Guideline overview

This guideline applies to all government schools and sites, and early childhood services and sites. It provides direction to educators and staff about what will be taught and how it will be taught, assessed and reported.

Scope

This guideline provides direction to educators and staff working in government schools and early childhood services including preschools, occasional care, associated programs, children’s centres, rural care, integrated long day care services and family day care services, as well as education programs operating from support centres and units.
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1. Guideline detail

This guideline informs the implementation of the Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy. It provides advice about delivering curriculum to optimise the engagement, challenge, learning progress and achievement of all learners from early childhood to year 12.

The policy and the guideline should be read in conjunction with the Reporting on Australian Curriculum in government schools reception–year 10 procedure.

The guideline acknowledges that specific decisions about how to organise learning are best made by educators, sites and services. It is intended to provide advice about the parameters within which sites and services can make local decisions that reflect their context. The importance of this flexibility is recognised in the design and development of the Early Years Learning Framework (EYLF), the Australian Curriculum and the South Australian Certificate of Education (SACE). The guideline is also informed by the learning principles provided by the Teaching for Effective Learning (TfEL) frameworks, and the SACE Learning and Assessment Design policy\(^1\), all of which support educators to design and use effective teaching and learning strategies.

1.1 Learner diversity

Refer to Attachments A to G for detailed guidance in relation to learner diversity and curriculum, pedagogy, assessment and reporting. Also refer to the:

- Inclusion Support Program for early childhood services
- Student diversity section of the Australian Curriculum website
- Special provisions section of the SACE website.

1.2 Curriculum

Curriculum describes the core knowledge, understanding, skills and capabilities children and young people will learn as they progress through education. It is the teaching and learning program planned and delivered to children and young people and referenced to the required framework.

Educators use curriculum to:

- design learning
- monitor and assess learners’ progress and achievement
- report progress and achievement to parents/carers and learners
- support learner safety and wellbeing.

1.2.1 Early childhood services

The EYLF which is the mandated learning framework in early childhood services is comprised of 3 interrelated elements: 5 principles, 8 practices and 5 outcomes, and its aim is to extend and enrich children’s learning from birth through to school.

Educators are expected to refer to the Educators’ guide to the EYLF as a critical companion document to the EYLF. It provides guidance and parameters for quality practice and curriculum decisions by encouraging a continuous cycle of questioning, planning, acting and reflecting that builds professional knowledge and confidence.

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\(^1\) The SACE Learning and Assessment Design policy is incorporated in the SACE policy framework.
Other materials and resources used to support the implementation of the EYLF need to align with the principles, practices and intent of the EYLF and requirements of the National Quality Standard (NQS). The indicators of preschool numeracy and literacy is one such mandated resource.

1.2.2 Reception to Year 10

The Australian Curriculum is designed as a learning progression, and enables all learners to access the continuum of knowledge and skills within each learning area at an appropriately challenging level. The curriculum has a three-dimensional design comprising learning areas, general capabilities and cross-curriculum priorities that together provide young people with the knowledge, understanding, skills and values to make the most of opportunities and to face the challenges of living and working in the 21st century.

The year level descriptions and content descriptions specify the knowledge, understanding and skills that teachers are expected to teach across the years of schooling and the achievement standards describe what learners are typically able to understand and do as they progress through school.

The 7 general capabilities (critical and creative thinking, literacy, numeracy, information and communication technology capability, personal and social capability, ethical understanding and intercultural understanding) play a significant role in the Australian Curriculum and describe the knowledge, skills, behaviours and dispositions that children and young people need to live, learn and work successfully in a changing world.

The 3 cross-curriculum priorities provide regional, national and global dimensions which enrich the curriculum through considered and focused content within learning areas. Learning area content is delivered at the same time as the development of knowledge, understanding and skills relating to Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia’s Engagement with Asia, and Sustainability.

Although reception teachers use the Australian Curriculum to plan their teaching and learning programs, they need to consider the EYLF to understand children’s prior learning experiences and what their learners bring to school.

Attachment F shows the organisation of the Australian Curriculum learning areas/subjects from reception to year 10. When considering Attachment F, it is important to note the following:

- the year levels for the compulsory learning areas/subjects (blue)
- the year levels for which curriculum is available but is optional (orange).

Time allocations for learning area/subjects

Government schools have the flexibility to plan a whole school approach to structuring the delivery of all learning areas to ensure a balance across the year levels and across the curriculum. Suggestions to help schools with planning to deliver the Australian Curriculum can be found in Leading Learning: Making the Australian Curriculum work for us. R-7 teachers also need to refer to the Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy for information about guaranteed minimum teaching times.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) provided curriculum writers with indicative times to guide them in the relative emphasis they should give to each learning area/subject as they wrote the curriculum. The indicative times are shown in Attachment G and are published in ACARA’s Curriculum Design Paper Version 3.1.

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2 Department family day care services use My Time, Our Place (MTOP) to develop curriculum/programs for school-age learners.
ACARA’s indicative times may be used by schools to assist in determining the proportional time they allocate to learning areas. However, these times are not mandated by the department. It is also important to note that the Australian Curriculum has been written to take up a maximum of 80% of the available teaching time each week. Schools have the flexibility to make local decisions to guide these choices.

The relative emphasis given to each of the 8 learning areas varies across the stages of schooling. Apart from the learning areas of English, mathematics, science, history, and health and physical education, learners in years 9 and 10 will have the flexibility to choose whether to continue learning in other areas, depending on the subjects a school decides to offer and the subjects that learners choose.

1.2.3 Years 11 and 12
In the senior secondary years, learners work towards achieving their SACE. The SACE is designed to enable learners to develop the skills, knowledge and capabilities they need to succeed in further education and training or the workforce.

There are 2 stages of the SACE:

- Stage 1 which usually begins in year 10 with the Personal learning plan, and continues through year 11
- Stage 2 which is usually undertaken in year 12.

Each subject that is successfully completed earns credits towards the SACE. Learners receive a final grade from A-E for each Stage 1 subject and a final grade from A+ to E– for each Stage 2 subject.

To gain the SACE learners must achieve a minimum of 200 credits, a C grade or better in the Stage 1 compulsory requirements and a C grade or better in the Stage 2 compulsory requirements.

The compulsory requirements are:

- Personal learning plan — 10 credits at Stage 1
- literacy — at least 20 credits from a range of English subjects (Stage 1 or Stage 2)
- numeracy — at least 10 credits from a range of mathematics subjects (Stage 1 or Stage 2)
- Research project — 10 credits at Stage 2
- other Stage 2 subjects — at least 60 credits from a range of Stage 2 subjects.

The remaining 90 credits can be gained through Stage 1 or Stage 2 subjects or Board-recognised courses of a learner's choice such as vocational education and training (VET) or community learning.

To meet the needs of individual learners, schools are able to teach courses (including VET courses) and subjects that support learners to achieve the SACE literacy and numeracy requirements. Schools are also able to utilise flexibilities within the SACE including recognised learning, community learning and modified subjects.

The VET for schools policy outlines expectations for delivering VET pathways through the SACE that optimise learning outcomes for young people.

1.3 Pedagogy
The nature and quality of educators’ pedagogy is critical to the quality of learning outcomes.

1.3.1 Early childhood services
The principles and practices of the EYLF articulate the pedagogy to be used in government preschools.
Principles | Practices
--- | ---
Secure, respectful and reciprocal relationships | Learning through play
Partnerships with families | Holistic approaches
High expectations and equity | Responsiveness to children
Respect for diversity | Intentional teaching
Ongoing learning and reflective practice | Learning environments
Cultural competence | Continuity of learning and transitions
Assessment for learning

Educators are expected to have a sound understanding of the EYLF principles and practices and these should be evident in their practice and embedded throughout the planning cycle. By recognising that play provides the best opportunities for learning for young children, educators will be providing an environment and experiences consistent with this understanding.

Educators also need to value and plan for developing children’s positive dispositions for learning and utilise routines, relationships and interactions as opportunities for learning.

The Reflect Respect Relate (RRR) resource provides a structure and process within the EYLF principle of reflective practice for continued development of quality pedagogy. The RRR scales provide points of reflection that support educators to improve their pedagogy in the areas of relationships, involvement, active learning environments and wellbeing.

1.3.2 Reception to year 10
The TfEL framework supports the collaborative work of educators by providing a common frame of reference for reflecting on the quality of teaching and learning and for developing a whole school approach to pedagogy.

Learning Design is a process that incorporates the principles of TfEL and helps clarify the ‘what’ and ‘how’ of quality teaching. Six key questions guide educators as they plan learning experiences for learners. These questions scaffold the thinking of educators as they work collaboratively with their peers to design intentional, challenging and responsive teaching and learning. The questions that educators consider are:

- What is the intended learning and why is it important?
- What do the students bring?
- What could the intended learning look like at this level?
- What evidence will enable us to assess the intended learning?
- How will we engage, challenge and support the students’ learning?
- How can we design the teaching and learning plan to bring it all together?

Leading Learning: Making the Australian Curriculum work for us resource has been developed to support leaders to help teachers design intentional learning whilst teaching the Australian Curriculum.

1.3.3 Years 11 and 12
Educators’ pedagogy in years 11 and 12 is built around expert discipline knowledge and at the same time, reflects the principles of the TfEL framework and the SACE learning and assessment design policy.
to meet learners’ needs, interests, and aspirations. The focus is on ensuring that all learners, whatever their learning pathways, are able to develop and demonstrate the essential skills, knowledge and understanding required for success in the SACE and beyond.

1.4 Assessment

The purpose of assessment is to determine what learners know, understand and can do, inform teaching, help learners achieve the highest standards they can and provide meaningful reports on learners’ progress and achievement. Educators use assessment information to gain insights that inform and enrich their decision making about what they do next.

When educators participate in collaborative moderation their ability to design intentional and responsive learning and assessment tasks that engender high expectations and achievement for every learner can be significantly enhanced. When analysing student work together, they develop a shared understanding of the achievement standard and what quality learning and evidence looks like against that standard. Consistency of teachers’ professional judgement about A-E grades for reporting is strengthened, providing a quality assurance process to ensure that data is valid and reliable within and across schools. The collaborative moderation process also provides opportunities for educators to reflect on their initial learning and assessment design and deepen their pedagogical and content knowledge.

In preschools, moderation is referred to as reflective practice and interpreted as educators collaboratively reflecting on their pedagogy and children’s progress against the Indicators of preschool numeracy and literacy. Ways into reflective practice and collaborative moderation provides more information to support educators in early childhood and school sites to engage with these processes.

1.4.1 Standard of Educational Achievement (SEA)

The SEA states that ‘All children and students progress and achieve at or above their year appropriate level’.

The SEA is used by government preschools and schools for monitoring and reporting on the expected educational progress and achievement of all children and students. This contributes to consistency and comparability of learner achievement data across government preschools and schools. This progress and achievement data helps determine individual and site intervention and improvement priorities and is used in review processes.

1.4.2 Early childhood services

The requirements of the Education and Care Services National Regulations 2011 Part 4.1, Regulation 74 (1) are met in early childhood services through formative assessments which articulate a child’s learning against the 5 learning outcomes of the EYLF. The outcomes are:

- children have a strong sense of identity
- children are connected with and contribute to their world
- children have a strong sense of wellbeing
- children are confident and involved learners
- children are effective communicators.

Assessment involves observation, documentation, analysis of learning through dialogue and reflection. It involves the child, educator, families/carers and colleagues depending on the context. The outcomes

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provide reference points against which children’s learning is identified, documented and communicated to children, their families/carers, other early childhood professionals and schools.

Educators need to take the following points into consideration when developing assessment practices in early childhood services.

- Assessment is within the EYLF planning cycle which guides each service’s processes for planning assessment, evaluation, tracking and monitoring each child’s learning.
- The holistic nature of children’s learning is reflected in the methods of planning, documentation and reporting chosen by educators.
- Educators use a range of inclusive assessment and reporting practices to support children’s learning and provide information for families.
- Assessments document the different pathways that children take in their learning within the EYLF outcomes.
- Children are actively involved in formative assessment processes.

1.4.3 Reception to year 10

Developing high quality assessment practices are integral to Learning Design. The 6 key questions in the Learning Design framework assist educators to plan a range of assessment tasks and learning programs to meet the needs of all their learners and to provide evidence about the learners’ progress and achievement. Educators ensure that the assessment tasks enable learners to demonstrate their learning in relation to the desired aims of the learning program.

Timely formative assessment has a powerful impact on learner progress and achievement. Educators use formative assessment processes that identify what learners know, understand and can do, prior to and during the learning; and use this information to inform and adjust next teaching steps. Formative assessment processes should provide opportunities for learners and their peers to evaluate their own progress and achievement and assist them to understand their own learning processes and pathways.

The Australian Curriculum achievement standards describe expected achievement at the completion of a year or band level. Educators consider each achievement standard holistically ie as representing broad development of understandings and skills to be used in applying knowledge, rather than dividing the standard into discrete elements to be achieved. They examine a wide range of evidence of learning to make on-balance judgements about learner progress and achievement for feedback and reporting purposes.

1.4.4 Years 11 and 12

The SACE Board’s policies, procedures and guidelines provide direction for educators in the processes and requirements relating to student learning, assessment and moderation. The SACE Board also provides ongoing support to schools.

In every SACE subject learners are required to show a certain standard in their work to achieve a particular grade, referenced to Performance Standards. Performance Standards define the 5 levels of achievement in the SACE from A-E. Each level of achievement describes the knowledge, skills and understanding needed to demonstrate that level of learning.

The Performance Standards describe how well learners have demonstrated what they know and understand in relation to the specific criteria set out for each subject. All SACE teachers and assessors refer to the Performance Standards when assessing so that learners in all classes across all schools receive comparable grades.
Schools are partners with the SACE Board in managing assessment responsibilities. The school principal has responsibility for the quality of teaching, learning and assessment in the school, including responsibility for implementing the SACE Board policies.

The school's role in assessment includes:

- developing and amending learning and assessment plans for each Stage 1 and Stage 2 subject
- providing a grade from A-E at Stage 1 and a grade from A+ to E– at Stage 2, in accordance with the performance standards and learning requirements
- developing school procedures to verify the authenticity of learner work
- submitting student materials for moderation and external assessment (Stage 2)
- submitting student materials for moderation (Stage 1 compulsory subjects)
- incorporating any adjustments from moderation into final Stage 1 results
- noting any adjustments to learners' Stage 2 school assessment grades made by the SACE Board, and analysing these for internal improvement purposes.

The SACE Board is responsible for:

- the moderation process that quality assures the 70% school assessment component in each subject
- managing the 30% external assessment component
- combining the results for both assessment components
- reporting learners' results.

1.5 Reporting

In early childhood services a variety of reporting practices and formats are used. For more information refer to the following policy documents.

- Educators' guide to the EYLF for Australia
- Guide to the NQS

On completion of a child’s preschool year, a Statement of Learning is provided to the families/carers and to the school that the child will attend. The Statement of Learning will:

- include a summary of the child’s learning against the 5 outcomes of the EYLF
- include a summary of the child’s numeracy and literacy development using the Indicators of preschool numeracy and literacy
- include any other supporting documentation to inform the child, their family and/or their reception teacher
- be written in a narrative format and include the perspectives of children and families/carers.

In schools educators make a holistic on-balance judgement using a range of learning evidence against Australian Curriculum achievement standards to assign an A–E grade or word equivalent when reporting learner achievement. The Reporting on Australian Curriculum for government schools reception to year 4.

Note that the A-E grade in Reception to Year 10 reporting is not qualified with + and/or – assignations.
A procedure can be used to support this process, as can the portfolios of work samples on the Australian Curriculum website.

In the senior secondary years of schooling learners undertake subjects and courses that are recognised, assessed and reported on according to the policies and guidelines of the SACE Board. The department website on Senior secondary reporting also provides information about reporting requirements for years 11 and 12.

The SACE Board of South Australia, in certifying completion of the SACE, is responsible for reporting achievement in board-accredited subjects and board-recognised courses. Student achievement in these subjects and courses is reported in terms of SACE credits.

Reporting in board-accredited subjects uses A-E grades for Stage 1 and A+ to E- assessment levels for Stage 2. Student achievement in some Stage 1 and Stage 2 board-accredited subjects (eg modified subjects) is reported as ‘completed’.

For Stage 2 board-accredited subjects, the board acknowledges the achievement of merit. Achievement in board-recognised courses is not reported as a grade or score but as ‘granted’ with the specified number of credits.

A SACE Record of Achievement is the final transcript of a student’s results and is provided for each student who:

- has completed a Stage 1 or Stage 2 subject
- has been granted recognition for Vocational Education and Training (VET) courses and/or other recognised courses.

Registered Training Organisations provide a Certificate of Completion and Record of Achievement for each student who successfully completes a qualification. Those who partially complete a qualification are provided with a Statement of Attainment that lists Units of Competence.

## 2. Roles and responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Authority/responsibility for</th>
</tr>
</thead>
</table>
| Principals/directors/leaders | Developing and putting into effect plans and processes to enact this guideline at their site/service.  
                                | Developing the capacity of educators to plan, implement and evaluate quality teaching and learning programs that maximise every learner’s wellbeing, engagement, intellectual challenge, progress and achievement.  
                                | Creating and maintaining a safe, inclusive and positive learning environment.  
                                | Complying with responsibilities outlined in the Information management policy.   |
| Educators                | Complying with the obligations outlined in the Curriculum, pedagogy, assessment and reporting: early years to year 12 policy.  
                                | Using the curriculum to design and teach learning programs that engage, challenge and improve the achievement of every learner.  
                                | Assessing learning to inform the design of teaching and learning programs, to monitor learners’ progress and to provide timely feedback to learners about their achievements. |
Working collaboratively with other educators, learners, families/carers and communities.

Using information provided from the previous setting to plan for the learning and development of learners at key transition points.

Engaging in ongoing professional learning that contributes to improving the progress and achievement of all learners.

Complying with responsibilities outlined in the Information management policy.

3. Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>The process of gathering and interpreting information from a range of evidence to make judgements about learners' knowledge, skills and understandings. Assessment information provides the basis for learner feedback, reporting, and the design of future learning.</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>Curriculum developed by ACARA as agreed by Education Ministers for use in state and territory schools.</td>
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<tr>
<td>Curriculum</td>
<td>Is the teaching and learning program planned and delivered to children and young people and referenced to the required framework. It should take account of decision making by early childhood services/schools of local priorities to ensure learner progress.</td>
</tr>
<tr>
<td></td>
<td>Describes the core knowledge, understanding, skills and capabilities children and young people can expect to learn as they progress through education.</td>
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<td></td>
<td>Acknowledges the diversity of starting points that learners bring to their learning, and is informed by interactions with learners.</td>
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<tr>
<td>Early Years Learning Framework (EYLF)</td>
<td>Outlines expectations about 5 learning outcomes for all children’s learning from birth through to transition to school.</td>
</tr>
<tr>
<td>My Time, Our Place (MTOP)</td>
<td>A framework for school-age care services in Australia to assist educators to develop curriculum/programs for school-age learners.</td>
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<tr>
<td>Pedagogy</td>
<td>What a teacher does and how they do it to encourage learning in children and young people, guided by the EYLF and TfEL frameworks.</td>
</tr>
<tr>
<td>Reporting</td>
<td>Communicating learners’ progress and achievement, areas of strength and areas for improvement.</td>
</tr>
<tr>
<td>Reflect Respect Relate (RRR)</td>
<td>Resource designed to motivate critical reflection as early childhood educators plan, support and monitor children’s learning.</td>
</tr>
<tr>
<td>South Australian Certificate of Education (SACE)</td>
<td>The qualification that South Australian learners aim to achieve upon completing their senior secondary education.</td>
</tr>
</tbody>
</table>
**Attachments**

**Attachment A:** Aboriginal learners  
**Attachment B:** English as an additional language or dialect (EALD) learners  
**Attachment C:** Learners with disability  
**Attachment D:** Learners in care (under guardianship)  
**Attachment E:** Gifted and talented learners  
**Attachment F:** Organisation of the Australian Curriculum  
**Attachment G:** ACARA’s indicative time allocations for curriculum writers

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**SUPPORTING INFORMATION**

**Published**  
January 2019

**Supporting documents**  
- Australian Professional Standard for Principals  
- Australian Professional Standards for Teachers  
- Enrolling a child or young person in care  
- Melbourne Declaration on Educational Goals for Young Australians  
- On the same basis: Implementing the Disability Standards for Education  
- SACE assessment and moderation policies  
- SACE Vocational Education and Training

**Related legislation**  
- Australian Education Regulations 2013  
- Children and Young People (Safety) Act 2017 (SA)  
- Children’s Services Act 1985 (SA)  
- Disability Discrimination Act 1992  
- Disability Standards for Education 2005  
- Education Act 1972 (SA)

**Related policy documents**  
- Aboriginal and Torres Strait Islander Histories and Cultures  
- Aboriginal Program Assistance Scheme  
- Australian Curriculum  
- Children and students with disability policy  
- Child protection in schools, early childhood education and care policy  
- Children and young people in care under the guardianship of the Chief Executive, Department for Child Protection  
- Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy  
- Differentiated Model of Giftedness and Talent  
- EALD Elaborations of the AITSL Teacher Standards
Aboriginal learners

Curriculum provision

Educators design culturally inclusive teaching, learning and assessment programs for Aboriginal learners using the curriculum and pedagogical frameworks referenced in the Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy and the principles outlined in the Aboriginal Education Strategy 2019–2029. From a high expectations headset, a One Plan must be developed through culturally appropriate engagement with the learner and the family, and actioned to ensure learners experience progress and success.

Educators are expected to pay particular attention to the following:

- the EYLF principle of Respect for Diversity
- the EYLF practice of Cultural Competence
- the Australian Curriculum cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures which supports all learners to engage in reconciliation, respect and recognition of the world’s oldest continuous living culture
- the Aboriginal and Torres Strait Islander perspectives that are reflected throughout the learning areas of the Australian Curriculum so that Aboriginal and Torres Strait Islander learners are able to see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas and can fully participate in the curriculum
- Aboriginal knowledge, cultures and perspectives in their teaching and learning program as recommended in the SACE subject outlines.

Focused teaching and assessment

Reflecting on the strengths and life experiences that all learners bring to their learning is particularly relevant for Aboriginal learners. High expectations of progress and achievement are supported by culturally responsive and inclusive teaching and learning strategies. The following EYLF and TfEL elements and key actions provide examples of how to enact these strategies.

<table>
<thead>
<tr>
<th>EYLF Principles and Practices</th>
<th>TfEL Elements</th>
<th>What would educators be doing?</th>
</tr>
</thead>
</table>
| **High expectations and equity** | 2.4 Challenge students to achieve high standards with appropriate support | • Holding high expectations that all Aboriginal Islander learners will be successful and providing explicit feedback to support achievement of learning goals.  
• Continually encouraging learners to challenge themselves to achieve their personal best.  
• Recognising what professional knowledge and skills, and specific cultural competency may be needed to further support these actions. |
| **Responsiveness to children** | 3.1 Teach students how to learn | • Having learners actively involved in their learning, addressing barriers to learning and scaffolding and engaging them and their families to achieve learning outcomes.  
• Explicitly teaching and naming different strategies with learners to co-construct meaning.  
• Deliberately planning for learners to reflect on what they learnt, |
Knowing your learners

<table>
<thead>
<tr>
<th>Respect for diversity Cultural competence</th>
<th>4.1 Build on learners’ understandings</th>
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<tbody>
<tr>
<td></td>
<td>• Considering what learners already know, can do and their understanding when designing learning.</td>
</tr>
<tr>
<td></td>
<td>• Listening to each learner and valuing their cultures, identities and abilities and acknowledging their learning strengths and life experiences.</td>
</tr>
<tr>
<td></td>
<td>• Developing individual starting points to bridge prior learning to the intended learning.</td>
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<tr>
<td></td>
<td>• Taking account of learners’ competence and confidence in using Standard Australian English (SAE) and referring to English as an Additional Language or Dialect (EALD) strategies when needed (Language and Literacy Levels across the Australian Curriculum: EALD Students).</td>
</tr>
</tbody>
</table>

The SACE Board Aboriginal Education Strategy 2017-2021 aims to support more Aboriginal learners to achieve their SACE while maintaining their Aboriginal culture and identity, as well as positioning them to succeed in their local community and as global citizens. The strategy advocates a strengths-based approach to teaching and learning practices that contribute to the success of Aboriginal young people in their senior secondary education.

Collaboration and support

Preschools receive additional funding to provide support for Aboriginal learners. The intent of funding is for resource development, professional learning and staffing allocations. In addition, 3 year old Aboriginal children are able to attend preschools up to an average of 12 hours per week initially, increasing up to 15 hours per week at the beginning of the year in which the child turns 4 years of age (before 1 May).

Aboriginal children may also have an extended period in preschool up to 6 years of age - refer to the Preschool enrolment policy for more details. Aboriginal children accessing 12 hours of preschool, and their families/carers, are entitled to the same site support services and access to a high quality early childhood education as all preschool children.

The Aboriginal Education Teacher (AET) is a school based resource allocated to sites with an enrolment of 10 or more Aboriginal or Torres Strait Islander learners. The fraction of AET time for the following year is determined using the term 3 census data. The amount of dedicated time for the AET will be a factor in the nature of their role within a site.

Teachers are expected to work collaboratively with AETs to design quality learning experiences that positively engage Aboriginal learners and lead to improved student progress and achievement.

Aboriginal Program Assistance Scheme (APAS) funding is provided to schools for the employment of tutors to work with targeted years 1-4 Aboriginal learners on early intervention literacy and numeracy strategies. Reception to year 3 learners are identified through Running Records data and year 4 funding is based on Aboriginal or Torres Strait Islander learners who did not meet the National Minimum Standard in year 3 NAPLAN.

All year 11 and 12 Aboriginal learners in government schools receive APAS funding to support SACE studies. WORKABOUT Centres in the Northern Adelaide Region and Port Augusta support Aboriginal youths’ participation in a training plan that personalises their educational and employment pathways based on their specific strengths and needs.

The South Australian Aboriginal Senior Training Academy is a quality academic program that builds upon the education offered in schools, by providing Aboriginal students both male and female in years 10, 11, and 12 SACE students with opportunities for growth and cultural experiences.
Resources

- ACECQA: Quality Information Sheets/QualityArea1/Be Part Of Reconciliation
- EYLF: Perspectives on Aboriginal and Torres Strait Islander Cultural Competence
- AITSL: Improving teaching in Aboriginal and Torres Strait Islander education
- Respect, Relationships, Reconciliation Aboriginal and Torres Strait Islander education: Resources for preservice teachers
- Aboriginal Education Moodle Resource
- About Aboriginal Services
English as an additional language or dialect (EALD) learners

Identifying EALD learners

EALD learners are those whose first (or home) language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop proficiency in English. They have diverse backgrounds including those born in Australia and raised in families in which languages or dialects other than English are spoken, such as Aboriginal and Torres Strait Islander learners, or children of migrants.

The English and education background of EALD learners may include:

- limited or no previous education and literacy in English or the home language
- continuous education and age-appropriate literacy skills in the home language
- exposure to education in English without the development of the English language skills required for success in the age appropriate Australian Curriculum.

Not all learners who speak other languages or dialects are EALD learners because they may have sufficient English proficiency to participate successfully in the curriculum.

Curriculum provision

All educators of EALD learners are encouraged to use the EALD Elaborations of the AITSL Teacher Standards to inform their practice.

The ELYF provides the basis for supporting EALD children through the 5 outcomes for children birth to 5 years. The Australian Curriculum content provides the starting point for developing school-age teaching and learning programs. For EALD learners, access to this content is made possible by identifying a learner’s language proficiency using the Language and Literacy Levels across the Australian Curriculum: EALD Students resource and delivering content in ways which both acknowledges the student’s current English language proficiency and simultaneously builds their English language learning skills.

The SACE Board’s Stage 1 English as an Additional Language is designed to improve learners’ general proficiency in the English language. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 English as an Additional Language, which has a focus on developing learners’ academic literacy skills, and may also lead to other Stage 2 English subjects.

Intensive English Language Program and New Arrivals Program

The primary Intensive English Language Program (IELP) and the secondary New Arrivals Program support the transition of newly arrived learners into an Australian school context. Integral to this is development of the English language and cultural practices required for the school context and support for their wellbeing and sense of belonging. Learners have 12-18 months of support in primary IELP and 12-24 months support in the secondary New Arrivals Program prior to transition to mainstream settings. The length of time is dependent on factors such as English language level and trauma background.

IELP/New Arrivals Program teachers use a variety of approaches to engage EALD learners and assist them to achieve the expected learning. Content from the Australian Curriculum is selected so that the teaching and learning program is contextually meaningful for all learners, and that knowledge construction is appropriately sequenced. Orientation to the practices of Australian society and community is integrated in all topics.

The SACE Board can grant up to 40 credits at Stage 1 level for the successful completion of a secondary new arrivals program. Programs must be submitted to the SACE Board for approval before
applications for recognition may be made. However, the successful completion of the New Arrivals Program is not sufficient to meet the literacy requirement of the SACE.

**Focused teaching and assessment**

Preschools can provide bilingual support in the child’s first language to children with no English when they commence preschool. Bilingual assistants work with children, families and teaching staff to support the child’s learning in a play based program. Expected achievement is measured through progress against the EYLF learning outcomes and against the Indicators of preschool numeracy and literacy.

The reception to year 12 Language and Literacy Levels Teaching Strategies resource provides a range of teaching strategies aligned to targeted Language and Literacy Levels. The English as an Additional Language or Dialect: Teacher Resource provides annotations of some Australian Curriculum content descriptions to demonstrate the linguistic and cultural considerations that teachers need to be aware of and to address for EALD learners.

Schools make decisions about the type of support to be provided based on the EALD learner’s levels of English language proficiency in listening, speaking, reading and writing, and the school context.

EALD learners who do not meet age-related expectations when assessed against learning area achievement standards are not necessarily ‘underperforming’. They may be achieving at levels commensurate with their English language level and their familiarity within the cultural underpinnings of the curriculum. Refer to the Reporting on Australian Curriculum in government schools reception-year 10 procedure for information about reporting the achievement of EALD learners.

**Collaboration and support**

The Preschool Bilingual Program provides funding to sites to support children who have no English when they commence preschool. The annual allocation is 30 hours of bilingual support per site for each requested language. Preschool bilingual program funding is to be used to employ a preschool bilingual assistant from the preschool bilingual register.

Funding is accessed by completing the preschool bilingual support request form. Sites may apply for additional funding for eligible children who arrive at preschool throughout the year, and whose language is not supported at the centre at the time of entry. Funding for these children is allocated through the resource entitlement statement (RES) each term.

Schools are allocated specific funding to help improve EALD learners’ outcomes. Support can be accessed if needed by liaising with the EALD program. Teaching and assessment resources and advice are also available at EALD. Community liaison officers assist with understanding the cultural background of learners and families and the engagement of parents and learners. Bilingual school services officers provide classroom support for EALD learners.

Interpreter services can be accessed if needed by completing the interpreting request form. Similarly, translation services can also be accessed using the translation request form. Important notices are generally approved for translation eg school closure days, letters to parents, health notices and behaviour management notices. The translated forms page has a list of common school notices already translated into a number of languages. Schools are advised not to translate individual student achievement reports. The use of interpreters is recommended for informing parents of student progress.

**Resources**

- Working with culturally and linguistically diverse students
- ACARA EALD Teacher Resource
Learners with disability

Identifying learners with disability

The Disability Discrimination Act 1992 (DDA) has a very broad definition of disability\(^5\) that covers a wide range of disabilities. The Act, together with the Disability Standards for Education 2005, means that educators have an obligation to enable access to, and participation in, a broad and balanced education for all learners with disability, as defined in the legislation, on the same basis as learners without a disability.

The Inclusive Education Support Program (IESP) is a statewide program which supports the access, inclusion, participation and achievement of children with disability in preschools and schools. It is a functional, needs-based model which enables educators to identify children and student’s individual needs and the specific personalised adjustments and modifications required taking into account their intended educational outcomes, capabilities and dispositions. Measures taken will address curriculum, learning design, pedagogical practices, teaching resources, environmental modifications and assessment and reporting for learning. Adjustments are required to facilitate access, participation and progress in the curriculum for children and students with disability on the same basis as their peers. The IESP Eligibility Criteria aligns with the definition of disability outlined in the DDA 1992 and the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

The department uses a Level of Adjustment Matrix to assist educators to identify the types of adjustments and evidence-informed practice that will enable children and students to achieve their learning goals.

When adjustments are made to the curriculum, assessment, reporting and/or learning environment, a One Plan must be completed and actioned.

Curriculum provision

Curriculum decision making for inclusion of learners with a disability is about creating opportunities for all learners to engage in the same experiences as much as possible, rather than planning alternative or separate experiences for any individual learner.

Learners progress along a developmental pathway in their learning. In early childhood services the EYLF guides educators to develop quality programs for all young children including those with disability.

Many learners with disability are able to access the Australian Curriculum and achievement standards for their year-level/age cohort as a result of whole school planning and reasonable adjustments made in

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\(^5\) Disability, in relation to a person, means:

a) total or partial loss of the person’s bodily or mental functions; or
b) total or partial loss of a part of the body; or
c) the presence in the body of organisms causing disease or illness; or
d) the presence in the body of organisms capable of causing disease or illness; or
e) the malfunction, malformation or disfigurement of a part of the person’s body; or
f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that:
h) presently exists; or
i) previously existed but no longer exists; or
j) may exist in the future (including because of a genetic predisposition to that disability); or
k) is imputed to a person.
the classroom, if necessary. Adjustments include differentiating the curriculum, teaching, assessment and/or learning environment.

A small number of learners with disability may require adjustments to year-level expectations involving learning at a lower or higher year-level for some or all learning areas. For these learners assessment and reporting is against the achievement standard of the curriculum identified in their One Plan — refer to the Reporting on Australian Curriculum in government schools reception to year 10 procedure.

A very small percentage of learners with disability require a highly individualised curriculum. Educators can plan this highly individualised curriculum based on the Australian Curriculum learning areas and the extended levels of the general capabilities to personalise the learning and adjust the learning focus. Refer to the Australian Curriculum Illustrations of personalised learning for examples. The Abilities Based Learning and Education Support (ABLES) program can also be used.

The SACE Board provides all learners with opportunities for success in completing the South Australian Certificate of Education. The Board recognises that individual learners may need special provisions to access the specified learning and assessment requirements in the SACE Board’s subject outlines. The SACE Special provisions in curriculum and assessment policy provides alternative arrangements for learners who demonstrate that their capacity to participate in and/or access the requirements of an assessment is affected by illness, impairment or personal circumstances.

Preschool programs for children with disability

| Inclusive Preschool Programs (IPP) | Support children with disability and high support needs to optimise their learning outcomes within a localised preschool setting.  
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<td></td>
<td>The IPP placement procedure describes the process for request, investigation, recommendation and enrolment for children with disability in IPPs.</td>
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| Preschool Speech and Language Programs (SLPs) | Provide an intensive level of support for children whose severe specific language and/or speech impairment is their primary area of need, and who are making slow progress with their current targeted level of speech pathology support.  
|  | The Preschool Speech and Language Programs procedure describes the process for request, investigation, recommendation and enrolment for children with disability in SLPs.  |
| Statewide preschool services | Provided for children with disability and complex needs.  
|  | • The Briars Special Early Learning Centre  
|  | • Kilparrin Early Learning Centre  
|  | • Klemzig Preschool for Children with Hearing Impairment at Klemzig Primary School  
|  | • Warradale Inclusive Preschool Program for children who are Deaf or Hard of Hearing  |
| Behaviour support resources | Designed to assist preschool staff teams in supporting children with challenging behaviours:  
|  | • interactions with children and behaviour support in preschools  |
School programs for students with disability

| **Special options pathways** | Provide options for a specialised learning environment and higher levels of support. Placement in a special option will be dependent on available vacancies and student priority. The department psychologist is the only professional authorised to make recommendations regarding placement in a special school, special unit or special class. Parents/carers also need to be involved in the approval process. |
| **Transition Centres** | Provide senior secondary learners with disability and learning difficulties with a range of opportunities to develop skills including vocational, social, academic and recreational. Services also include advice and professional learning to schools so young people with a disability receive adequate support to complete school and transition successfully to post school options. |

Focused teaching and assessment

Educators can best assist learners with disability by focusing on the following strategies which are also beneficial to many other learners:

- recognising that these learners may be at earlier stages of learning
- providing age-appropriate activities and content
- including aspects of the learners’ culture that promote engagement
- presenting learning tasks in manageable stages
- clarifying that the learner understands the task
- providing real purposes and audiences for their work
- using multi-sensory approaches for any one task
- providing more frequent demonstrations
- providing correct models of work
- explicitly teaching how to monitor and self-correct
- differentiating the curriculum
- providing more frequent opportunities for practice and revision
- having realistic and high expectations about what each individual learner can do relative to their developmental level.

Assessment tools such as the Abilities Based Learning and Education Support (ABLES) program and LitCon Special are useful for learners with a significant intellectual disability. Refer to the school’s special educator for more information about these resources.

Collaboration and support

Many people contribute to supporting learners with disability. Developing and fostering collaborative partnerships between the preschool/school, parents/carers, other professionals and the wider preschool/school community is key to facilitating positive educational outcomes for the learners.
Implementation of the National Disability Insurance Scheme (NDIS) has resulted in preschools and schools experiencing increasing numbers of external providers requesting access to deliver services to children and young people during eligible instruction hours.

The non-department service providers in preschools, schools and educational programs procedure, and the licence agreement for non-department service providers working in preschools and schools have been developed to support site leaders in the approval and management of external providers in department sites.

Site leaders are required to complete the record of decision making checklist and licence agreement prior to approval of external providers working in preschools or schools.

A fact sheet is also available to support the practical implementation of the procedure and for sites to share with parents and non-departmental providers.

Assistive technology

Assistive technology enables some learners with disability to access physical environments, be mobile, communicate effectively and access computers and enhances functional skills that may be difficult without technology. Assistive technology comes in low, medium, and high-tech forms and when matched to the individual needs of the learner, assists with academic engagement, achievement and social interaction.

Use of assistive technologies in SACE subjects needs to be determined in line with the SACE Board’s Special provisions in curriculum and assessment policy.

Resources

- Inclusive Education Support Program
- One Plan
- On the same basis: Implementing the Disability Standards for Education
- Training and resources
Learners in care (formerly under guardianship)

Learners in care (formerly under guardianship) are entrusted into the care of the state, and the government and its staff have a collective responsibility to contribute to their education, health and wellbeing. An inclusive culture contributes significantly to learners in out-of-home care developing a sense of belonging that can assist in ameliorating impact of past trauma.

As with all learners, it is important that educators have high expectations of progress and achievement for learners in out-of-home care. Educational outcomes are strongly influenced by a learner’s emotional, mental and physical health. To improve educational outcomes of young people in out-of-home care there needs to be a focus on all aspects of their wellbeing. It is therefore important to engage with the integration of assessment, planning and support from education and health systems for learners whose trauma history results in them struggling to regulate their emotions and behaviour.

A stable and supportive education environment for learners in out-of-home care supports them to engage and succeed in learning. The required One Plan planning process enables key education staff, the case worker, carer and other appropriate agencies to identify potential issues and any extra learning support the learner requires. It is important that the planning process includes the participation of learners in out-of-home care whenever possible and recognises the learner's individual needs. The Rapid response framework: whole of government services for children and young people under care and protection orders outlines the priorities afforded learners in out-of-home care to access government supports and services.

Curriculum provision

Learners in out-of-home care are often vulnerable and at educational risk. The One Plan planning process that occurs within one month of the learner being enrolled facilitates the identification of any adjustments to the curriculum that are needed to promote the learner’s progress and achievement. It is important to note that the nature and extent of the differentiated approach to targeted curriculum areas may need to be varied in response to any instability occurring in the learner’s life.

Focused teaching and assessment

Teaching and assessment strategies to support the learner achieve their academic and social-emotional goals are also identified and enacted as a key part of the One Plan development and implementation process. It is important that educators focus on promoting high expectations of achievement and the learning outcomes of these learners.

Building self-esteem and supporting positive behaviour are also likely to be priorities and help the learner feel secure and valued. Together with opportunities to form healthy relationships, the effects of past abuse and trauma can be reduced.

Collaboration and support

Learners in out-of-home care have experienced complex trauma and abuse. They are in out-of-home care as a result of a ruling made by the Youth Court that it is in their best interest to live apart from their family.

The legal guardian of a child in out-of-home care is the Chief Executive of the Department for Child Protection (DCP), who is represented by the DCP case worker allocated to the child. This person is the formal guardian and required to sign all official documents and is responsible for the enrolment of the child.

The daily care giver of a child in care is known as ‘the carer’. This could be an actual person eg a foster carer, a kinship carer, or a group of people eg residential care workers. This person/people are
responsible for the daily support and care of a child, for example providing clean clothes and nutritious food and ensuring regular school attendance. Both of these ‘parents’ require the formal correspondence from preschool and school including learning plans and reports.

Resources

The following resources are available to support the education of learners in care.

<table>
<thead>
<tr>
<th>Early entry into preschool</th>
<th>Children in out-of-home care are eligible to start preschool from their third birthday.</th>
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<tr>
<td><strong>Enrolment</strong></td>
<td>Children and young people in out-of-home care require a specific enrolment process which ensures the learner is enrolled in a preschool or school suitable to their needs, noting that they are entitled to enrol in their ‘local’ preschool/school.</td>
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<tr>
<td>Transition from year 7 to year 8</td>
<td>The transition from primary school to high school is a critical time for all learners, and learners in out-of-home care can be particularly at risk. Year 7 learners in out-of-home care are able to enrol and be accepted into any government secondary school of their choice in South Australia.</td>
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<td>School engagement program</td>
<td>The school engagement program assists young people in out-of-home care aged 12 to 17 who are at risk of disengaging from education. The program brings together a range of services to review the child or young person’s One Plan and organise extra support to help them stay at school.</td>
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<tr>
<td>Tutoring service for learners with a disability</td>
<td>Learners with a disability who are placed in care may be eligible for extra tutoring to help them at school. This funded service is short-term and is not a replacement for long-term support.</td>
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<tr>
<td>Mentoring</td>
<td>Young people who are in care may be eligible for a mentoring program that provides an opportunity to build a positive relationship with an adult outside more formal services.</td>
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<tr>
<td>Professional learning</td>
<td>Educators can access professional learning to increase their understanding and skill to educate and support learners in out-of-home care. Programs such as SMART (Strategies for Managing Abuse Related Trauma) are accessible through PLINK.</td>
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</tbody>
</table>

Children and young people in care under the guardianship of the Chief Executive, Department for Child Protection

Office of the Guardian for Children and Young People
Gifted and talented learners

While there are a range of different definitions of giftedness, Gagné’s (2008) Differentiated Model of Giftedness and Talent provides the most generally accepted conception of both giftedness and talent in Australia and informs these guidelines. Giftedness is defined here as natural ability and talent as advanced performance within one or more specific domains of human endeavour (intellectual, creative, social and physical), at a level significantly in advance of the student’s same-age peers.

Gagné’s model emphasises the developmental nature of giftedness and recognises that giftedness is only potential. Adjustments and support may be necessary if learners are to develop their gifts or abilities into high achievements.

Giftedness is not always visible and easy to identify. Its visibility can be impacted by cultural and linguistic background, gender, language and learning difficulties, disability, socio-economic circumstance, location and lack of engagement in curriculum that is not appropriate to their abilities. From an early age, being socially and emotionally quite different from their same-age peers can lead to gifted learners underachieving academically and disguising their true abilities for peer acceptance.

Identifying gifted and talented learners

The use of comprehensive, multiple-criteria, reliable and valid assessment tools is important in the identification process. Identification can occur in a range of ways including:

- observation of a learner’s behaviour and noting the history of their early development
- interviews with parents/carers
- parent/carer and educator Gifted and Talented Checklists which include cognitive and affective (social-emotional) traits and characteristics
- learner interest surveys, self-reports and interviews
- individual standardised tests administered by a psychologist
- standardised achievement tests, such as the ‘Raven’s Standard Progressive Matrices’, which can be administered by educators to individuals or groups.

Curriculum provision

The potential of gifted and talented learners may not be realised without adjustments to the curriculum that provide appropriate learning opportunities commensurate with their capacity. Provisions for gifted and talented learners need to include opportunities for extension, enrichment and acceleration within and beyond the classroom. If significant adjustments are made, a One Plan needs to be completed.

The EYLF endorses the value of the unique strengths, interests and capacities of all learners. The concepts of ‘being, belonging and becoming’ affirm that all learners should be supported to be who they are, experience a sense of belonging and connectedness and have the right to realise their potential. This is important for young gifted learners and their families. For more advice go to Early Childhood Australia’s Research in Practice Series title Gifted and talented: Inclusion and exclusion.

In schools learning can be extended by providing opportunities to work with curriculum content in more breadth or, especially, more depth and complexity and/or encompassing higher order cognitive skills. Gifted and talented learners can draw on content from later levels in the curriculum. Educators can use pedagogies that focus on encouraging deeper thinking skills, high intellectual challenge and independent problem solving. For more advice, go to the Gifted and talented students’ information on the Australian Curriculum website.
Most gifted and talented learners will be taught in mainstream classes. However, broadening opportunities and experiences beyond the regular classroom and/or in flexible groups with other gifted learners can also enrich the progress and achievement of gifted and talented learners.

Some gifted and talented learners may require acceleration through the curriculum at rates faster than typical to match the level and complexity of the curriculum with the readiness and motivation of the learner. Learners who have a dual exceptionality should also be considered for acceleration. Examples of acceleration include:

- subject acceleration
- year level acceleration
- year level compacting
- tertiary extension and enrichment pathways.
- early and flexible entry into preschool/school.

For more information about acceleration, refer to Acceleration Guidelines. For more information on reporting arrangements refer to the Reporting on Australian Curriculum in government schools reception to year 10 procedure.

Collaboration and support

Supporting positive social and emotional development

For some gifted and talented learners being ‘out of sync’ intellectually with their same-age peers may result in loneliness, social isolation, depression, perfectionism or stress. It is critical for the wellbeing of gifted and talented learners that educators and parents/carers work together to ensure that gifted and talented learners are understood, accepted, valued and have opportunities to interact with peers and find friends who have similar interests and abilities. Referral to a psychologist from Student Support Services or another registered educational psychologist, school counsellor or expert in gifted development may be necessary, especially before placing learners on an accelerated pathway such as early entry and whole year acceleration.

Consultation may also be necessary for subject and career choice, especially where learners are accelerated into SACE subjects and/or tertiary level study.

Specialist interest schools and specialist programs

All government schools use the Australian Curriculum for their learners. Some schools also focus on a specific interest or talent. A special interest school or special program has activities that are a key focus and provide learning opportunities that may not be available in every school.

Three government schools provide a specialist ‘Ignite’ program for gifted and talented learners (Aberfoyle Park High School, Glenunga International High School and The Heights School). A number of other government schools provide high quality specialist programs in areas such as high academic ability, music, sport, science, mathematics and languages. Some schools require special entry enrolment. All department schools have a responsibility to communicate with their community about enrolment information for gifted learners prior to these learners commencing Year 7. Refer to Special interest schools and specialist programs for more information.
Resources

- The Gifted and Talented Children’s Association of South Australia
- Flinders University Gifted Education program
- Gifted Education Research, Resource and Information Centre Professional Development Modules
## Organisation of the Australian Curriculum

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*For these learning areas schools can choose between using a single consolidated learning area achievement standard or individual subject specific achievement standards.

- **Blue** Compulsory learning area/subject
- **Orange** Optional learning area/subject
ACARA’s indicative time allocations for curriculum writers

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*For these learning areas, schools can choose between using a single learning area achievement standard or individual subject specific achievement standards that comprise the learning area.

1% equates to approximately 10 hours per year