

Capabilities within the SACE – Feasibility Program 2026

Background

The SACE Board is committed to ensuring the South Australian Certificate of Education remains an innovative qualification that equips students with the knowledge, skills, and capabilities to thrive in a rapidly changing world. Over the past four years, we have piloted the Capabilities and Learner Profile program with more than 50 schools, 4,000 students, and 626 teachers. These pilots have demonstrated that:

- Students deeply value the opportunity to demonstrate their capabilities alongside subject knowledge.
- Teachers can make valid and reliable judgements of student capabilities.
- School leaders, industry, and tertiary sectors recognise the importance of capability development.

The insights gathered from these pilots have matured the program to the point where we are ready to progress to the next phase: *Capabilities within the SACE – Feasibility Program (2026-2027)*

This program builds on the expertise of continuing schools and expands participation to include a greater diversity of representation and perspectives from across the system. Diversity considerations include the schooling sector, location, and socio-economic profile.

Consistent with the SACE Board's commitment to co-design and partnership, the Feasibility Program will involve students, teachers, and leaders from across South Australia and the Northern Territory.

The Feasibility Program is a critical step in shaping the future of the SACE. It will inform decisions about the value of capabilities in the SACE, capability recognition, and quality assurance.



Terms of reference

Purpose

The Feasibility Program will support the SACE Board to extend the learning about recognising capabilities within the SACE.

Description

By participating in the Feasibility Program schools, teachers, and students will explore how capabilities can be recognised, assessed, and valued within the SACE. The program focuses on building teacher confidence and capability assessment literacy, and providing students with insights into their personal capabilities.

Participating schools identify teachers and students to take part, engage in SACE-led workshops, and use provided communication materials and resources. Teachers learn about the SACE capabilities, how they can be recognised in existing classroom learning, and how to make consistent, comparable judgements using evidence. Throughout the program schools will be invited to provide information for evaluation purposes to help the SACE Board determine the feasibility across diverse contexts.

Composition and selection

School selection will consider the profile of continuing Capabilities schools and seek out new schools that will provide diversity of representation and new perspectives. Diversity considerations include:

- Schooling sector (Catholic, independent, government)
- Geographical location (metro, regional, remote, Northern Territory)
- Socio-economic and student cohort diversity

What's involved

Schools selected for the Feasibility Program will actively participate throughout 2026. The anticipated commitments include:

- ☐ School leaders identify teachers and student who will participate
 - Minimum of 3 teachers/school staff
 - Minimum of 20 students selected to represent diversity in terms of gender, Aboriginality, modified pathways, socioeconomic background

PLEASE NOTE: New schools can only nominate Stage 1 teachers and students

- ☐ School leaders comply with data privacy and consent requirements
- ☐ School teachers and leaders participate in SACE professional learning workshops and access support materials (PLATO Connect)
- ☐ School teachers and leaders develop a shared understanding of:
 - Value of recognising and demonstrating capabilities
 - The SACE capabilities and their elements and how they are assessed
 - Common misconceptions
 - How the capabilities assessments are quality assured



- SACE operational timeline for assessing recording, quality assuring and releasing a capabilities visualisation.

PLEASE NOTE: schools must be able to participate in the Orientation workshop on 2 March (in person) or 9 March (online) for regional, remote, Northern Territory and SACE International schools

- ☐ School teachers and leaders participate in 1 check-in with SACE project team (face-to-face or online)
- ☐ School teachers and leaders utilize SACE communication materials to introduce participating students and their caregivers to the value that the school, the SACE Board, industry and tertiary partners place on capable students
- ☐ Each teacher identifies, within their existing subject learning and assessment program, when to record a minimum of 2 capability assessment decisions per student
- ☐ Schools submit capabilities assessment decisions via a digital platform
- ☐ A representative teacher participates in a SACE Facilitated Evidence Discussion (FED) quality assurance event
- ☐ Schools, teachers, leaders and students provide data to support SACE Board evaluation. *PLEASE NOTE: The SACE Board values and will seek to include student voice alongside teachers and other stakeholders to evaluate the program*
- ☐ SACE combines multiple assessment decisions and provides students with a visual representation of their capabilities
- ☐ Schools have formative strength-based conversations with students about their visualization
- ☐ Optional: schools participate in a SACE evaluation event to reflect on the barriers and enablers to feasibility

Inquiries

If you have any questions or inquiries about our *Capabilities within the SACE - Feasibility Program*, our askSACE team can assist. Please phone 1300 322 920 or email askSACE@sa.gov.au