qualification for a changing world

### Subject renewal

Enabling deeper, real-world learning, disciplinary knowledge, and embedded capabilities.

### Recognition

Designing a way to fairly and formally recognise more of what young people know and can do.

### Quality assurance

Building an enhanced model that:

- Extends trust and empowers educators as professionals
- Supports teachers to share examples and provide better feedback.

## The power of partnerships

### A co-design approach

Developing new practices with decisions that are informed by:

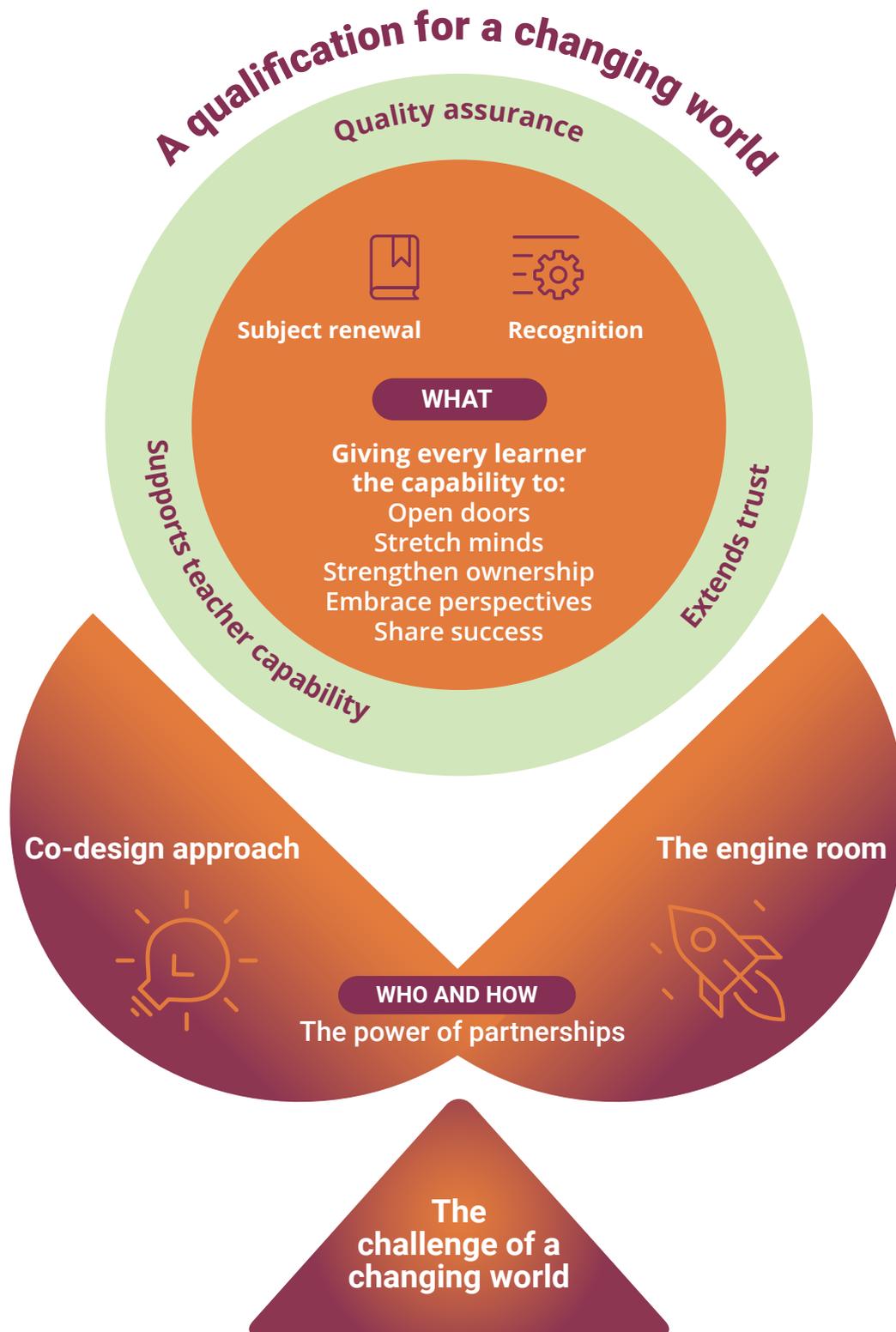
- The learnings and experience of students, teachers and leaders
- The challenges and opportunities presented by further education and industry.

### The engine room

Genuinely partnering for results delivery is at the core of what we do, while ensuring:

- Systems and processes are solid
- Teachers and leaders are supported through continuity and stability.

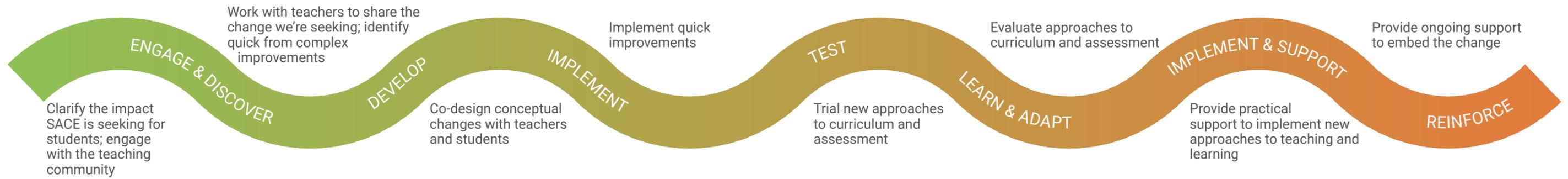
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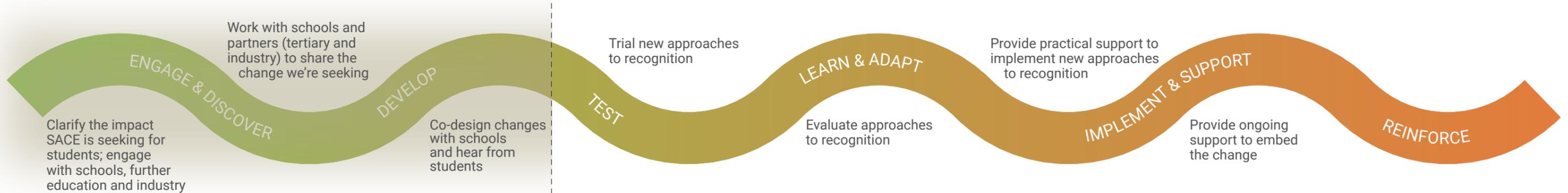
**Young people need skills, capabilities, knowledge and understanding that will help them live, connect, learn and earn well throughout their lives.**

# Roadmap

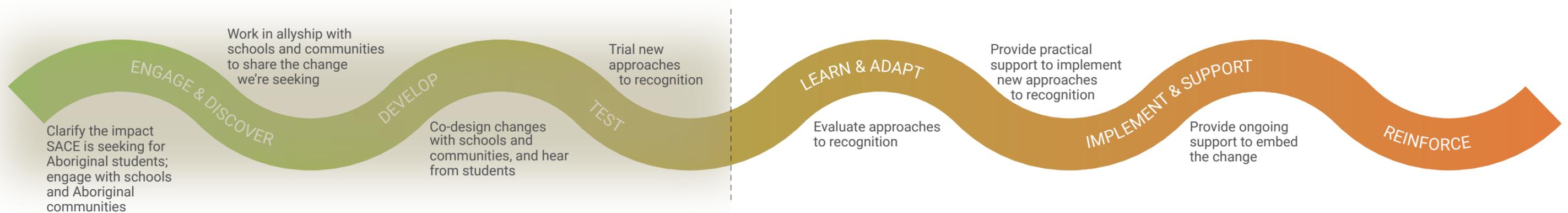
## Subject renewal



## Capability recognition



## Aboriginal recognition



 These phases commenced prior to 2024

Open doors  
Stretch minds  
Strengthen ownership  
Embrace perspectives  
Share success  
Thrive.

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Government  
of South Australia



SACE  
BOARD  
SOUTH AUSTRALIA

SACE recognises Aboriginal people as the first educators in the country we now all live in and share together, and offer our respect not just through our words, but through our deeds, with a commitment to work in allyship with Aboriginal people who are the cultural authority of their educational practice.