



SACE Brand Guidelines

for international
partner schools
and stakeholders



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Why we created these brand guidelines

We've developed these brand guidelines to help our partner schools around the world better promote the unique strengths of the SACE curriculum and create high quality marketing and communication materials featuring SACE.

We encourage you to refer to this guide before you begin to prepare marketing materials.

Use the words and design ideas in these pages. Follow the guidelines. And you'll be on the way to more effectively communicating the program's advantages to new audiences.

Designs and images should aim to reflect the idea of strong personal connections, positive, mutually respectful working relationships, and the excitement of achieving great things through SACE.

Communications should always seek to consider first, the practical and emotional needs of parents and students, conveying empathy, offering benefits and solutions, and communicating a genuine desire among all associated with SACE to help develop happy, open-minded, successful and resilient students.

Key messages

The following messages highlight some key points which differentiate SACE from other programs. Feel free to use some or all of these words to inform your own marketing.

You can find many more marketing messages in the framework document here: <https://www.sacei.edu.au/resources/marketing-toolkit>



The SACE certificate is the best choice because it really prepares you so much better for university.

Melanie, SACE graduate



Responsibility & Approvals

Responsibilities

When it comes to creating promotional material, please follow the simple rules in this brand guideline to ensure that you comply, as SACE International partner schools have a responsibility to follow the guidelines on the use of the SACE logo, branding and messaging.

Approvals

For approval of any new marketing material which uses the SACE logo, simply send a digital file to SACE.International@sa.gov.au

Please advise of any deadlines you may have, and if any materials contain words that are not in English, please provide a translation to be able to obtain approval. Allow a minimum of 2 business days for approvals.



The SACE program laid the foundation and really built the skills to bring me up to where I am today.

Eric, SACE graduate

**Key
messages
which
underpin the
SACE brand**

When creating marketing materials which promote SACE as one of your recommended curricula, drawing upon the program's unique features can make your marketing stronger and more effective.

The following messages highlight some key points which differentiate SACE from other programs. Feel free to use some or all of these words to inform your own marketing.

These messages are a small selection drawn from the SACE message framework - a document available to all partner schools and other agencies who work to promote SACE.

You can find many more marketing messages in the framework document here:

<https://www.sacei.edu.au/resources/marketing-toolkit>

Selected messages about SACE

Entry to universities worldwide.

SACE is a global pathway to university entry and SACE graduates have been accepted into universities across the world. There are no limits on where SACE can take you.

SACE goes beyond the academic to also develop valuable life skills.

SACE offers a different style of teaching and learning. The curriculum equips students not only with deep academic knowledge, but also with the critical skills needed for success at university, in their career and in life. These include skills such as adaptability, flexibility, critical thinking, and problem solving.

SACE graduates are accepted by some of the top-ranked universities in the world.

These include Oxford and Cambridge in the UK, Harvard and Stanford in the USA, and all of Australia's high-quality universities.

Key point:

In fact, just like the International Baccalaureate and the A-levels curriculum, SACE is embraced by universities around the world. So, wherever you would like your studies to take you, SACE is the passport to success.

SACE is focused on preparing students for success, whatever the future brings.

The world - and especially the world of work - is constantly changing and becoming more complex every day. For students to navigate this world successfully, it's critical that they not only gain a strong theoretical knowledge, it's vital they also develop the ability to apply their knowledge in real-life situations. They also need to be adaptable, forward-thinking and open to new ideas. This is a real focus of the SACE program.

A program better tailored to individual strengths.

SACE is designed to harness every student's potential and help them be the best they can be. The structure of the SACE curriculum allows teachers to be more flexible so they can adapt lessons and assessment. Students are encouraged to follow their passions and ambitions, and build on their individual strengths.

A program that is long-established, respected and proven.

SACE has been taught successfully for more than 40 years across the Asia Pacific region. More than 40,000 SACE students have successfully graduated since 1982.

Learn critical thinking and research skills vital to success at university.

As well as fostering academic excellence, SACE focuses on teaching students the skills they need for sustained success at university - such as the ability to think critically, work in teams, be adaptable, confidently take on research challenges and be creative and entrepreneurial.

Using the logo

SACE stands for the 'South Australian Certificate of Education' with the curriculum being the core product offered to schools and their students.

The preference is to use the term 'the SACE' or simply 'SACE', with subsequent mentions referring to it as 'the curriculum' or 'the program'.

'International' must be included with the SACE logo whenever used on marketing materials in countries other than Australia, with three versions of the SACE International logo available for use.

The SACE domestic logo should only be used within Australia, and the SACE Board logo only used internally by the Board in communications with stakeholders. The SACE Board can also use the Government of South Australia crest in conjunction with the SACE logo, but this is not to be used by partners.

Use the primary version wherever possible.
RGB for digital usage and CMYK for print usage.



Use the mono version for one colour printing.



A stacked version of the logo may be used where horizontal space is limited, or you have an oversized square space to fill.



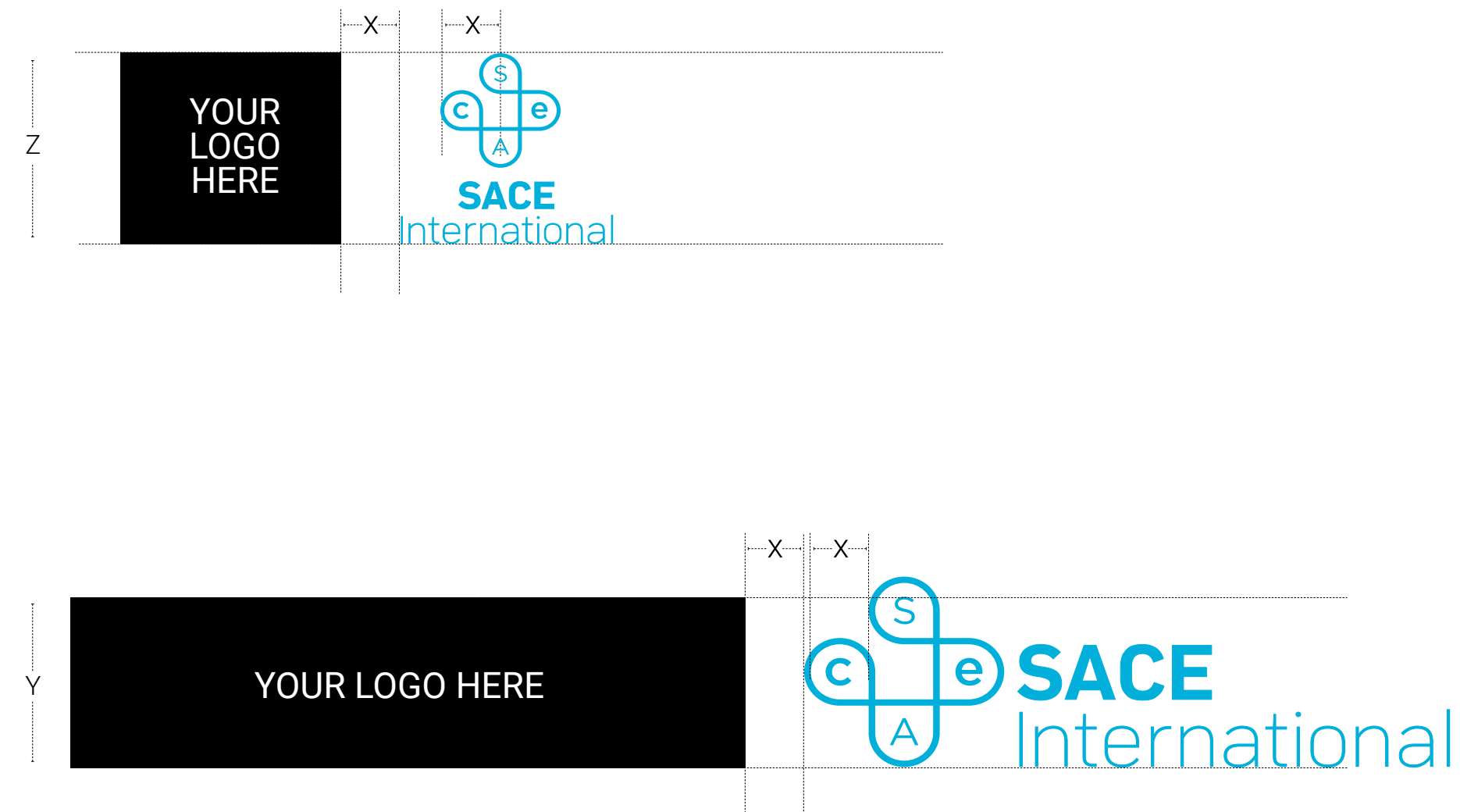
A white (reversed) version of the logo may be used where the background is a solid dark colour. This should only be used in rare circumstances when the background colour is unable to be changed.



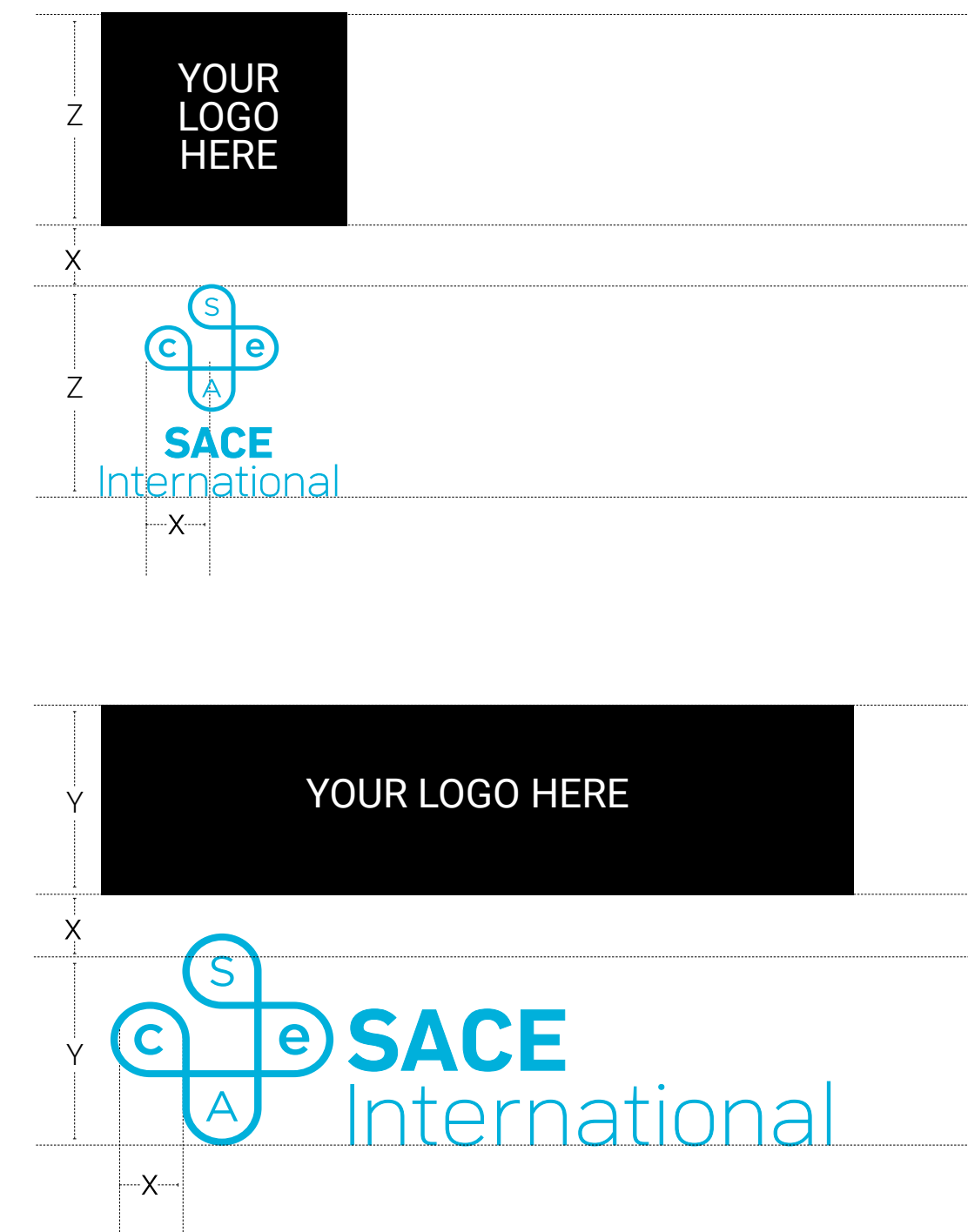
How to use the SACE logo with partner logos

When developing co-branded items, please use the guidelines on this page to determine the correct relationship between your organisation's logo and the SACE logo. Placing logos according to the logo x-heights and spacings shown here will optimise the relationship between the two logos and create a more professional design.

Landscape version



Portrait version



Using the correct typefaces

The fonts (typefaces) approved for use in SACE-branded or co-branded marketing are:

ROBOTO Bold or Black font should be used for headlines and subheadings.

ROBOTO Light or Regular font should be used for copy and captions.

Using these fonts in all marketing materials which feature SACE as the primary subject (whether SACE-branded or co-branded with your own logo) will ensure optimum legibility and a consistent look to enhance recognition of the SACE brand.

If Roboto font is not available, a default Arial font may be used.

Roboto Light

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789

Roboto Regular

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789

Roboto Bold

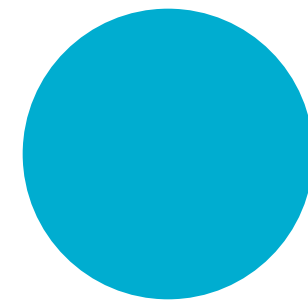
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789

Roboto Black

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789

Approved colours

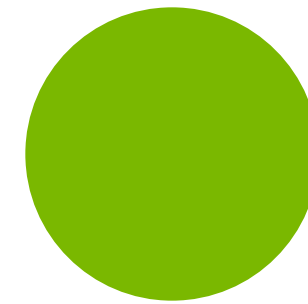
The SACE branded colours are:



PMS 312C

C 94
M 0
Y 11
K 0

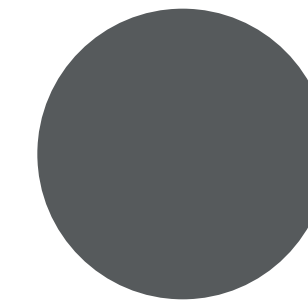
R 0
G 173
B 208



PMS 376C

C 55
M 0
Y 100
K 0

R 122
G 184
B 0



PMS 425C

C 38
M 28
Y 21
K 36

R 86
G 90
B 92

Always use these as the main colour scheme in marketing communications. Additional colours can be used sparingly as accents or to enhance tables and infographics. Avoid using more than two or three extra colours.

The inverted teardrop design

We have created a secondary design element - the 'inverted teardrop' - to act as a distinctive shape in a wide range of applications and marketing contexts.

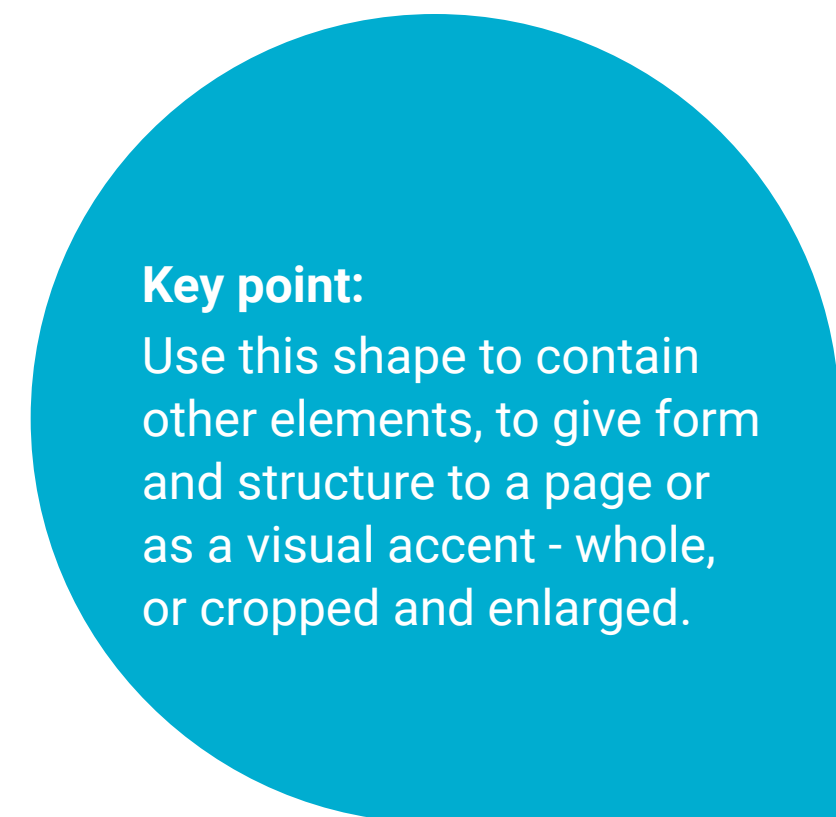
It can be used as a shape to contain other elements, to give form and structure to a page or digital space, or as a visual accent.

The teardrop shape is derived from the most distinctive part of the SACE logo. Using this element consistently in SACE-branded marketing will help build a recognisable, cohesive brand look and will help to provide an appealing and functional visual structure.

It can be used in its entirety, or cropped and enlarged. The shapes can also be used to contain text, or images. When used to enclose text, the shape should always be in the SACE blue, with white type.

We recommend that the true teardrop shape is used wherever possible, however, the other shapes from the logo can also be used for added variety.

Here are the different methods for using the shape in your designs. The following pages show examples of how the shape can be used in digital and print designs.



Key point:

Use this shape to contain other elements, to give form and structure to a page or as a visual accent - whole, or cropped and enlarged.



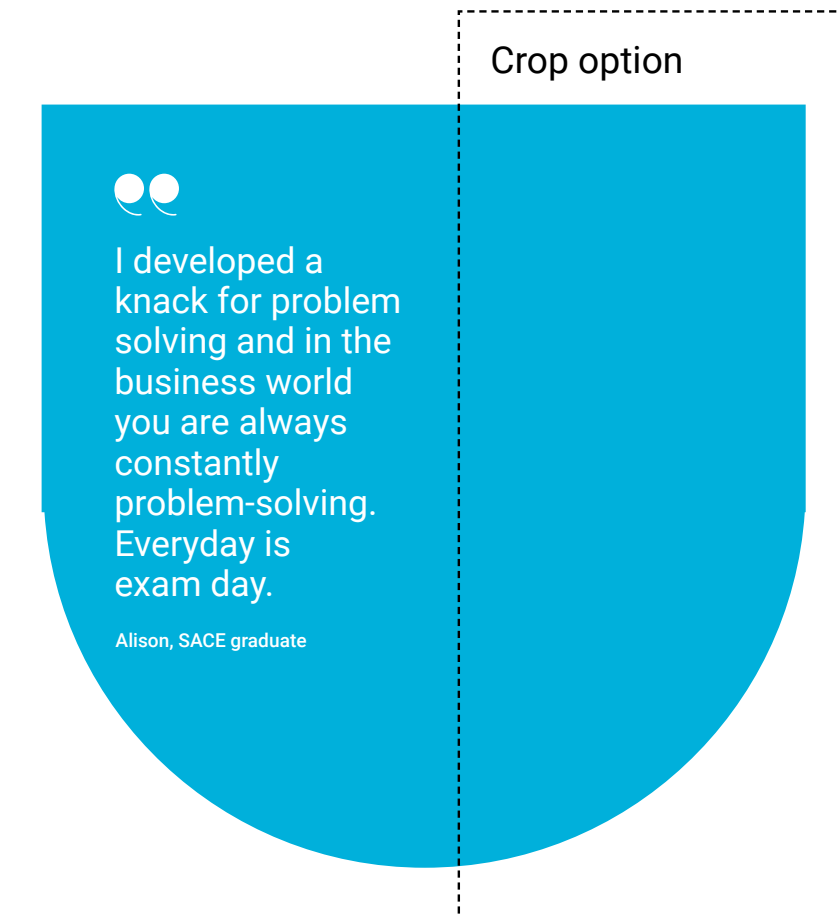
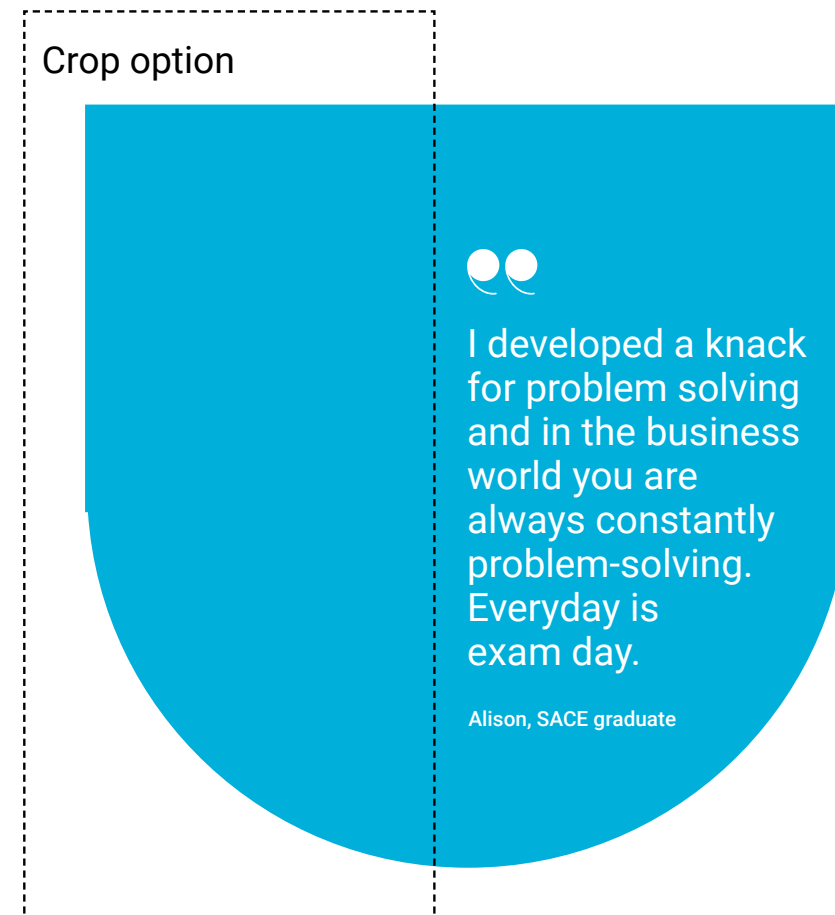
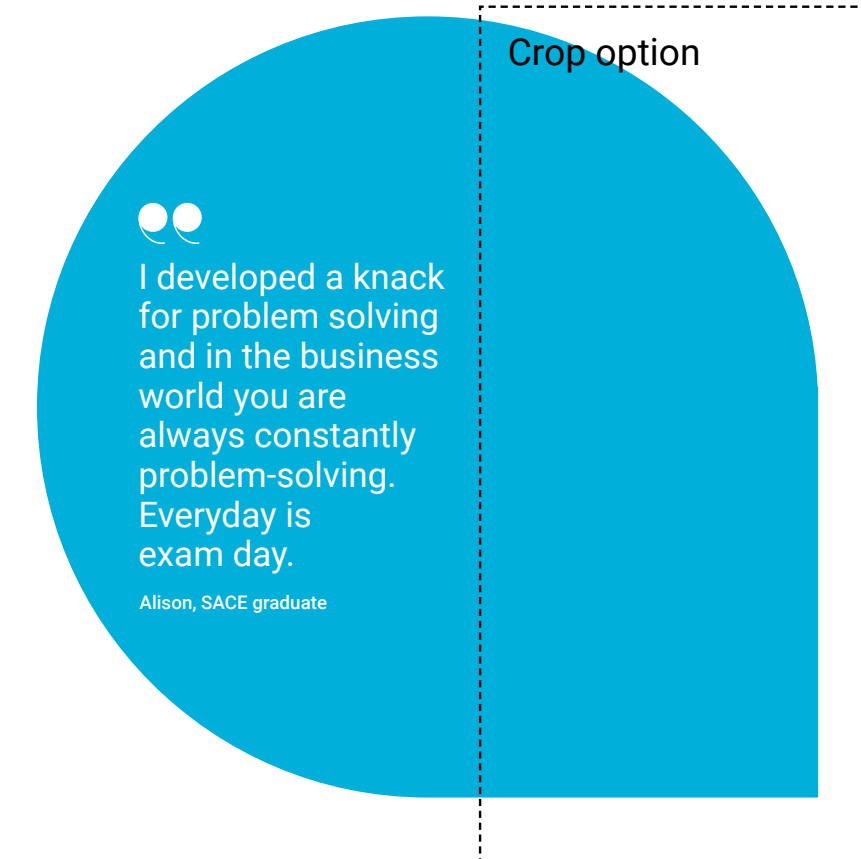
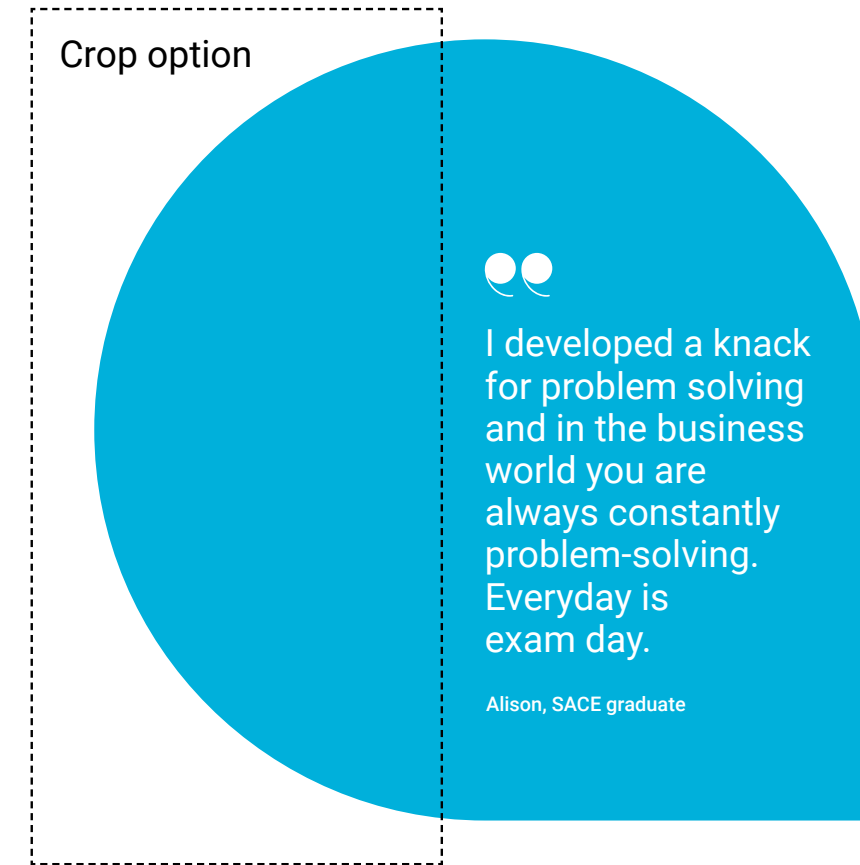
“
I developed a knack for problem solving and in the business world you are always constantly problem-solving. Everyday is exam day.
Alison, SACE graduate



“
I developed a knack for problem solving and in the business world you are always constantly problem-solving. Everyday is exam day.
Alison, SACE graduate



“
I developed a knack for problem solving and in the business world you are always constantly problem-solving. Everyday is exam day.
Alison, SACE graduate



Using the teardrop as part of brochure designs

These examples show how the teardrop can be used in different ways to provide structure and interest to brochure and flyer designs. The shape can be zoomed in and cropped to form a large shape which contains text (example 1) and establishes the whole page design. It can be used in its entirety to hold a headline (example 2).

The shape can also be used to fill approximately 25% of the page, to contain text but allow other more dominant elements to shape the page design (examples 3 and 4). Example 3 shows how the teardrop is used as a secondary element to enclose a key statistic, and example 4 shows how it can be repeated multiple times to contain a photograph, making the design more interesting.

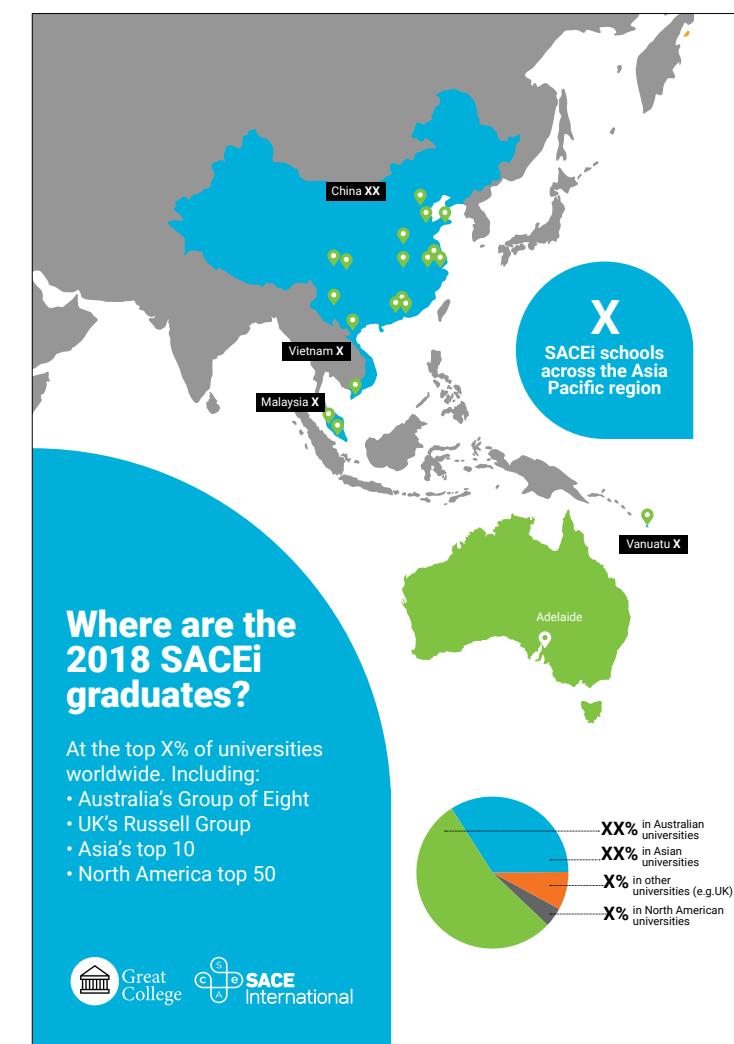
When using the shape to contain text, always use the correct blue and white colour scheme. Don't create other colour schemes.



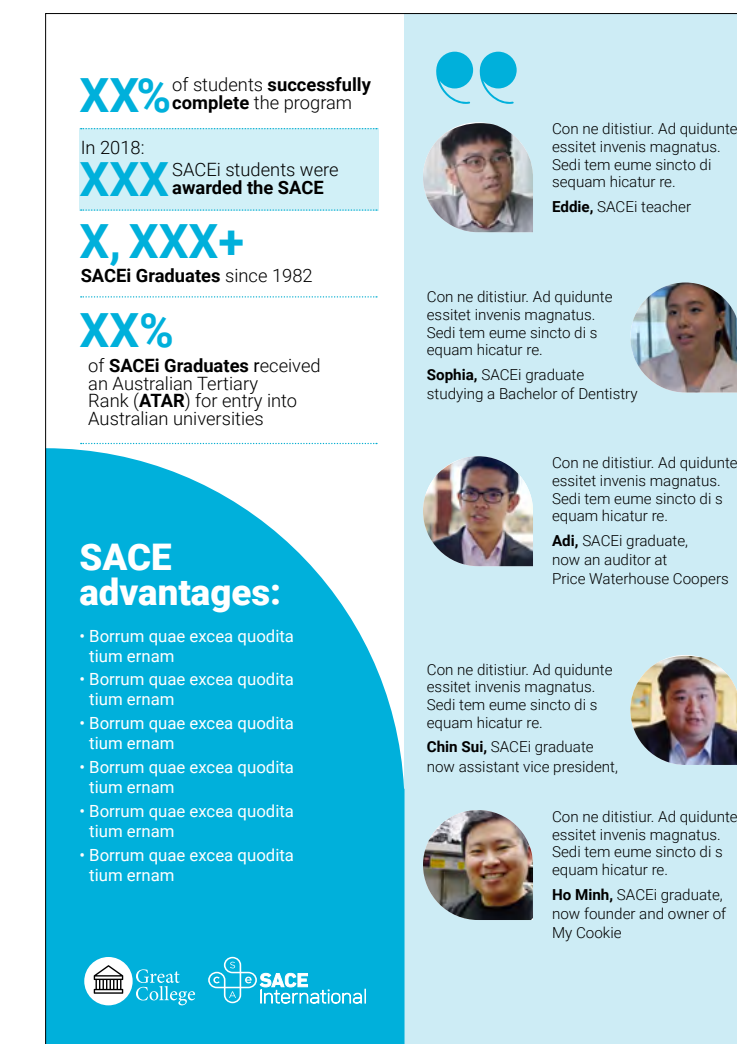
Example 1



Example 2



Example 3



Example 4

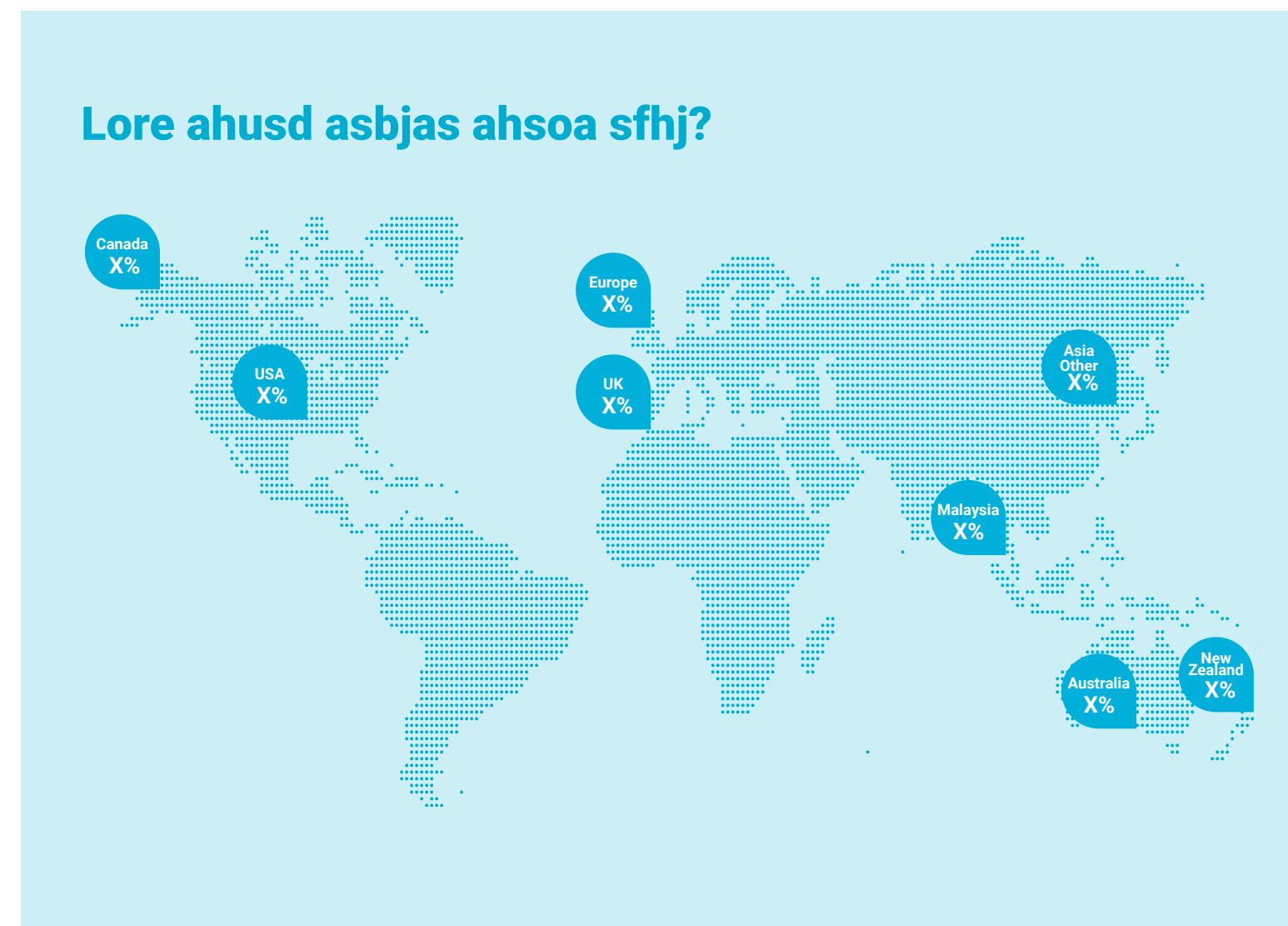
Infographic design

When designing infographics, the SACE blue and white colour scheme and approved fonts should always be used. Additional colours can be used in moderation where necessary to separate and clarify information.

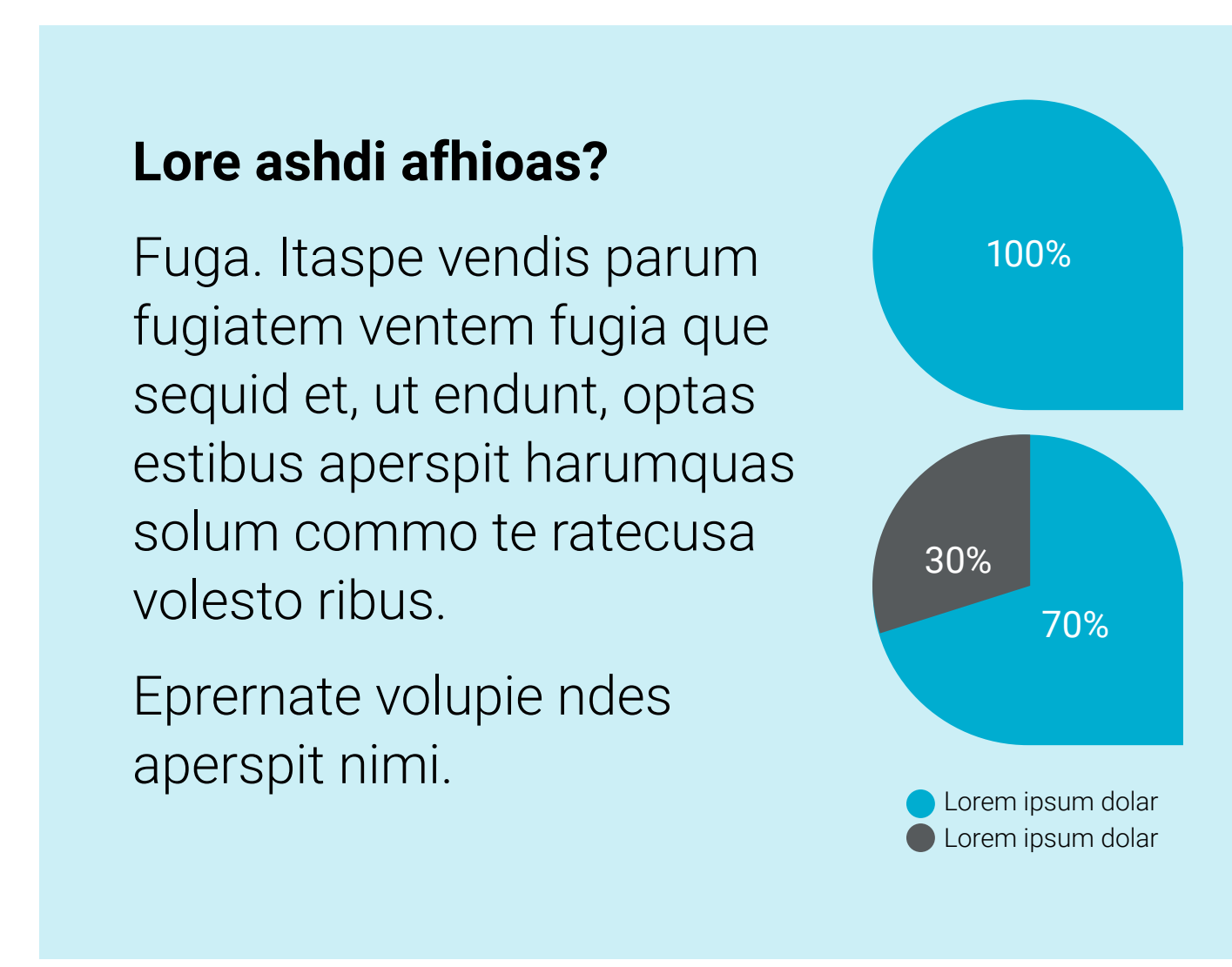
The teardrop shape should be used liberally to contain key statements, text or photos - at medium-to large size. It can be used at a small size to contain short bites of information such as simple statistics, or to accent and highlight groups of points.

These examples show how the teardrop can help create a consistent look across different types of infographics.

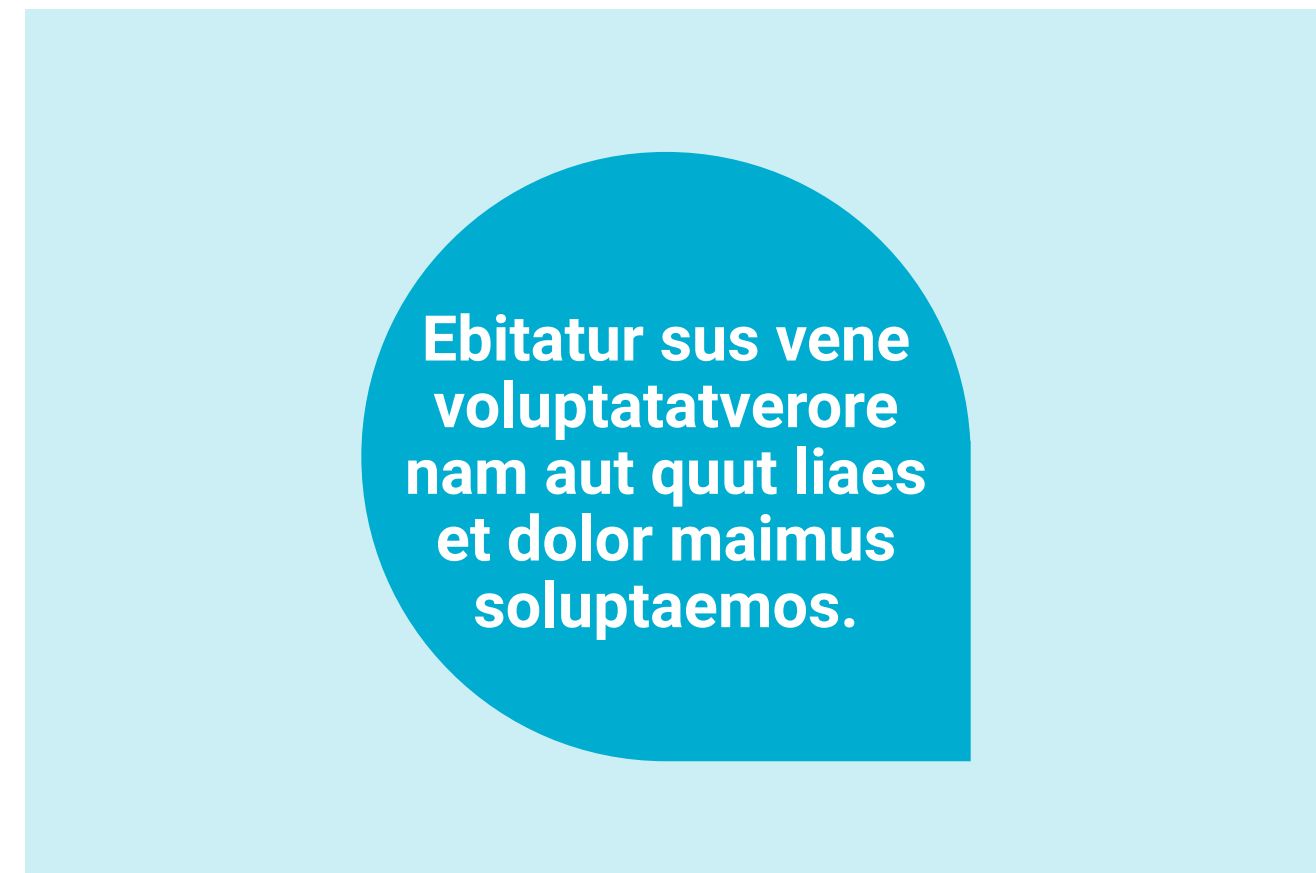
How to present a number-based fact



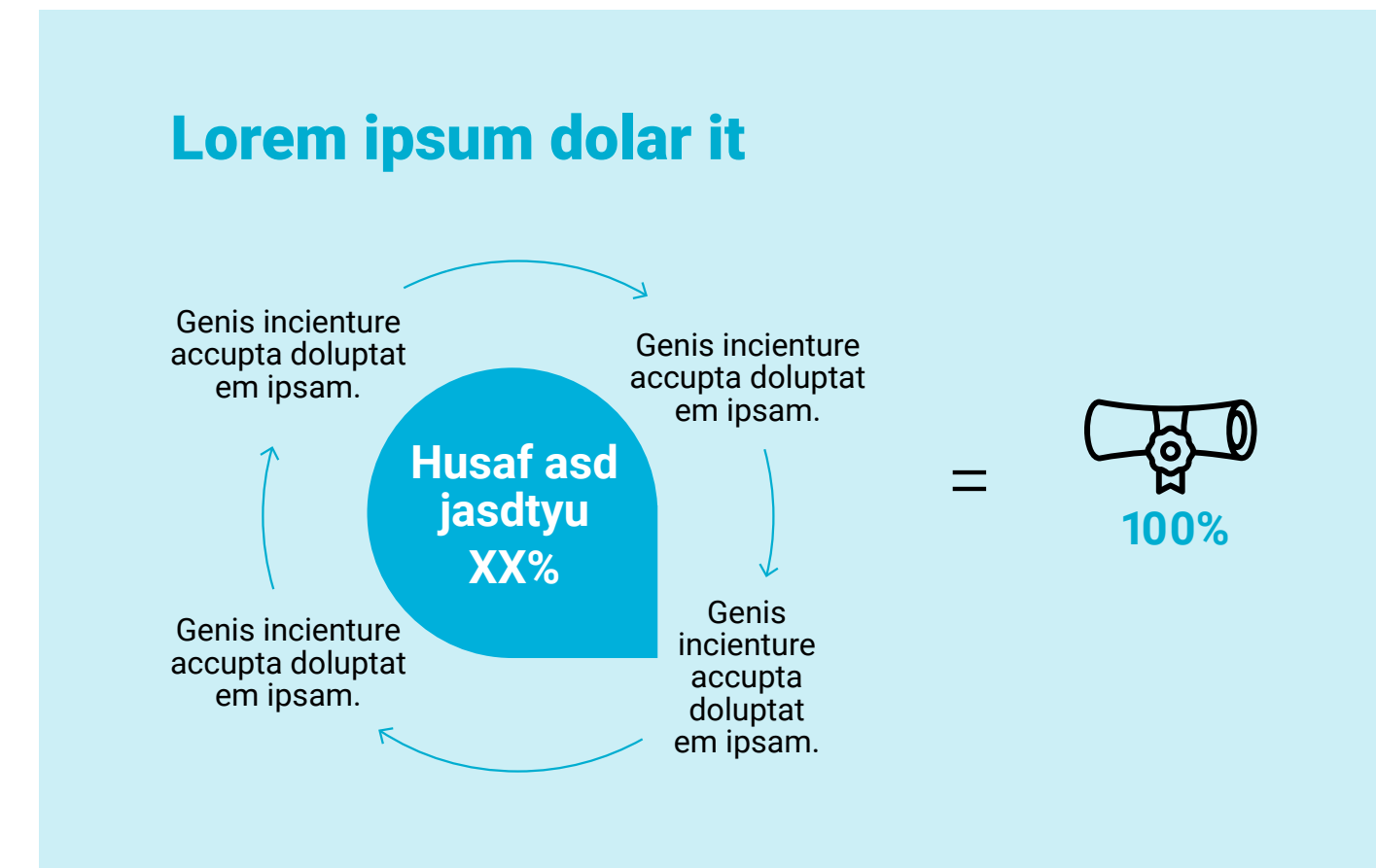
How to present a graph






How to present a text-based statement



How to present a text-based statement



How to present a list

-  **Mus volut endigendelia** sinis vel ipsanderspel into con pro tent id quatiundit, sinto ium aut lant.
-  Ehendit laboris m amil **in eosaepel** molenipsanderspmaio volupta temqum aer.
-  **Is si ute verro** exe osaepel molenriorrovid.

Using the teardrop as part of digital designs

When designing web pages or emails, the SACE blue and white colour scheme and approved fonts should always be used. Additional colours can be used in moderation where necessary to separate and clarify information.

The teardrop shape should be used liberally to contain key statements, text or photos - at medium-to large size. It can be used at a smaller size to contain short bites of information such as simple statistics, or to accent and highlight groups of points.

Emails and web pages can be simpler and easier to navigate if alternating panels of white, blue and full width images are used as the basic structure. The teardrop is then placed within these panels to organise information and images (see example).

Top tip:

Use a large teardrop to contain key statements, text or photos. Or smaller to contain short bites of information.



Graphic icons developed from the teardrop design

The teardrop shape has also be adapted for use as graphic icons. Below, we've included a range of icons you can adapt to your SACE-branded marketing.

Depending on your design, you can chose from black and white, or blue and white keyline versions, or solid blue or black versions for more visual impact on light backgrounds. They can be used individually, or in groups to enhance lists or bullet points.

These icons are flexible enough in meaning so they can be applied to a range of different messages or subject areas.



Photography creative direction



GettyImages-476804001



GettyImages-911028986



GettyImages-477001700



GettyImages-658984513



GettyImages-1345305072



GettyImages-557474719



GettyImages-1273343484



GettyImages-1200910963



GettyImages-1450681363

Top tip:
Photos should be
natural, candid, unposed,
showing real situations,
using natural light.

The aim is for this photography to be:

- candid;
- authentic;
- generally positive, smiling faces, as well as more serious and relaxed expressions. Essentially, a range of authentic expressions;
- some subjects looking at camera; some captured in natural situations (not looking at camera); and
- not contrived or obviously posed. (Avoid clichés such as students pointing at books or computers, or formally posed around a teacher).

Framing

As per the note above about image usage, each scenario (subject) needs to be shot a number of different ways:

1. Wide-angle, with ample space to crop for shallow and wide spaces;
2. Medium framed, for conventional square or rectangular usage; and
3. Tighter framed but with ample headroom so image can be cropped for use in tall, narrow spaces where key subject is still in frame.



Colour schemes

Overall, try to compose photographs which have a main colour palette of 2 to 3 primary colours. Seek to avoid composing photographs which feature four or more strongly contrasting colours which all fight for dominance.

Where possible, choose backgrounds which don't create colour combinations which clash the colours of the talent's clothing or other key features in the foreground.

If there are opportunities for the SACE mid-blue or colours similar to it to be featured, try to incorporate these into the image.

Where possible, try to avoid backgrounds which are busy or which include many different colours. If, for example, there are many different coloured pieces of furniture or artworks in the background, consider removing some of these from the shot to simplify the colour combinations.

Depth of field

Where possible, shoot two options for each set-up:

1. Full depth of field: subject and background substantially in focus.
2. Shallow depth of field image: Tighter framing on subject in focus, with background blurred.



Lighting

Try to use natural light where possible, for a more natural look. Shoot near windows, skylights, etc or in more open or glassed areas.

Consider moving set-ups to the outdoors, if this still appears natural.

Where possible, place subjects in locations where there is a degree of backlighting. For example place the sun or another key light source behind the subject to create desirable halo or flare effects. To better achieve this, ideally, shoot any outdoor or semi-outdoor images early morning or late afternoon when sun is lower in the sky. Subtle sun flares in images - where they don't obscure the subjects - can be desirable.

Prefer to shoot in clear weather, when sunlight is clear. Heavy cloud or overcast days should be avoided if possible.

Avoid harsh and especially fluorescent lighting where possible. Suggest turning off strong overhead room lighting and adding other light sources where possible to soften the light and shadows and create a more natural look.

Avoid flash photography except where this is unavoidable.

Where natural light is poor or needs to be boosted, suggest using softbox lighting or other diffuse light sources to replicate as near as possible, natural light.



Locations

As with other aspects of these photographs, we'd suggest using locations on the school campus which best facilitate the idea of natural, relaxed interactions between teachers and students, rather than using locations which demand a more contrived composition. In other words, shoot students and teachers learning and interacting in the locations where they do it for real on normal school days.

The other thing to consider with location choice is a shooting in spaces which allow the best use of natural light and if possible, back lighting from the sun or some other soft, diffuse light source. If this means moving to another, similar classroom to make use of better available light, we'd recommend this.

NB: We'd strongly recommend the photographer completing a location recce some days ahead of the shoot to plan the shooting schedule and confirm best times of day to make best use of available light in each location.

Talent

Please use real students and teachers from the school in photographs.

Students to predominantly be aged 15-18 years old.

A mix of males and females is preferred.

Teachers and school staff to be featured.

Feature a mix of nationalities as representative of those who would naturally attend the school and live in the local community.

It may be useful to direct students and teachers to act out a 'real' scenario or conversation and not pay too much attention to the camera, allowing for a more natural look, more action and less stilted poses. This could include asking groups to walk and talk as they approach and cross in front of camera, or to walk through frame, or to script a few lines of 'dialogue' to help the talent to settle into the story that each photo is trying to capture.



Top tip:

For a more natural look, ask students and teachers to act out a 'real' scenario or conversation and not pay too much attention to the camera.

Clothing

If students usually wear casual clothing at school, we'd recommend choosing a limited set of colours (say three main colours) for clothing, and asking talent to wear clothing on shoot day which matches this colour palette to narrow the variety of colours in each image. Suggest they bring at least two options for clothing. Also ask them to avoid any clothing with visible logos, images or lettering - brands should not feature on clothing.

If the school has a uniform, students should wear it (or sports uniforms or other clothing such as lab coats where appropriate). Jackets should be removed in candid classroom settings for a natural look.

Teachers to wear normal teaching attire of the kind they wear day to day. Clothing should be worn in a way which depicts a natural, candid, informal appearance. No overly formal coats, ties, academic gowns or other special dress is required.

Props

If available, shoot students and teachers interacting in less formalised teaching settings for the majority of the shots, rather than being all in conventional classroom settings (i.e. teacher front of class with students in rows of desks).

Laptops, tablets, science related equipment, equipment and supplies can be used for the practical aspects of teaching.

Things to avoid

Obvious logos or branding in images, on clothing, bags, accessories, etc. Small brands on computers, phones, classroom equipment, etc are acceptable.

Fine stripes in clothing or accessories (unless these are an essential part of school uniforms). Block colour clothing is better.

Using the teardrop in videos

The teardrop design can be used as:

- a) a containing shape for supers and captions in videos; and
- b) a transition between scenes in videos.

Following are four ways to use the shape to enhance video footage.

Please note, these examples of transitions show key frames only. In video, the shapes would zoom in or out seamlessly, as part of a moving transition

Super treatments



Scene transition to super



Our mission is to produce globally competent graduates capable of molding a creative,



Our mission is to produce globally competent graduates capable of molding a creative, knowledgeable, and innovative society through a quality and balanced curriculum.

Super transition to scene

Our mission is to produce globally competent graduates capable of molding a creative, knowledgeable, and innovative society through a quality and balanced curriculum.

Our mission is to produce globally competent graduates capable of molding a creative, knowledgeable, and innovative society through a quality and balanced curriculum.



Writing style & key terms

SACE branded marketing communications should feature copy which strikes a balance between professionalism and academic excellence on one hand, and the friendly, supportive, collaborative and approachable teaching style associated with the program, on the other.

The tone of voice of writing should be:

- professional yet conversational;
- confident and credible yet friendly and welcoming;
- progressive yet accessible; and
- inclusive yet appropriate for the audience.

Other ways to achieve this balance include:

using the active voice when writing;

- keeping sentences short;
- avoiding technical jargon;
- writing in the first and second person wherever possible to establish a connection with the reader - using 'we' and 'you' rather than 'they';
- considering the needs and ambitions of students and their parents when choosing content, then actively offering solutions for them; and
- always writing as if you are addressing an individual rather than an anonymous group of people.

The SACE message framework, available here (<https://www.sacei.edu.au/resources/marketing-toolkit>) is a good starting point whenever you need to write marketing communications.

You can choose to use messages verbatim - linking two or more to create a sequence or narrative. Or you can draw on selected messages for inspiration and customise or expand them to suit your particular audience or purpose.

The language can also be adjusted according to the channel or the needs of the audience.

For example, a letter from a school staff member to parents might adapt messages so they're expressed in the first and second person ('We' and 'you' and 'your child') to make the letter more friendly and personalised.

Key point:

Keep text simple and free of jargon. Write more like it's a conversation, using 'we' and 'you' to build a relationship with your reader.



*Finding your
greatness,
then bringing
it to life.*