

THE

SASY

WAY



**Succeed
At School,
Your Way.**

**TEACHING &
LEARNING FRAMEWORK**

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Teaching and Learning Philosophy

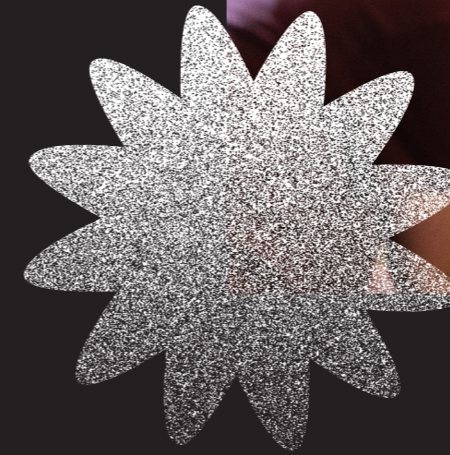
SASY is a fee-free independent secondary school designed for young people aged 12–25 who have been disengaged from mainstream education.

We believe that real growth happens when young people feel safe, supported, and seen. At SASY our agile, adaptive, and holistic approach sets the foundation for lifelong success.

At SASY,

Wellbeing
+ Education

= Learning



OUR TEACHERS

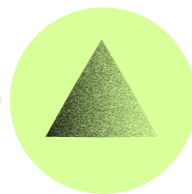
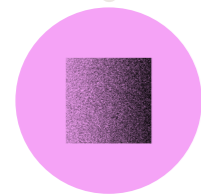
At SASY, we want learning to be purposeful, enjoyable, and young person centred.

Our teachers act as facilitators, creating supportive learning environments that encourage exploration and inquiry. They guide young people through meaningful experiences and help them navigate complex ideas. Social interaction and collaboration are at the heart of our approach, with students learning from one another through discussion, reflection, and shared problem-solving.

Our Learner Journey

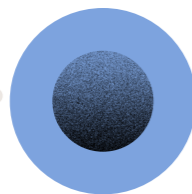
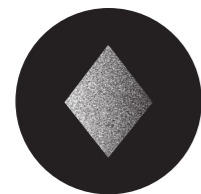
SASY helps young people unlock their potential by encouraging them to explore aspirations, expand skills, and prepare for a meaningful, socially connected future.

SASY



Middle School

SASY uses an experiential approach to engage young people with the Australian Curriculum, offering genuine opportunities to participate in the eight ACARA learning areas through integrated programs. This is supported by scaffolded, individual learning, designed to develop fundamental literacy and numeracy skills.

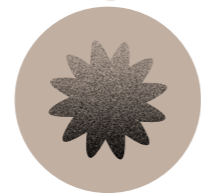


Senior School

A 3-year Senior School timeframe allows exploration and provides investment in discovering potential. Throughout this period, young people are supported to engage in SACE programs and explore a variety of positive pathways. This can include employment, VET, further education, community connections, and industry engagement.

Stepping Out

We understand that leaving SASY is only the beginning of a young person's journey. To support this, we are proud to offer SASY's Stepping Out program, a community for SASY's graduates and school leavers. This includes access to networking, community activities, training, micro-grants, and other events.



Our Pedagogical Approach

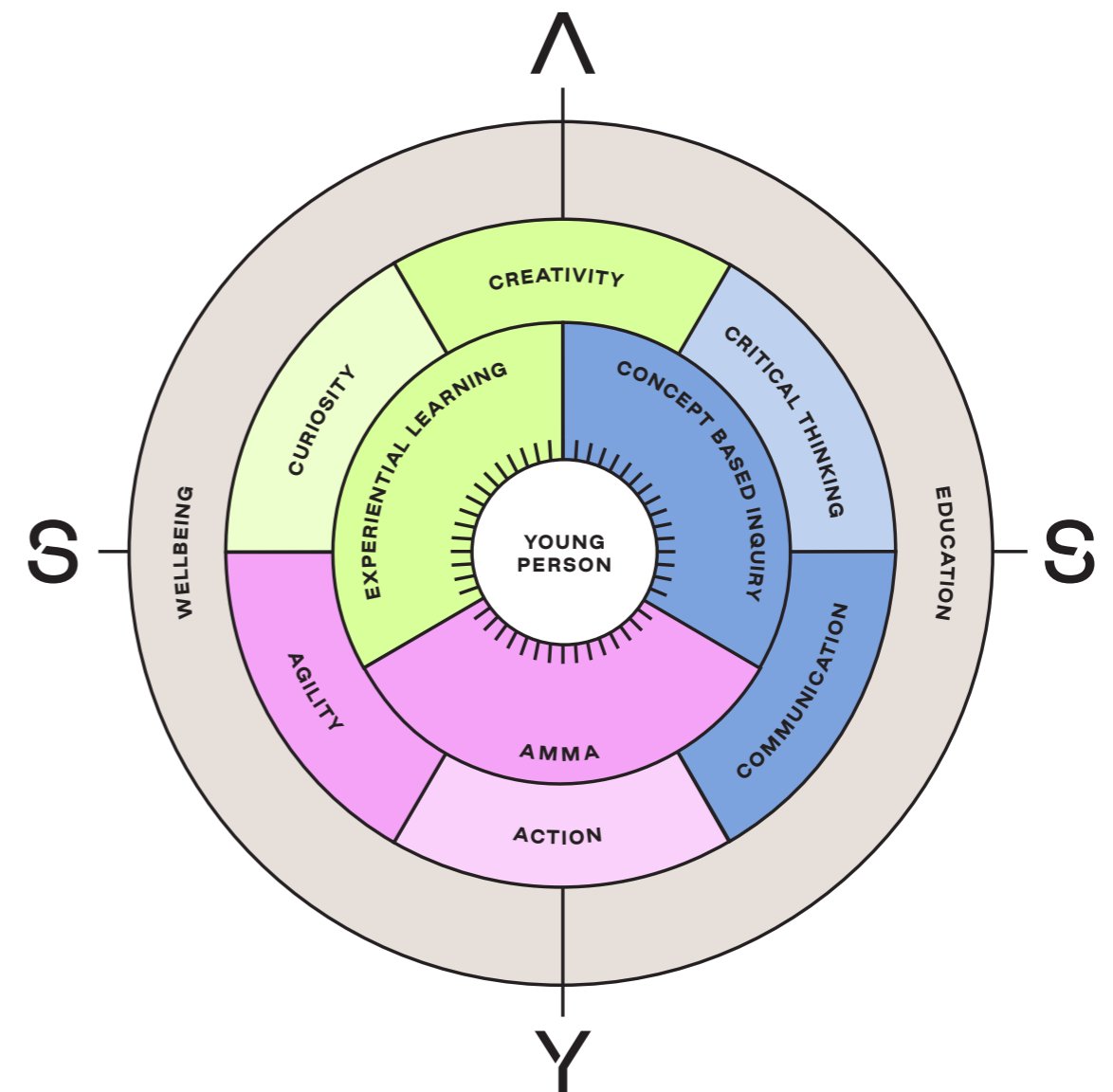
The pedagogical approach for teaching and learning at SASY sits at the intersection of the following three (3) key models:

1. Concept-Based Inquiry
2. Authentic Mixed Method Assessment (AMMA)
3. Experiential Learning

Together, these models create a powerful, learner-centred approach to education that drives engagement, and builds deep understanding. This approach cultivates critical thinking, creativity, and the ability to connect knowledge across disciplines, preparing young people to navigate real-world challenges with confidence and purpose.

LEARNING AT SASY

OUR PEDAGOGICAL APPROACH



SASY is committed to providing an engaging, holistic educational experience that supports young people to explore who they are and how they learn.

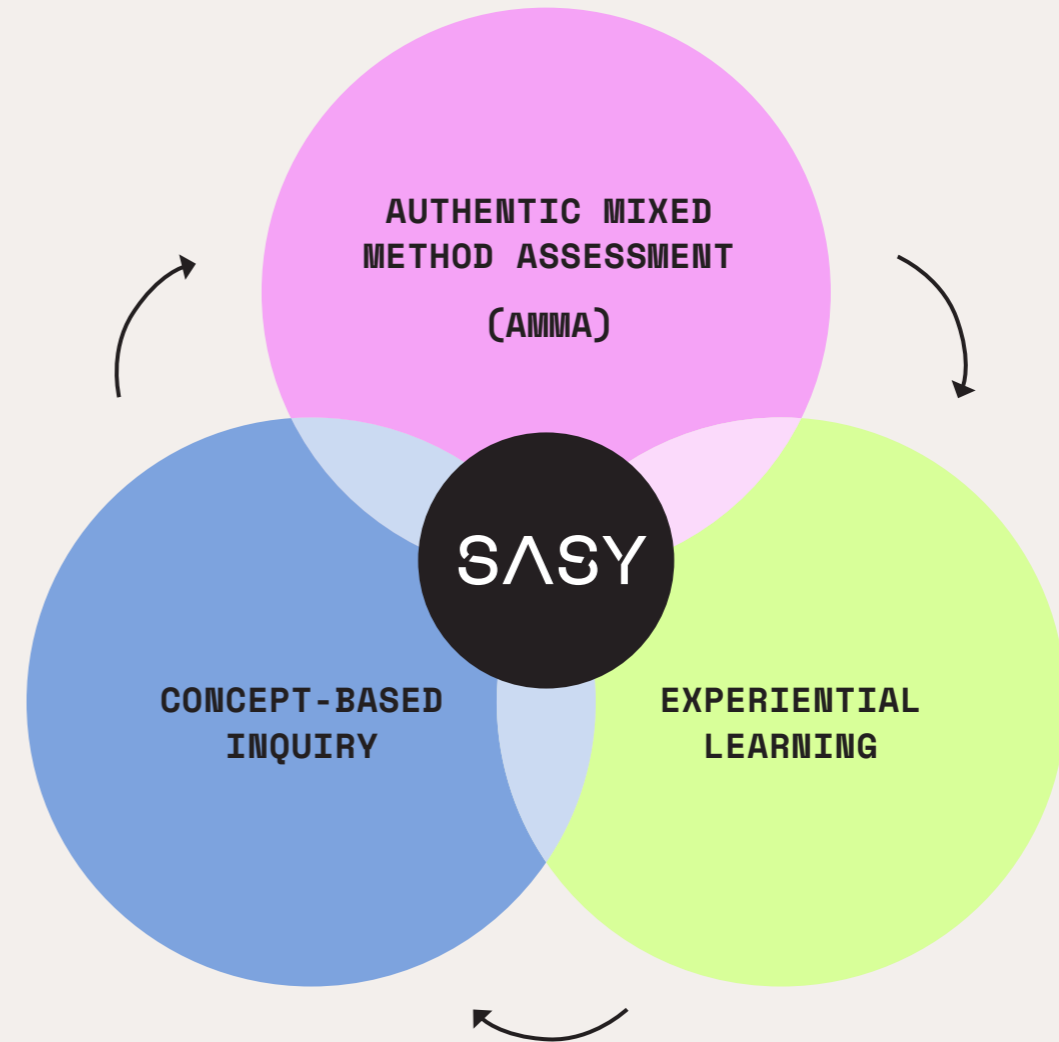
Our Pedagogical Approach



Authentic Mixed Method Assessment

AMMA is a holistic approach to assessment that blends qualitative and quantitative methods in real-world, meaningful contexts. It goes beyond measuring knowledge, focusing on skill application, critical thinking, and creativity. Grounded in professional judgment and personalised insight, AMMA builds a comprehensive picture of each young person's learning, progress, and wellbeing.

(Adapted from Wiggins et al., 1998; Moss et al., 2019; The Learner First, 2018).



Concept Based Inquiry

A teaching approach that positions young people as thinkers, developing agency, deep understanding, and learning transfer. It emphasises critical thinking, creativity, and applying knowledge in new, complex contexts, with regular reflection throughout. At SASY, we apply the stages of the concept-based inquiry model shown through the following steps:

- Program Experience
- Skill Development
- Community Connection
- Learning Demonstration
- Reflection

Throughout, the Teacher plays an important role in scaffolding the process for learners (Erickson et al., 2017, and Marshall et al. 2020).



Experiential Learning

Defined as 'learning by doing'.

In this methodology, the learner is an active participant in the educational process, and learning is achieved through a continuous cycle of inquiry, reflection, analysis and synthesis. Kolb's (1984) four-step cycle guides this process:

- Experiencing
- Reflecting
- Thinking
- Acting

By connecting hands-on experiences with core curriculum concepts, learners deepen understanding and apply knowledge in real-world contexts.



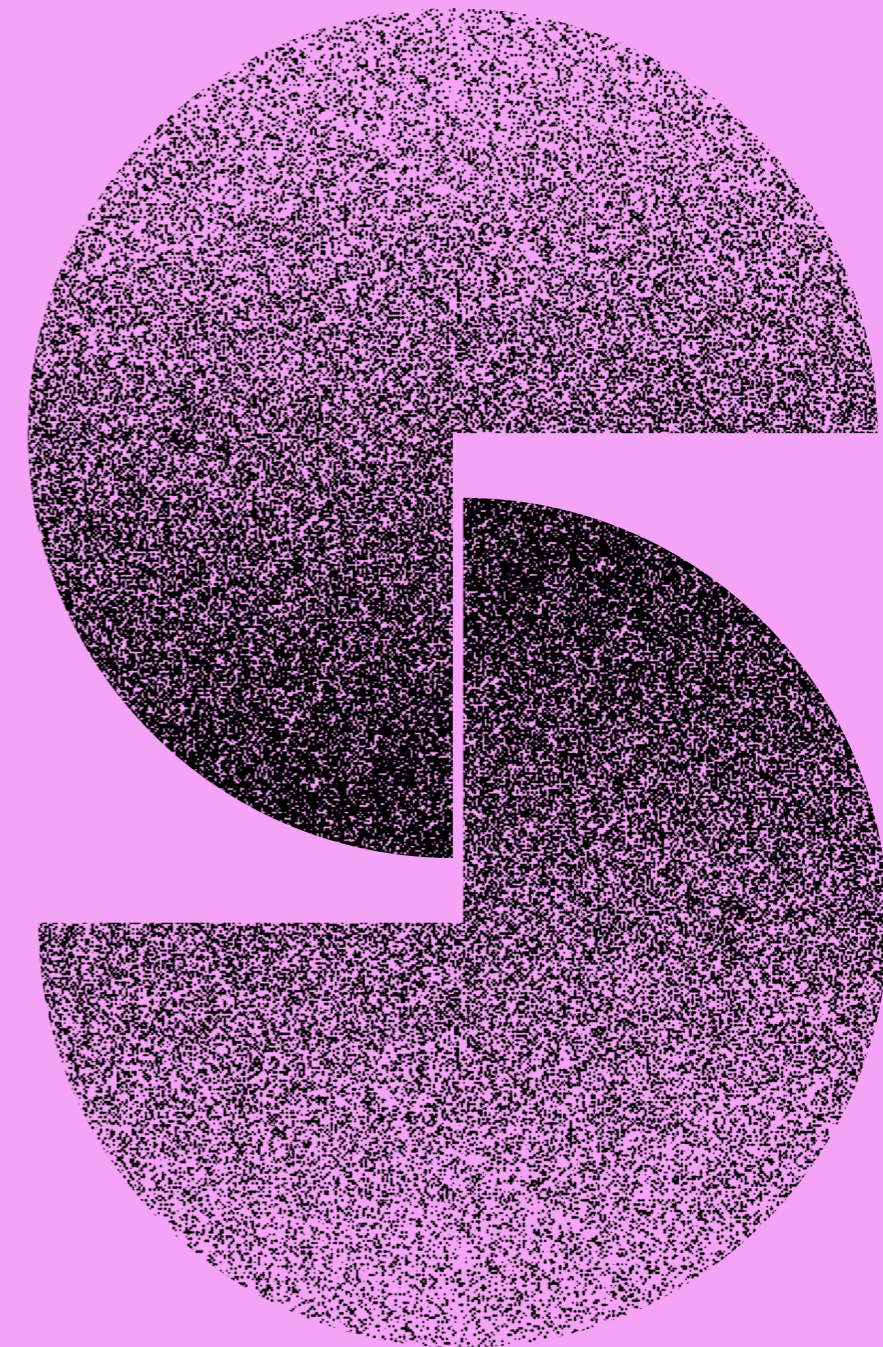
Our Eight Holistic Learning Areas

Holistic Learning Area	Purpose	Australian Curriculum	Units
Advocate for Change	Empowers young people to express their opinions, collaborate and engage in meaningful dialogue and move towards positive action. Target Capability: COMMUNICATION	English Civics/Citizenship	4 (1 per Term)
Solving for the World	Drives curiosity and adaptability to seek solutions, design creatively and apply ideas in an ever-changing world. Target Capability: CRITICAL THINKING	Maths Science	4 (1 per Term)
Creative Expression	Sparks curiosity and imagination, deepens creative thinking and fosters self-expression to enable engagement with communities. Target Capability: CREATIVE THINKING	Arts Technologies	8 (2 per Term)
The Power of Place	Promotes understanding and respect for diversity, exploring cultural stories and practices to gain deeper understanding of our world. Target Capability: CURIOSITY	History Geography	4 (1 per Term)
Enterprise Venture	Encourages entrepreneurial thinking and practical application of knowledge towards tangible outcomes. Target Capability: CURIOSITY	Business/Economics Digital Technologies	4 (1 per Term)
Human Experience	Emphasises the importance of personal wellbeing through exploration of healthy relationships, sex education, drugs & alcohol, cyber safety, and independent living skills. Target Capability: ACTION	Health English	4 (1 per Term)
Adventurous Spirit	Equips young people with the ability to overcome challenges, to sit in the uncomfortable, seek independence and holistically nurture. Target Capability: AGILITY	Physical Education English	8 (2 per Term)
Physical Activity	Strengthens social connections, collaboration, and teamwork towards a united experience. Target Capability: AGILITY	HPE Maths	4 (1 per Term)

SASY's learning is designed within 8 Holistic Learning Areas and is facilitated through the integrated use of the pedagogical models outlined.

These Holistic Learning Areas are delivered through curriculum aligned units across the year, with each one also linked to a target capability. At SASY, these units are developed using Program Builders; flexible planning tools that support engaging, relevant learning.

Appendix 1 shows an example from the Power of Place Holistic Learning Area. This document demonstrates the Scope and Sequence of curriculum aligned to Geography and History mapped across the four units of the year.





Our Program Builders

At SASY, Program Builders are used to design the curriculum units under the 8 Holistic Learning areas. Program Builders bring together the components outlined below.

To ensure alignment to curriculum, as well as unlocking the ability for teachers to contextualise learning, Program Builders contain both fixed and flexible elements.

The fixed elements, parts of the Program Builder that cannot be changed, are indicated in blue. The flexible elements, which teachers can modify to increase engagement and authenticity, are indicated in green.

● Fixed Elements ● Flexible Elements

Appendix 2 shows three examples of Program Builders for the same learning program.

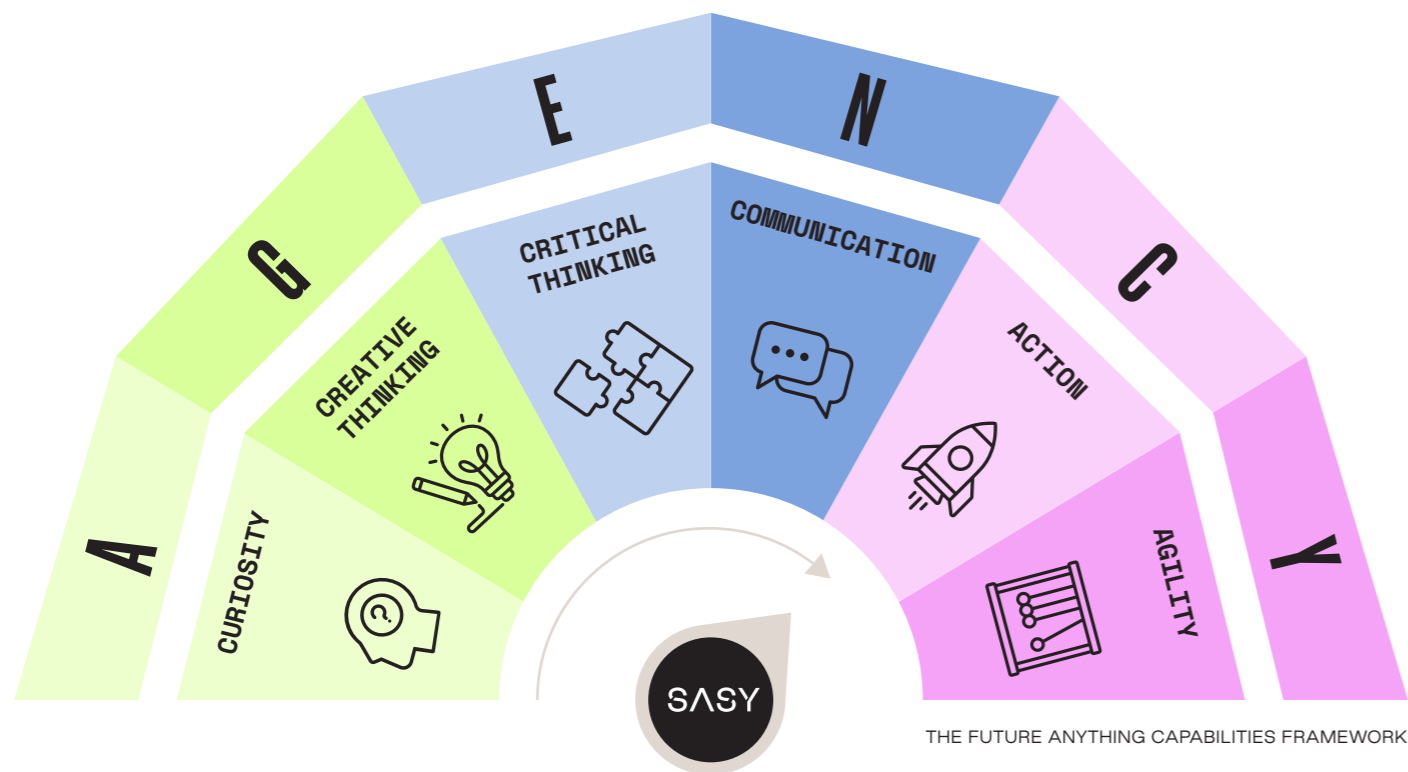
In these examples, the fixed elements remain consistent, while the flexible elements (the focus concept and the assessment items) vary. This approach creates diverse learning opportunities, enabling the experiences for young people at SASY to be relevant, engaging, and contextualised.

● Holistic Learning Area	This is the focus learning area for the Program Builder.
● Target Capability	The core capability underpinning the learning within the Program Builder.
● Program Experience	The program experience is the engaging area of focus for the unit to be designed around. The aim is to identify a topic that will be both relevant to the curriculum, as well as of interest to the young people.
● Curriculum Alignment	These are the relevant curriculum content descriptors from the curriculum matched to the Achievement Standards (ACARA).
● Authentic Mixed Method Assessment	The Authentic Mixed Method Assessment (AMMA) tasks are designed to be flexible, engaging, and closely linked to the associated program experience. These tasks offer young people the opportunity to demonstrate their understanding while fostering engagement and a deeper connection to curriculum concepts.

Our Target Capabilities

In 2024, Future Anything undertook a deep dive into how young people develop capabilities, analysing more than 19 national and international frameworks and conducting extensive research into six critical capabilities—curiosity, creative thinking, critical thinking, communication, action and agility.

This project has been adapted for use at SASY, providing a genuine, research-based framework that authentically captures young people’s development of these essential skills, and provides them with a language for meaningful self-reflection.



CURIOSITY OPEN-MINDED

INQUISITIVE EXPLORATIVE

Curiosity is the drive to explore, ask questions, and seek new understanding about the world around us.

CREATIVE THINKING OPTIMISTIC

IMAGINATIVE EXPERIMENTAL

Creative thinking is the ability to generate, refine, and apply novel ideas in meaningful ways.

CRITICAL THINKING ANALYTICAL

EVALUATIVE REFLECTIVE

Critical thinking is the process of analysing, evaluating, and synthesising information to make reasoned judgments.

COMMUNICATION RESPONSIVE

EXPRESSIVE RELATIONAL

Communication is the ability to express ideas clearly, listen actively, and engage in meaningful dialogue across diverse contexts.

ACTION SELF-AWARE

RESPONSIBLE ORGANISED

Action is the ability to take initiative, set goals, and follow through on tasks to make things happen.

AGILITY PERSISTENT

ADAPTIVE RESILIENT

Agility is the ability to adapt, persist, and stay resourceful in the face of change or challenges.

THE POWER OF PLACE (GEOGRAPHY & HISTORY)

UNIT 1

Geography

- **AC9HG8K04**
The interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes.
- **AC9HG8K06**
Causes of urbanisation and its impacts on places and environments, drawing on a study from a country such as the United States of America, and its implications.
- **AC9HG8K07**
Differences in the distribution of urban settlements and urban concentration in Australia compared with another country such as the United States of America, and their implications.
- **AC9HG8S02**
Collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geo-spatial technologies and digital tools as appropriate.
- **AC9HG8S04**
Draw conclusions based on the analysis of the data and information.

History

- **AC9HH8S05**
Describe causes and effects, and explain continuities and changes.
- **AC9HH8S06**
Identify perspectives, attitudes and values of the past in sources.
- **AC9HH8S08**
Create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources.

UNIT 2

Geography

- **AC9HG8K01**
Geomorphological processes that produce different landscapes and significant landforms.
- **AC9HG8K02**
The location and distribution of Australia's distinctive landscapes and significant landforms.
- **AC9HG8K03**
The spiritual, aesthetic and cultural value of the landscapes and landforms for people, including Country/Place of First Nations Australians.
- **AC9HG8S01**
Develop questions for a geographical inquiry related to a phenomenon or challenge.
- **AC9HG8S03**
Interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships.

History

- **AC9HH8S01**
Develop historical questions about the past to inform historical inquiry.
- **AC9HH8S02**
Locate and identify primary and secondary sources to use in historical inquiry.
- **AC9HH8S03**
Identify the origin, content, context and purpose of primary and secondary sources.
- **AC9HH8S04**
Identify and describe the accuracy and usefulness of primary and secondary sources as evidence.

UNIT 3

Geography

- **AC9HG8S05**
Identify a strategy for action in relation to environmental, economic, social or other factors.
- **AC9HG8S06**
Create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources.

History

- **AC9HH8K01**
The transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval, Renaissance or pre-modern Europe.
- **AC9HH8K02**
The roles and relationships of different groups in Medieval, Renaissance or pre-modern Europe.
- **AC9HH8K03**
A significant event, development or turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe.
- **AC9HH8K04**
The experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in Medieval, Renaissance or pre-modern Europe.
- **AC9HH8K05**
The role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern Europe.

UNIT 4

Geography

- **AC9HG8K08**
Reasons for, and effects of, internal migration and international migration in Australia, China or other countries.
- **AC9HG8K09**
Strategies to manage sustainability of Australia's changing urban places.

History

- **AC9HH8K13**
A significant development, event, turning point or challenge that contributed to continuity and change in the Asian-Pacific society.
- **AC9HH8K14**
The experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in the Asian-Pacific society.
- **AC9HH8K15**
The role and achievement of a significant individual and/or group in the Asian-Pacific society.
- **AC9HH8K16**
Interpretations about the Asian-Pacific society and events, and/or individuals and/or groups connected to the society.
- **AC9HH8S07**
Explain historical interpretations about significant events, individuals and groups.

UNIT 3 EXAMPLE 1 / HEROES AND VILLAINS OF CHANGE

● Holistic Learning Area	THE POWER OF PLACE
● Target Capability	CURIOSITY
● Program Experience	HEROES AND VILLAINS
<p>● Geography</p> <ul style="list-style-type: none"> ● AC9HG8S05 Identify a strategy for action in relation to environmental, economic, social or other factors. ● AC9HG8S06 Create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources. 	<p>● History</p> <ul style="list-style-type: none"> ● AC9HH8K01 The transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval, Renaissance or pre-modern Europe. ● AC9HH8K02 The roles and relationships of different groups in Medieval, Renaissance or pre-modern Europe. ● AC9HH8K03 A significant event, development or turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe. ● AC9HH8K04 The experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in Medieval, Renaissance or pre-modern Europe. ● AC9HH8K05 The role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern Europe.
● Authentic Mixed Method Assessment	<ul style="list-style-type: none"> ● Portfolio of Tasks-Character Traits / Journal, Map, Timeline ● Heroes and Villains Debate

UNIT 3 EXAMPLE 2 / ECO-KNIGHTS-PROTECTING THE EARTH MEDIEVAL STYLE

● Holistic Learning Area	THE POWER OF PLACE
● Target Capability	CURIOSITY
● Program Experience	ECO-KNIGHTS
<p>● Geography</p> <ul style="list-style-type: none"> ● AC9HG8S05 Identify a strategy for action in relation to environmental, economic, social or other factors. ● AC9HG8S06 Create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources. 	<p>● History</p> <ul style="list-style-type: none"> ● AC9HH8K01 The transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval, Renaissance or pre-modern Europe. ● AC9HH8K02 The roles and relationships of different groups in Medieval, Renaissance or pre-modern Europe. ● AC9HH8K03 A significant event, development or turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe. ● AC9HH8K04 The experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in Medieval, Renaissance or pre-modern Europe. ● AC9HH8K05 The role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern Europe.
● Authentic Mixed Method Assessment	<ul style="list-style-type: none"> ● Portfolio of Tasks-Royal Decree, Maps, Role Play ● Kingdom Strategy Report

Appendix 2

UNIT 3 EXAMPLE 3 / EVOLVING CITIES – ANCIENT STREETS TO URBAN DREAMS

● Holistic Learning Area	THE POWER OF PLACE
● Target Capability	CURIOSITY
● Program Experience	EVOLVING CITIES
<p>● Geography</p> <ul style="list-style-type: none"> ● AC9HG8S05 Identify a strategy for action in relation to environmental, economic, social or other factors. ● AC9HG8S06 Create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources. 	<p>● History</p> <ul style="list-style-type: none"> ● AC9HH8K01 The transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval, Renaissance or pre-modern Europe. ● AC9HH8K02 The roles and relationships of different groups in Medieval, Renaissance or pre-modern Europe. ● AC9HH8K03 A significant event, development or turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe. ● AC9HH8K04 The experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in Medieval, Renaissance or pre-modern Europe. ● AC9HH8K05 The role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern Europe.
● Authentic Mixed Method Assessment	<ul style="list-style-type: none"> ● Portfolio of Tasks–Time Capsule, Timeline, Future City Design ● City Expo Project (Showcase)

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Attributions

We extend our thanks to Future Anything for their project support and contribution to the Capabilities Framework.



We acknowledge the Kaurna people as the traditional custodians of the lands and waters of the Adelaide region and we pay respect to Elders past and present.

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