Exemplar – A range of different examples are provided under each capability.

Governor of South Australia Commendations – Excellence Award

Nomination Form

*Each year, several Governor of South Australia Commendations are granted to SACE students who demonstrate that they have:*

* *developed one or more SACE capabilities to an exceptional level*
* *achieved the equivalent of an A (A+, A, or A-) in 70 credits of their SACE. This must include an A (A+, A, or A-) in the Research Project or AIF pilot.*

*Please provide written support on behalf of the student you are nominating for a Governor of South Australia Commendation – Excellence Award by completing all**parts of this form.*

Part 1: Student Details

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| First Name: **XXX** | |
| Family Name: **XXXX** | |
| Registration Number: 123456X | |
| Address: **XXX** | |
| Phone: **xxx** Mobile: **xxxx** | |
| Email: **XXX@hotmail.com.au** |  |

Part 2: School Details

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| School: **xxx** | |
| Address: **xxxx** | |
| Name of staff member completing this form: **xxx** | |
| Phone: **0123 456 789** | Email: **pblack@coll.sa.edu.au** |
| Principal’s name: **xx** Principal’s signature*:* | |

Part 3: Demonstration of one or more SACE capabilities to an exceptional level

To assist in the selection of these meritorious students, please describe, in the boxes below, how the student has demonstrated the development of one or more of the capabilities to an exceptional level.

In your description, please explain why you believe the student’s personal achievements are outstanding, and warrant recognition.

In particular, please provide information about activities that were initiated by the student, or activities in which the student played a major role, **that go beyond the opportunities readily available to them.** The evidence of a student’s engagement with one or more of the capabilities can come from both within or outside the school community.

You may wish to refer to the ‘SACE capabilities’ list to assist you in doing this. **You do not need to write against all of the capabilities.**

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| Literacy  Although English is his fourth language, **Jai** uses his adopted language with mastery using appropriate conventions and terminology across the range of subject areas. He confidently reads texts for meaning to interpret mathematical questions, follow instructions, identify storylines, and analyse diverse texts. He regularly supports other EALD students with their language-development and comprehension.  Outside of school, and of his own initiative, Jai supports other new arrivals to his local community to settle into their new environments, accompanying them to supermarkets, medical centres, and schools and helping them with basic English.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Paul** has become highly skilled at including citations and appropriate referencing, a skill he has helped many of his peers with during their SACE studies.  **Paul** regularly visits and communicates with the younger students in the school seeking their opinions and feedback on all aspects of the school community. He used his initiative to improve communication between the school and the broader community by contacting the local newspaper where he organised for the school prefects to write a monthly column that promoted the school and its activities.  An excellent orator, **Paul** regularly enters state-wide public speaking competitions on his own initiative, and while studying Stage 2 reached the state final of the SA Teens Debate competition.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Anjali** works hard to overcome potential barriers to her success. She successfully manages her language disorder and dyslexia by proactively implementing personal strategies, such as excellent time management, practising yoga and meditation, and accessing assistive technology, as well as actively working with her speech therapists, teachers, and other networks. She is a natural orator and an excellent public speaker. While studying for her SACE, Anjali has presented whole school assemblies and shared her personal stories at community forums. |
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| Numeracy  **Paul** regularly enters science and mathematics competitions and has been awarded many distinctions and awards. This year, while studying Year 12, Paul was a gold medallist in the National ABC Titration competition. He also used his initiative to approach the Space Industry Work Experience Program, where he was accepted for work experience during the second half of his Stage 1 studies. Paul mentors younger students in mathematics after hours at homework club.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **John** is easily able to identify trends in biological data. He correctly applies relevant mathematical concepts and equations to solve problems, analyse, and interpret data.  **John** tutors at Kumon three times a week after school. He supports students with their numeracy skills by creating a fun environment and using games and quizzes that he develops himself.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Susan** excels in Mathematical Methods, Specialist Mathematics, Chemistry and Physics. Based on inflation rates from the past 20 years she created a sine function predicting future inflation rates for Australia. This model was used to determine the equivalent value for the Australian dollar in 2021 for a set number of years into the future.  **Susan** works at the local Coles store, where she handles money daily. Her financial literacy skills have demonstrated successful budgeting, and earlier this year she took on the voluntary role of treasurer for her local CFS station. |

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| Information and communication technology capability  **Paul** is accomplished in the use of ICTs and uses them effectively for a range of activities and tasks in both the school and community context. During his Year 12 studies, he worked with a Year 11 Media Studies class to write, direct, and produce a number of short films promoting a positive school culture. He shared his knowledge with the younger students, and guided them through the process of capturing and editing footage to convey meaning.  **Paul** also works on his own multimedia projects producing engaging videos to celebrate birthdays and other events for residents at his local church’s aged-care facility.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Jai** is confident in the use of ICTs and is innovative in the way he presents his SACE assessments, choosing multimodal formats whenever the opportunity arises. As a tutor, he also confidently navigates the online environment to support his students, and prepares engaging, interactive resources.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Anjali** utilises her advanced knowledge of MS Excel in her role as Treasurer for the CFS, and is upskilling other members of the brigade. She is able to access a range of ICT programs to enhance her learning and the presentation of information, and immerses herself in online courses and readings in her own time. |

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| Creative and critical thinking  **Michael** is passionate about the education of young people in regional communities, and expanding opportunities for young people in regional areas was the focus of his Research Project, for which he achieved an A+. As a result of the connections he made during his research Michael is now a member of a local initiative that works with local leaders to reimagine the town’s future to expand opportunities for young people.  **Michael** has an authentic enquiring disposition. He regularly reflects on his own thinking to challenge popular beliefs and ideas and suggests alternative solutions. He is an active learner who is not afraid to experiment and change direction based on what he discovers, both in terms of his SACE studies and his extracurricular activities.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Jai** takes every opportunity to learn new skills, processes, or ways of presenting an assessment task; he is discerning about the most effective way of presenting his findings depending on the subject matter. During a COVID lockdown in Term 2 of Year 12, Jai proactively raised the moral of the senior students by organising weekly, light-hearted, but informative Youtube videos, covering different subject areas, and other areas of interest.  **Jai** aspires to work in the field of medicine, but realises the need to keep his options open, so goes out of his way to apply for various courses and certificates outside of school, while researching different pathways.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Anjali** is not afraid to take risks when it comes to creativity. She embraces opportunities, is a self-directed learner who shows initiative, problem solves, experiments, makes adjustments, and clearly explains her reasoning. Anjali actively strives to raise awareness of speech disorders and has prepared presentations and videos about her own experiences, which she has shared over social media. Such is the professionalism and value of these videos ‘Speech SA’ sought permission from Anjali to use them on their website. |

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| Personal and social capability  **Paul** is a natural contributor who displays outstanding leadership qualities. Because of his approachability his peers seek him out for mentoring and advice not just in relation to their academic studies but on a social level too. Paul always finds the time to engage with them. He is humble about his accomplishments and abilities, and when asked what he felt his best achievements were he replied, ‘Always treating everyone equally with kindness and respect regardless of their differences, and advocating for my peers and ensuring they were heard on issues they were concerned about’.  In relation to his work at the aged-care facility Paul demonstrates patience, and understanding, and adapts the way he communicates to residents who are from a range of cultural backgrounds.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  It has been a pleasure to see **Jai** thrive in the Australian context. He has a high level of self-awareness, he considers and often acts on feedback, and has a willingness to change direction if required. In relation to his Research Project, Jai has built on his curiosity for medical advancements and has been disciplined in his research to find out new technologies and treatments for saving lives – something he hopes to study in-depth when he leaves school. He offers support to other students and forms study groups with unfamiliar people from diverse backgrounds. He seeks opportunities to help others, and is generous in the way he shares his knowledge and skills with his peers both in school and in the community.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Through her involvement with ‘Speech SA’ **Anjali** also supports two local children with speech disorders. Anjali believes that sharing her own struggles, and the strategies she uses to manage her language disorder will not only increase compassion and understanding from others, but will give confidence and hope to those in a similar situation. |

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| Ethical understanding  **Michael** has a sound understanding and unwavering passion for social justice. His family are foster carers and as a result Paul has experienced the effects of trauma and grief suffered by a number of young people, and as a result, he is able to support others with a conviction that is well beyond his years.  **Michael** actively seeks out opportunities to research social justice issues while undertaking his SACE studies. He has researched and provided solutions on the causes and effects of extreme poverty; and explored the lowering of the Australian voting age to include 16-17 year olds, Outside of the school context he was involved in both the Climate Strike Water Summit, and Day of Climate Action initiatives, where he planned and installed art displays around his community.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Jai** displays an understanding of relevant ethical concepts and issues within the subjects he studies. For example, by considering the implications of his investigations on the environment or organisms, making ethical decisions based on an understanding of biological and chemical principles and recognising the importance of responsible participation in economic, legal, political, and social decision making.  **Jai** is respectful of everyone in his school community and is especially mindful of cultural differences at the school. He is an advocate for marginalised community groups and has helped with translation and advice for new arrivals in the community. He recognises the importance of inclusivity and equality for everyone, and demonstrates gratitude to those around him.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Kat** is passionate about baking, and is currently undertaking a traineeship at a local restaurant where she works on weekends. Kat is on track to complete her Certificate III in Cake and Pastry at the end of her SACE studies. For her Research Project, Kat drew on experiences from the workplace, and learnings from her VET studies to prepare a video on ‘Food Safety and Kitchen Hygiene’ tailored for the Year 9 and 10 Food and Hospitality students in our particular school context. Kat sought assistance from Stage 1 Drama students to write and produce a light-hearted, but engaging video. The video focuses on aspects such as injuries caused by falling on slippery floors; safe use of heavy, sharp, and hot equipment; personal hygiene, and the safe storage of food and ingredients, so that food is free of bacteria. It also focuses on the values of customer service, trust, communication, and other important values such as respecting the cuisine of other cultures, and catering for the cultural differences of clients. Katis determined to start up a small bakery in the town and we are certain she will succeed in her vision. |

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| Intercultural understanding  **Paul** has demonstrated an appreciation of cultures through his involvement and volunteering at his church and the aged-care facility. Paul is proud of his Irish/Italian heritage and is genuinely interested in learning about and engaging with diverse cultures, recognising commonalities and differences, and cultivating mutual respect.  He has been instrumental in organising cultural events and festivals in the community, and at the church run aged-care facility where he volunteers. He ensures all cultures are represented, whether it be through particular foods that are served, or songs and stories shared through a range of multimedia.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  In his Research Project **Jai** chose to investigate claims about how learning a second language can benefit a range of aspects of people’s lives, especially in terms of employment and cognition. The audience for his researched report was the Department of Education in relation to the introduction of mandatory language lessons in SA schools.  Jai takes himself out of his comfort zone to forge connections with the new arrivals, which include students from different cultural groups. As a refugee himself, he is sensitive to their needs and the difficulties they face. He is also genuinely interested in different cultures and takes the time to actively listen and learn from others.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Sally** translated a children’s song into the local Indigenous language. She then taught the song and movements to the Year 2 students at a local primary school. The students were then filmed performing the song in the new town square. The final video, which begins with a presentation from Sally about the importance of maintaining language and culture, placed first in the ABC’s Indigenous Languages Song Contest. |

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| **Additional information**  *You are encouraged to provide any additional information you think will further support this nomination.*  In addition to the evidence provided in this nomination **Peter**:   * runs study sessions for other students in their spare time * plants trees and is involved in beach clean-ups and other environmental issues * fundraises (self-initiated) * advocates for social justice issues/mental health * is the key carer (for family member or friend).   **Susan** works at a local fast-food restaurant, and through her employer has completed a Certificate III in Retail. Recently, Susan was appointed to the role of team leader, where she is responsible for leading and coaching a team of four staff. She identifies barriers to production and customer service and proactively takes corrective action to ensure customer services expectations are maintained. Susan has completed his First Aid and Fire Warden training, and is now the Chief Fire Warden responsible for workplace safety.  **David** is currently studying Material Solutions at Stage 2, where he is able to hone his passion for tinkering with electronics. He is able to build on his learning from his SACE subject through the Certificate III in Electrotechnology Electrician he is undertaking as part of a contract of training he has with a local electrical services business. David has demonstrated an extremely high level of commitment and skill during his VET program as is supported by the attached testimonial from his training provider.  **Kate** has also completed:   * VET qualifications (e.g. Certificate III in Retail, Certificate III in Electrotechnology Electrician, Certificate III in Cake and Pastry) * Bronze medal (Royal Life Saving Society) * Adelaide Hills Council Citizenship Award recipient (awarded in Year 11) * RSPCA Volunteer (while studying Stage 2) * Academic awards (Year 11, 12) |

Please return by **xxx** to xxx