



# Towards Level 1 of the Victorian Essential Learning Standards

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# Introduction

This document supports the delivery of the Victorian Essential Learning Standards (VELS). It provides a framework for developing effective learning programs and mapping, monitoring and assessing the many students in Victorian schools who are recognised as working towards Level 1.

These students are a diverse group of different ages, with different disabilities, abilities, and learning needs from differing backgrounds and with varying educational experiences.

This document provides an overview of:

- the broad stages of development for students working *Towards Level 1 of the VELS*
- a set of learning focuses, standards and indicators describing the experiences and expectations for learners.

Teachers should use this document to assist them when assessing and planning learning programs for students with additional needs who are working towards Level 1 of the VELS. It directly quotes from the doctoral work of Bernadette Coles-Janess, Eileen Roberts and Kerry Woods, from The University of Melbourne.

## Relationship with the VELS

The VELS are designed for all students. Programs for students with additional learning needs will be planned within the curriculum described in the Standards and using this document.

For schools, this may mean examining:

- organisational structures
- relationships with parent/ guardian/ carer and the community
- curriculum design, delivery and adaptation
- available resources and expertise
- types of supports that are utilised, and
- links from the curriculum to the wider community.



## Relationship with Victorian Early Years Learning and Developmental Framework-Birth to 8 Years.

*The Victorian Early Years Learning and Development Framework* advances children's learning and development from birth to eight years by early childhood professionals working together, and with families, to achieve common outcomes for children.

It complements discipline-specific resources, such as this document, that support early childhood professionals working with children and families. In doing so, it provides a common language to describe children's learning and common principles to guide practice.

[www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/learning/veyldframework.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/learning/veyldframework.pdf)

# Stages of Learning



Whilst it is recognised that student learning is a continuum from Years Prep to 10, and different students develop at different rates, they broadly progress through three stages of learning.<sup>1</sup>

## Laying the foundations – Years Prep to 4

In these years the curriculum focuses on developing the fundamental knowledge, skills and behaviours in literacy and numeracy and other areas, including physical and social capacities, which underpin all future learning.<sup>2</sup>

*The Towards Level 1 of the Victorian Essential Learning Standards documents are for students with additional needs working towards Level 1 and support the delivery of VELs.\**

## Building breadth and depth – Years 5 to 8

In these years students' progress beyond the foundations and their literacy and numeracy becomes more developed. An expanded curriculum program provides the basis for in-depth learning within all domains in the three learning strands.<sup>3</sup>

## Developing pathways – Years 9 to 10

In these years students develop greater independence of mind and interests. They seek deeper connections between their learning and the world around them and explore how learning might be applied in that world. They need to experience learning in work and community settings as well as the classroom. They are beginning to develop preferred areas for their learning.<sup>4</sup>

<sup>1,2,3,4</sup> VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au), \*DEECD

# Stages of Towards Level 1 of the VELS

This curriculum focuses on progressing students from a pre-intentional to intentional state. It encourages students to develop their independence as they explore, participate and engage in the world around them. Curriculum expectations for student achievement are set at four stages: Stages A to D. These stages are not associated with any set age or year level that links chronological age to cognitive progress. As students progress through these stages the level of support decreases as they proceed towards becoming independent learners. The stages focus largely on foundational literacy and numeracy skills and the development of physical, personal and social capacities. At Stages A to D standards and indicators are written for English, Mathematics, Health and Physical Education, the Arts and Interpersonal Development.

The relationship between Stage and the learning focus is:

## Stage A: Beginning to Explore

At this level students experience a range of learning activities that will assist them to attend to and explore the world around them with as much independence as possible. Experiences are designed to move students from a pre-intentional level of responding to a level where the response indicates beginning intention. Students will need high levels of coactive support and focused attention from the teacher to help them initiate and refine their responses. Students demonstrate some awareness and recognition of familiar people and routine activities.

## Stage B: Active Exploration

Students at this level become less reliant on high levels of coactive support and become more reliant on verbal prompts and gestures to facilitate their learning. They begin to explore their world independently and engage in simple cause-and-effect play activities. Students are able to focus on structured learning activities for short periods of time. They respond to familiar people and events and begin to use 'yes/no' responses.

## Stage C: Intentional Participation

Students at this level are less dependent on coactive support and respond more consistently to prompts and simple clear directions from the teacher to support them in their learning. They are displaying the first signs of independence and becoming more peer focused. Students participate in structured learning activities with others and they begin to use pictures, photos and objects to communicate personal interests and experiences. They start to use and link some familiar words and images to form a meaningful communication.

## Stage D: Building Independence

With teacher support and curriculum scaffolding, students at this level participate cooperatively in group learning activities. They express their feelings, needs and choices in increasingly appropriate ways and combine and sequence key words and images to communicate personal interests and to recount significant experiences. They indicate beginning understanding of social rules and expectations and are beginning to reflect on their own behaviour.

## Structure of the Curriculum

This curriculum focuses on the four stages students' progress through as they work towards Level One of VELS and is organised into domains. The document presents each stage within its domain and strand. Each section includes a domain learning focus statement, and, where appropriate, a set of standards and indicators organised by dimension.

### Strand

This document is divided into the three Victorian Essential Learning Strands of Physical, Personal and Social Learning, Discipline-based Learning, Interdisciplinary Learning. Each Domain can be found within its learning strand.

### Domain

Thirteen domains are presented within their learning strand. Within Physical, Personal and Social Learning are the domains of Health and Physical Education, Interpersonal Development, Personal Learning and Civics and Citizenship. Discipline-based Learning presents the domains of The Arts, English, The Humanities, Mathematics and Science. The third learning strand, Interdisciplinary Learning addresses the domains of Communication, Design, Creativity and Technology, Information and Communication Technology and Thinking Processes.



## Structure of the Domain

### Stages

The four stages outline progress through to Level 1 of the VELS. They provide a profile of student progress at each stage from A to D.

### Learning Focus

Learning focus statements are written for each stage. These outline the learning that students need to focus on if they are to progress and achieve the standards at the stage where they apply. They suggest appropriate learning experiences rather than defining a syllabus or prescribing specific teaching methods. Teachers can draw from these statements to develop relevant teaching and learning activities.

### Standards

The standards represent what students would be expected to attain following successful learning. They provide a set of practical, observable ways in which students are likely to demonstrate their achievements. The standards for each stage should be read in conjunction with the learning focus, taking into account the teaching setting and the degree of teacher support available.

The standards do not represent specific tasks to be completed in narrowly defined ways. Students will be required to demonstrate their achievement of the standards using a wide variety of learning activities and tasks. The standards do not determine how teachers will assess.

### Indicators

The indicators represent examples of what students would be expected to display as they progress towards the standards. This is not an exclusive or exhaustive list. The indicators provide a set of practical, observable ways in which students are likely to demonstrate their achievements. The indicators for each stage should be read in conjunction with the learning focus and standards, taking into account the teaching setting and the degree of teacher support available.



## National Statements of Learning



The Victorian Essential Learning Standards (VELS) incorporate the opportunities to learn covered in the national Statements of Learning

([www.curriculum.edu.au/mceetya/the\\_statements\\_of\\_learning,22835.html](http://www.curriculum.edu.au/mceetya/the_statements_of_learning,22835.html))

The Statements of Learning describe essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of Years 3, 5, 7 and 9 in English, Mathematics, Science, Civics and Citizenship and Information and Communication Technologies (ICT).

The Statements of Learning were developed as a means of achieving greater national consistency in curriculum outcomes across the eight Australian states and territories. It was proposed that they be used by state and territory departments or curriculum authorities (their primary audience) to guide the future development of relevant curriculum documents. They were agreed to by all states and territories in August 2006.

During 2007, the VCAA prepared a detailed map to show how the Statements of Learning are addressed and incorporated in the VELS. In the majority of cases, the VELS learning focus statements incorporate the Statements of Learning. Some Statements of Learning are covered in more than one domain. In some cases, VELS learning focus statements have been elaborated to address elements of the Statements of Learning not previously specified.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

## Accommodations for Students

It is understood that students with additional learning needs may require adjustments including additional support and accommodations to ensure their wellbeing and learning needs are met. This could include support from specialists, therapists and outside agencies.

Adjustments are student specific. The student's abilities, disabilities and learning characteristics will determine the communication, equipment, specific assistance, strategies and teaching approaches applied.

Students may communicate their learning in a variety of ways. These may include:

- Gesture: pointing, touching, hand squeeze, eye blinking, eye contact, miming, facial expression, Makaton® keyword signing, Auslan®
- Voice: vocalising, speech
- Visual aids: written words, pictures, photos, picture symbols, diagrams
- Communication devices: voice output communication devices, computers.
- Tactile: Braille

Students may need assistance in a number of ways when working towards a standard of progress. Support should allow the student as much independence as possible. Assistance may include:

- Coactive assistance: physical assistance
- Prompting: verbal, visual and/or gesture prompts
- Physical aids: modified grips, hand splints, body braces, leg splints, walking frames, wheelchairs, modified equipment
- Explicit, targeted teaching strategies.

This support may occur throughout or be offered at different levels as required during an activity.



# Physical, Personal and Social Learning Strand

Towards Level 1 of the Victorian Essential Learning Standards

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# Physical, Personal and Social Learning

A curriculum designed to equip students for the challenging world of the 21st century needs to ensure that they develop as people who take increasing responsibility for their own physical wellbeing, learning, relationships with others and their role in the local, national and global community.

Within the Physical, Personal and Social Learning strand the learning domains are:

## Health and Physical Education

A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skills and behaviours that enable them to:

- maintain good health and live a healthy lifestyle
- understand the role of physical activity in ensuring good health
- engage in physical activity.

## Interpersonal Development

- In our highly interconnected and interdependent world, students must learn to work with others by:
- building positive social relationships
- working and learning in teams
- managing and resolving conflicts.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))





### Personal Learning

As students progress through school they need to be encouraged and supported to take greater responsibility for their own learning and participation at school. This involves developing as individual learners who:

- acquire self-knowledge and dispositions that support learning
- can learn with peers, including by seeking and responding appropriately to feedback
- increasingly manage their own learning and growth, including by setting goals and managing resources to achieve these
- recognise and enact appropriate values within and beyond the school context.

### Civics and Citizenship

Students need to develop the knowledge, skills and behaviours that enable them to take action as informed, confident members of a diverse and inclusive Australian society. They need to understand the political and legal systems and processes and the history that underpins them. This involves a focus on students:

- understanding their identity and roles in their community
- knowing their rights and responsibilities as citizens
- appreciating Australia's role in the global community
- having the knowledge, skills and behaviours to participate in society and take responsible action in relation to other citizens and the environment at a local and broader level.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

# Health and Physical Education

## Introduction

The domain of Health and Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education.

Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved wellbeing.

Students' involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.

Students progress from learning simple rules and procedures to enable them to participate in movement and physical activity safely, to using equipment safely and confidently. Students undertake a variety of roles when participating in sports such as umpire, coach, player and administrator and assume responsibility for the organisation of aspects of a sporting competition.

This domain explores the developmental changes that occur throughout the human lifespan. It begins by identifying the health factors necessary to promote and maintain growth and development, followed by discussion of significant transitions across the lifespan, including puberty, to gaining an understanding of human sexuality and factors that influence its expression. The exploration of human development also includes a focus on the establishment of personal identity, factors that shape identity and the validity of stereotypes.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. They identify the harms associated with particular situations and behaviours and how to take action to minimise these harms.<sup>1</sup>

Through the provision of health knowledge, this domain develops an understanding of the importance of personal and community actions in promoting health, and knowledge about the factors that promote and protect the physical, social, mental and emotional health of individuals, families and communities. Students investigate issues ranging from individual lifestyle choices to provision of health services by both government and non-government bodies. In investigating these issues, they explore differing perspectives and develop informed positions.<sup>2</sup>

This domain examines the role of food in meeting dietary needs and the factors that influence food choice. Students progress from learning about the importance of eating a variety of foods to understanding the role of a healthy diet in the prevention of disease.<sup>3</sup>

The Health and Physical Education domain provides students with the knowledge, skills and behaviours necessary for the pursuit of lifelong involvement in physical activity, health and wellbeing.<sup>4</sup>



## Structure of the domain

The Health and Physical Education domain is organised into ten sections (Stage A to D, working towards Level 1) and six VELS levels (Level 1 to 6). Each stage includes a learning focus statement, a set of standards (where appropriate) and indicators organised by dimension. In Health and Physical Education, standards for assessing and reporting on student achievement apply from Stage A.\*

### Dimensions

Standards in the Health and Physical Education domain are organised in two dimensions:

- Movement and physical activity – from Stage A\*
- Health knowledge and promotion – from Level 3.<sup>5</sup>

### Movement and physical activity

The Movement and physical activity dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students' confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

### Health knowledge and promotion

The Health knowledge and promotion dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition in healthy growth and development.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))



# Strand: Physical, Personal and Social Learning

## Domain: Health and Physical Education

### Stage A: Beginning to Explore

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#### LEARNING FOCUS

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Students with support are engaged in a variety of physical activities and structured leisure activities. They experience their body being moved through a variety of positions and locations and attend to body parts when participating in repetitive singing and action games associated with the identification of major body parts.

Students begin to develop basic motor skills such as head control, hand-to-mouth movements and a squeeze grasp. They are encouraged to explore the space around them and learn to move in space and follow basic movement patterns.

With support, students participate in simple activities associated with their basic hygiene, personal care and food. They begin to develop an awareness of these activities, and how different parts of the body move. Students start to anticipate these familiar events, recognise some steps involved and cooperate to complete these. They are beginning to demonstrate awareness of and preference for different tastes and textures and indicate when thirsty or hungry.

Students start to react to events and experiences. They learn to respond to their name, own reflection in a mirror and indicate awareness of and respond to familiar people. Students use facial expressions to indicate an emotion and are encouraged to communicate feelings. They learn to respond through 'accept' or 'reject' gestures or actions and rely on adult support or comfort to cope with emotional events.

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STANDARDS	INDICATORS
<p><b>Movement and Physical Activity</b></p> <p>At Stage A students show general awareness of body position and own body when moved by others. They can hold an object briefly when placed in a hand and can move their body parts intentionally in an aquatic environment. They regularly show a readiness to engage in physical activities by responding when using familiar play equipment and accepting and wearing appropriate safety equipment.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• demonstrate controlled head movements</li> <li>• cooperate when being moved by others</li> <li>• initiate own body movements</li> <li>• demonstrate a squeeze grasp</li> <li>• demonstrate awareness of own body moving in aquatic environments</li> <li>• show a readiness to participate in routine movement activities</li> <li>• demonstrate an awareness of teacher instructions associated with physical activity</li> <li>• explore equipment in their immediate environment</li> <li>• respond to and demonstrate readiness to engage in play</li> <li>• demonstrate enjoyment of structured leisure activities.</li> </ul>
<p><b>Health Knowledge and Promotion</b></p> <p>In Health and Physical Education, standards for the Health knowledge and promotion dimension are introduced at Level 3.</p>	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• demonstrate a readiness to cooperate when participating in personal care routines</li> <li>• show a readiness to wearing sunscreen and a hat outdoors</li> <li>• show awareness of being dressed and undressed</li> <li>• show awareness of toilet needs by demonstrating readiness when being changed or taken to the toilet</li> <li>• anticipate and cooperate with carer, when eating and drinking</li> <li>• vocalise or gesture when thirsty or hungry</li> <li>• cooperate with basic hygiene procedures associated with food activities</li> <li>• attend to body parts when participating in repetitive singing and action games associated with the identification of major body parts</li> <li>• respond to own reflection in a mirror</li> <li>• use facial expressions to indicate an emotion</li> <li>• respond to being comforted when distressed</li> <li>• demonstrate preference for certain tastes and textures</li> <li>• anticipate meal times by demonstrating an awareness of mealtime preparations in the immediate environment.</li> </ul>

# Strand: Physical, Personal and Social Learning

## Domain: Health and Physical Education

### Stage B: Active Exploration

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#### LEARNING FOCUS

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Students engage in a variety of physical activities and explore basic play equipment. Through a range of motor activities, students progressively develop basic motor skills such as reaching out, crossing the midline, crawling, standing, walking and cruising. They develop balance whilst moving independently and begin to negotiate steps and uneven surfaces. Students start developing their fine motor grasp and manipulation skills as they reach for, grasp and hold objects.

Students are supported to actively participate in activities associated with their personal health and hygiene, such as sun-safe, dressing, undressing and toileting programs. They cooperate and learn to complete some steps independently. Students learn to indicate the need for basic toilet and hygiene care.

Students are introduced to the basic elements of food, including concepts of foods and non-foods, hot and cold, hard and soft foods. They learn to complete some steps associated with basic food preparation, cleaning up and food hygiene. Students explore a variety of utensils and start to eat finger foods independently. They begin to indicate personal needs associated with being thirsty or hungry through gesture and sound.

Students explore topics related to their body parts, feelings, family and safety. They actively participate in songs and games associated with the identification of major body parts, and describe feelings. Students are taught and encouraged to express their feelings, needs, likes and dislikes through gesture and 'yes' and 'no' responses. Students learn to adhere to single-word safety instructions from a familiar adult, such as 'stop', 'wait', 'come', and start identifying some basic road safety behaviour such as waiting on the kerb until assisted by an adult to cross the road.

STANDARDS	INDICATORS
<p><b>Movement and Physical Activity</b></p> <p>At Stage B students intentionally perform some basic gross motor movement. They demonstrate a range of purposeful movements in aquatic environments. Students follow basic instructions such as: 'stop', 'go', 'sit', and 'walk' and will copy simple physical movement patterns.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• maintain head control</li> <li>• roll body over</li> <li>• crawl or move across the floor</li> <li>• pull to a standing position</li> <li>• move from supine to prone to side and sitting positions with support</li> <li>• begin to negotiate uneven surfaces</li> <li>• reach with either hand and cross the midline toward a toy whilst lying on floor or sitting on a chair</li> <li>• reach for, grasp and hold an object</li> <li>• sit on the steps or ramp of the swimming pool and with coactive support enter the pool</li> <li>• demonstrate a range of purposeful movements in aquatic environments</li> <li>• wait for and attend to teacher directions</li> <li>• wear safety equipment during some physical activities</li> <li>• attempt to throw objects</li> <li>• ride a sit-on toy</li> <li>• explore basic play equipment</li> <li>• begin to use familiar play equipment</li> <li>• follow simple instructions when participating in games.</li> </ul>
<p><b>Health Knowledge and Promotion</b></p> <p>In Health and Physical Education, standards for the <i>Health knowledge and promotion dimension</i> are introduced at Level 3.</p>	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• participate in sun-care programs</li> <li>• actively cooperate with carer when dressing and undressing and attempt to complete some steps independently</li> <li>• participate in regular toileting routines with occasional success</li> <li>• finger feed independently and attempt to use utensils when eating</li> <li>• participate in structured leisure activities at home and at school</li> <li>• complete some steps associated with basic food preparation</li> <li>• complete some steps associated with cleaning up</li> <li>• explore and make choices from a selection of foods</li> <li>• actively participate in repetitive singing and action games associated with the identification of major body parts</li> <li>• identify girls and boys in own classroom</li> <li>• actively participate in songs and games that describe feelings</li> <li>• copy the facial expressions of others</li> <li>• identify some basic physical characteristics when named by the teacher</li> <li>• communicate likes and dislikes through gesture and/or by using the words 'no' and 'yes'</li> <li>• respond to single-word safety instructions from a familiar adult, such as 'stop', 'wait', 'come'.</li> </ul>

# Strand: Physical, Personal and Social Learning

## Domain: Health and Physical Education

### Stage C: Intentional Participation

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#### LEARNING FOCUS

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Students engage in a variety of physical education experiences with and without equipment in a range of environments. They move around their environment and perform simple whole-body movements. They develop basic motor skills such as rolling, running, jumping or splashing.

Through a range of structured learning activities students are supported on their own and with peers to use equipment to slide, climb, float, ride and swing. They learn to use steps and balls for kicking and/or throwing. Students demonstrate beginning understandings of safety rules when participating in structured physical activities. They develop a movement vocabulary, including understanding some simple concepts and instructions, for example, 'take big steps' and 'take little steps'.

Students actively participate in personal-care routines and attempt to complete some basic tasks independently. They learn to indicate personal needs by using gesture, sign, speech or concrete symbols, for example, being 'hot'. Students are introduced to the basic principles of living a healthy life. They learn to identify sweet and savoury food, make choices from familiar foods, based on the time of day and mealtime routines. They practise using a spoon and cup.

Through supported learning experiences students explore major body parts, stages of life and their feelings. Students learn to express their feelings, needs, likes and dislikes using simple communication tools. They develop a vocabulary of key concepts and use pictures and real objects to indicate their understanding.

Students explore safety and learn to demonstrate safety awareness in familiar daily routines and respond to safety instructions from a familiar adult. They use pictures and concrete examples to identify their understanding of safe and unsafe places and items in the environment around them.

STANDARDS	INDICATORS
<p><b>Movement and Physical Activity</b></p> <p>At Stage C students perform basic gross motor movement patterns such as walking, running and jumping. They maintain balance and coordination as they move over and through a range of surfaces. Students grasp and manipulate objects of various sizes and weights.</p> <p>They use basic play equipment purposefully, throw a ball and catch it when thrown by the teacher from close proximity.</p> <p>Students follow simple movement instructions and demonstrate understanding of descriptors associated with basic movement commands, such as: 'walk fast', 'walk slowly', 'reach high', 'reach low'. Students participate in games with simple rules.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• move freely and independently from a supine to prone to side and sitting positions</li> <li>• maintain balance and coordination</li> <li>• when standing and moving, reach with either hand across the midline and begin to use equipment</li> <li>• follow simple movement instructions</li> <li>• sit on the side of the pool and with support make a safe entry into the pool</li> <li>• demonstrate water confidence through participation in aquatic play activities</li> <li>• demonstrate beginning understandings of safety rules when participating in structured physical activities</li> <li>• demonstrate an understanding that physical activity is associated with designated environments</li> <li>• demonstrate an understanding of safety equipment and clothing associated with physical activity</li> <li>• use basic play equipment purposefully</li> <li>• ride a tricycle or bike with training wheels with beginning skill</li> <li>• take turns with a partner or in small groups when using equipment</li> <li>• sit on the side of the pool.</li> </ul>
<p><b>Health Knowledge and Promotion</b></p> <p>In Health and Physical Education standards for the <i>Health knowledge and promotion</i> dimension are introduced at Level 3.</p>	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• actively participate in self-care routines</li> <li>• attempt to complete familiar self-care routines independently</li> <li>• independently complete some steps when dressing and undressing</li> <li>• hold own cup and drink from it</li> <li>• indicate personal needs associated with being; 'hot', 'cold,' 'hungry,' 'thirsty' or 'wet' by using gesture, sign, speech or concrete symbols</li> <li>• choose from a series of structured leisure activities at home and at school</li> <li>• follow stepped instructions in basic food preparation and hygiene procedures</li> <li>• identify some basic characteristics of food</li> <li>• point to body parts when named by the teacher</li> <li>• point to pictures of 'baby', 'boy', 'girl', 'adult' when prompted</li> <li>• identify when they are feeling 'happy', 'sad', 'afraid' or 'angry'</li> <li>• identify and name members of immediate family</li> <li>• share information about own family using photos</li> <li>• describe in simple terms, basic physical characteristics of themselves and others</li> <li>• recognise and communicate when they feel unsafe</li> <li>• demonstrate safety awareness in familiar daily routines, for example, show awareness of cold tap and hot tap</li> <li>• use pictures and concrete examples to identify their understanding of safe and unsafe places and items in the environment around them</li> <li>• demonstrate safety knowledge by remaining at the kerb until prompted by an adult to cross the road.</li> </ul>

# Strand: Physical, Personal and Social Learning

## Domain: Health and Physical Education

### Stage D: Building Independence

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#### LEARNING FOCUS

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Students engage in a variety of physical activities in a range of environments (indoor, outdoor and aquatic). They take turns with a partner or in a small group and begin to anticipate the next step in familiar physical routines.

Students with support and clear directions learn to identify, recognise, collect and use familiar pieces of equipment. They begin to participate in simple games with support, to follow instructions and to remain on task. During aquatic sessions students learn to perform a safe entry into the pool and blow bubbles with face in water. They practise floating on their back and stomach, kick legs and move forward in the water with the support of teacher and floatation devices.

Students undertake basic self-care and personal hygiene activities with occasional prompts and minimal supervision. They recognise when they need to use the toilet and will call for assistance if needed.

Students are provided with opportunities to explore and learn about major body parts, their family, healthy eating, feelings and safety. Students begin to prepare healthy snacks with support from the teacher and are actively involved in health programs such as SunSafe.

Students develop an awareness of their own bodies and are introduced to the concept of privacy. They begin to identify situations where they feel unsafe and learn some basic strategies that they may use in these situations.

Through structured socialisation programs, they judge right and wrong on the basis of the consequences of their actions. They show some consideration for the needs and feelings of others and demonstrate an awareness of the cause and effect of emotional responses.



STANDARDS	INDICATORS
<p><b>Movement and Physical Activity</b></p> <p>At Stage D students perform simple gross motor movements confidently and freely within defined spaces. They can negotiate steps and a pathway through a space. Students can coordinate two activities in a sequence, for example: walk and jump, run and kick. Students use fine motor skills to grasp, hold and manipulate objects and basic tools to complete a task. They follow a sequence of movement instructions and can identify some safety equipment used to minimise injury during physical activities.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• show increasing control in using equipment for climbing, scrambling, sliding and swinging</li> <li>• sit on the side of the pool and make a safe entry into the pool</li> <li>• float on back and stomach using floatation devices and with head supported by the teacher</li> <li>• float with support from the teacher and floatation devices</li> <li>• float with support from floatation devices and kick with legs to move forward</li> <li>• blow bubbles with face in water</li> <li>• begin to use vocabulary associated with movement</li> <li>• follow basic safety directions related to physical activities and the use of basic equipment and facilities</li> <li>• begin to consider space around them as part of planning for the way students move</li> <li>• identify safety equipment used to minimise injury during physical activities</li> <li>• prepare for physical activities by collecting and dressing in appropriate clothing and safety gear</li> <li>• use familiar equipment with competency</li> <li>• demonstrate basic ball skills such as pushing, throwing, catching or striking a ball with a bat</li> <li>• ride a bicycle in structured environments</li> <li>• share familiar play equipment and assist in its distribution to fellow students</li> <li>• demonstrate an understanding of and follow familiar game rules</li> <li>• demonstrate sportsmanship by cheering on fellow students.</li> </ul>
<p><b>Health Knowledge and Promotion</b></p> <p>In Health and Physical Education standards for the <i>Health knowledge and promotion</i> dimension are introduced at Level 3.</p>	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• anticipate familiar self-care routines and carry them out with minimal supervision</li> <li>• identify personal hygiene routines that need to be carried out each day</li> <li>• initiate sun-protection procedures with minimal prompts</li> <li>• dress and undress independently</li> <li>• recognise and indicate the need to use the toilet and request assistance when needed</li> <li>• manage own lunch box and drink bottle at lunchtime</li> <li>• identify the major parts of the body by their proper names and begin to describe their function</li> <li>• identify those parts of the body that are 'private'</li> <li>• demonstrate basic food-preparation skills</li> <li>• demonstrate an understanding of basic food-handling hygiene</li> <li>• identify different foods one might eat at different times of the day and at different social events</li> <li>• use pictures and/or words to describe how they feel</li> <li>• identify and classify familiar foods into different food groups</li> <li>• identify situations when they might feel angry, afraid, happy, sad, lonely, anxious or excited</li> <li>• demonstrate an understanding of different kinds of relationships, for example, family, friend</li> <li>• describe how family and friends care for one another</li> <li>• describe self and others in terms of physical characteristics</li> <li>• identify situations where they feel safe and unsafe</li> <li>• demonstrate a beginning understanding of safety by identifying basic safety risks</li> <li>• recognise safety signs and warnings in the environment around them</li> <li>• identify safe places to cross the road.</li> </ul>

# Interpersonal Development

## Introduction

Learning in the Interpersonal Development domain supports students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts. It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others. In a pluralistic, multicultural society such as Australia, with varying interests, values and beliefs, it is essential that individuals learn to participate in groups whose members are from diverse backgrounds. In this domain there is a particular focus on developing students' capacity to work cooperatively as part of a team, as this is widely acknowledged as being a core requirement for success in the workplace and in the community.

Building effective social relationships and relating well to others requires individuals to be empathetic, and to be able to deal effectively with their own emotions and inner moods. It also requires them to be aware of the social conventions and responsibilities that underpin the formation of effective relationships. All social relationships have the potential to create conflict. Students need to develop the skills and strategies to manage and resolve conflict in a sensible, fair and effective manner and not see it as something to avoid or eliminate.

Working cooperatively as part of a team requires the skills outlined above. In addition, it requires individuals to be able to balance commitment to the group and its norms with their own needs. This requires competence in presenting their own ideas and listening to those of others, approaching topics from different viewpoints and understanding their specific role and responsibilities in relation to those of others and the overall team goal.

Relationships with peers and adults at the school provide students with opportunities for reflection and growth. Adults at the school can reinforce this learning by providing positive role models. Interactions should be positive, fair, respectful and friendly and be supported by a classroom culture which is open, honest and accepting.

The Interpersonal Development domain provides students with learning opportunities and experiences that will support their learning across the curriculum, particularly in relation to working in teams where collaboration and cooperation, sharing resources and completing agreed tasks on time are highlighted. Learning related to building social relationships encourages students to maintain positive learning environments across their learning programs.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))



## Structure of the domain

The Interpersonal Development domain is organised into four stages (Stage A to D, working towards Level 1) and six VELs levels (Levels 1 to 6). Each stage includes a learning focus statement, indicators and, where applicable, a set of standards organised by dimension. In Interpersonal Development, standards for assessing and reporting on student achievement apply from Stage A, although at this stage they are not organised by dimension.\*

### Dimensions

Standards in the Interpersonal Development domain are organised in two dimensions:

- Building social relationships
- Working in teams.<sup>1</sup>

### Building social relationships

Learning in the *Building social relationships dimension* supports students to initiate, maintain and manage positive social relationships with a diverse range of people in a range of contexts. Students learn about and practise the social conventions which underpin relationships and learn how to act in socially responsible ways. Strategies for understanding, managing and resolving conflict are also an important focus.<sup>2</sup>

### Working in teams

In the *Working in teams dimension* students develop the knowledge, skills and behaviours to cooperate with others to contribute to the achievement of group goals. The focus is not only task achievement, but also on contributing to, and reflecting on, the learning that occurs through being part of a team.<sup>3</sup>

<sup>1,2,3</sup> VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au); \*DEECD

# Strand: Physical, Personal and Social Learning

## Domain: Interpersonal Development

### Stage A: Beginning to Explore

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#### LEARNING FOCUS

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As students work towards the achievement of Stage A standards in Interpersonal Development, they interact primarily with familiar adults. They begin to explore familiar school environments and through supported experiences learn to focus their attention on others and acknowledge their presence.

Students are encouraged to demonstrate awareness of familiar people and routine activities by responding intentionally with a smile, grimace, cry or push away. They are learning to be socially receptive and attend to adult directions and instructions.

Students are provided with opportunities to engage and learn with adults and peers. They begin to form emotional bonds with familiar adults and learn to accept assistance, support and comfort from them.

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# Strand: Physical, Personal and Social Learning

## Domain: Interpersonal Development

### Stage B: Active Exploration

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#### LEARNING FOCUS

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As students work towards the achievement of Stage B standards in Interpersonal Development, they interact with their peers, teachers and other adults in a range of familiar contexts. They are exposed to a wide range of experiences and are encouraged to interact with others in structured environments with the support of familiar adults.

Whilst playing and participating in classroom activities, students are encouraged to participate and to recognise other class members. They are learning how to be socially responsive. Students are developing skills and understanding that will enable them to relate, communicate and interact effectively with others. With teacher support, they are learning to follow class rules and routines, participate in group activities, greet others, use property and play fairly with peers.

Students attend to activities for short periods of time, learn to follow teacher direction and orientate their attention to an activity or person.

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**STANDARDS**

At Stage A, students identify and demonstrate attachments and trust with familiar adults. They focus attention on significant people and watch and respond to others.

**INDICATORS**

Students:

- react to attention from others
  - form emotional bonds with familiar adults
  - complete familiar tasks they are capable of, when prompted by an adult
  - attend to direction but need assistance to proceed
  - follow familiar adults' direction to look at a speaker.
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**STANDARDS**

At Stage B, students can play and work alongside others in structured and unstructured environments and participate with support in group activities. Students respond to teacher prompts to follow basic social rules when playing alongside others. They show affection towards familiar others and increasingly they interact with peers.

**INDICATORS**

Students:

- recognise self in a mirror
  - under supervision are able to follow routines
  - demonstrate simple social skills such as attending to others
  - under guidance demonstrate some basic rules regarding the use of property
  - express a range of basic emotions that indicate their feeling state
  - follow adult prompts to regulate their emotional expressions and control impulses
  - participate as part of a school group under teacher direction
  - interact with peers in a structured environment
  - observe others behaviour
  - follow teacher direction when supervised
  - under guidance share some resources and items with others
  - persist in a task when supported by teacher
  - look towards someone who is expressing an emotion, for example, distress.
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# Strand: Physical, Personal and Social Learning

## Domain: Interpersonal Development

### Stage C: Intentional Participation

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#### LEARNING FOCUS

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As students work towards the achievement of Stage C standards in Interpersonal Development, they interact with their peers, teachers and other adults in a range of familiar contexts. They are learning to be socially active and participate with others.

Whilst playing and participating in classroom activities, students are developing the skills and understanding that will enable them to relate, communicate and interact effectively with others. They are learning to regulate their emotional expression. Through participation in group experiences and shared decision making, students are learning how to consider the needs and viewpoints of others and they are beginning to respond to the feelings of others by offering support when prompted by teacher.

Through supported play they are learning to follow basic social rules regarding the sharing and care of property and social expectations regarding behaviour. Students begin to attend to their own grooming, greet people they know and may initiate interactions with preferred fellow students. Through structured group activities students are supported to contribute, give compliments, listen to the opinions of others, provide solutions and identify cause and effect of actions for familiar social problems.

Students are learning to independently undertake simple, familiar or highly personally valued activities. They will now engage in play activities with several others and are learning to go with the flow of peer decisions and form short-term friendships.

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# Strand: Physical, Personal and Social Learning

## Domain: Interpersonal Development

### Stage D: Building Independence

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#### LEARNING FOCUS

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As students work towards the achievement of Stage D standards in Interpersonal Development, they interact with their peers, teachers and other adults in a range of familiar contexts. They are learning how to be socially perceptive and develop their independence in social contexts.

In supported group learning activities they interact with others in a variety of situations, learn to express and communicate their feelings, needs and choices in increasingly appropriate ways. They begin to use contextual cues to guide behaviour in familiar social environments. With teacher support they learn to negotiate with others when working or playing in groups, and begin to show concern and offer comfort to others in distress.

Students are developing social sensitivity. They respond to others in group situations, playing or working in a small group cooperatively, for example, taking turns appropriately. Students are supported to learn and apply the rules of personal space. They carry out routine activities in a familiar context.

Students begin to independently offer assistance, share, initiate activities and regulate their emotional expression. They are also developing and sustaining friendships. Students are learning the basic rules of respect for another person, using property safely, cooperation and that some words and actions hurt. With support, students learn some self-help and helping-others skills. They are learning to behave appropriately in different familiar social settings and adhere to class practices.

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STANDARDS	INDICATORS
<p>At Stage C, students identify and name some class members and familiar adults. They can complete some familiar tasks unaided and attend to some of their own self-care. They can greet and interact with others during play and class activities. They independently acknowledge a speaker through eye contact and/or head nodding. Whilst playing in small groups they follow simple rules, play cooperatively, take turns and share some play items.</p> <p>Students demonstrate some acceptable ways of behaving and identify when someone is upset or needs help. They can form short-term friendships.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• under guidance ask permission to use another's property</li> <li>• play cooperatively with a chosen peer</li> <li>• recognise some key emotions and begin to identify them</li> <li>• seek help and care from significant others</li> <li>• demonstrate a willingness to participate in group activities in class</li> <li>• participate in a group project led by the teacher</li> <li>• under supervision share some equipment and resources with others</li> <li>• check own appearance</li> <li>• when prompted, identify some acceptable ways of behaving</li> <li>• when prompted, identify some unacceptable ways of behaving</li> <li>• identify when someone is upset or needs help</li> <li>• copy the behaviour of others</li> <li>• work with various peers when requested by a teacher</li> <li>• display positive emotion at the completion or partial completion of work.</li> </ul>

STANDARDS	INDICATORS
<p>At Stage D, students attend to and care for personal and others' possessions. They can communicate a concern and use peer behaviour as a cue for own behaviour.</p> <p>Students actively seek a consistent friendship group or person during recreation and class group work and can identify own 'friends' when asked. They will contribute to a class group, initiate a preferred activity and offer assistance to others.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• name self, family members and classmates from a photograph</li> <li>• identify people associated with particular events and routines</li> <li>• identify some characteristics of self and others</li> <li>• implement some of the rules related to personal space</li> <li>• implement some self-help skills</li> <li>• attempt to help others</li> <li>• demonstrate some basic rules of cooperation</li> <li>• demonstrate an understanding that negative words and actions are hurtful</li> <li>• demonstrate an understanding that their behaviour can impact on others</li> <li>• regulate own behaviour and emotional expression in familiar contexts</li> <li>• adhere to class routines</li> <li>• attempt to cooperate with others when working or playing in groups</li> <li>• show an understanding of sharing with regard to personal belongings, class items and resources</li> <li>• follow the lead of others to request, handle property and offer compliments</li> <li>• explain the generalised cause of their own feelings, for example '... makes me happy'</li> <li>• respond to questions or prompts that describe self, for example, 'Are you a boy?'</li> </ul>



# Personal Learning

## Introduction

Learners are most successful when they are mindful of themselves as learners and thinkers within a learning community. The Personal Learning domain focuses on providing students with the knowledge, skills and behaviours to be successful, positive learners both at school and throughout their lives. They are supported to develop the confidence and ability to be adaptive and take an active role in shaping their own futures in a world of constant change.

Students can learn many things by will and effort, particularly if they see that the learning is relevant; however, the learning of students is enhanced when they are supported to develop intentional strategies that promote learning. They need to understand what it means to learn, who they are as learners and how emotions affect learning. They also need to develop skills in planning, monitoring and revising their work, and reflecting on and modifying their learning practices.

Consequently, as students progress through school they need to be encouraged and supported to take greater responsibility for their own learning, their participation in learning activities and the quality of their learning outcomes. They need to develop a sense of themselves as learners and build up the knowledge and skills to manage their own learning and emotions. As they do this, they move from being supported learners to autonomous learners.

Students learn to seek and use feedback from their teachers to develop their content knowledge and understanding. They also learn to seek and use feedback from their peers and draw on other members of the community who may provide feedback, knowledge and advice about skills that support their learning. They need to develop the capacity to reflect on their learning in systematic ways.

This domain supports the development of autonomous learners, with a positive sense of themselves as learners, by providing all learners with the knowledge, skills and behaviours to:

- develop an understanding of their strengths and potential
- seek and respond appropriately to feedback from their teachers, peers and other members of the community
- develop skills of goal setting and time and resource management
- increasingly manage their own learning and growth by monitoring their learning, and setting and reflecting on their learning goals
- learn to understand and to manage their own emotions
- develop resilience and dispositions which support learning
- recognise and enact learning principles within and beyond the school
- prepare for lifelong learning.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))



The achievement of these outcomes requires the creation of a school and classroom culture where all students are respected and valued as individuals with the capacity to learn and think, and where self-regulated effort in learning is promoted.<sup>1</sup>

## Structure of the domain

The Personal Learning domain is organised into four stages (Stage A to D, working towards Level 1) and six VELs levels (Level 1 to 6). Each stage includes a learning focus statement, a set of standards (where appropriate) and indicators. In Personal Learning, standards for assessing and reporting on student achievement apply from Level 3.\*

### Dimensions

Standards in the Personal Learning domain are organised in two dimensions:

- The individual learner
- Managing personal learning.<sup>2</sup>

### The individual learner

The *individual learner* dimension focuses on students developing knowledge about their personal characteristics and capabilities, and those they need to develop to support their approaches to and reflections about learning. Students explore and practise skills and behaviours which support learning. They develop the capacity to monitor their own learning, identifying learning strengths and areas requiring improvement. They seek and use teacher feedback to develop their content knowledge and understanding. They explore the ways in which personal values affect learning and recognise the need to develop ethical frameworks for operating fairly within the classroom and recognising and respecting individual differences of class members. Students recognise their learning preferences and needs and respect that these may differ from those of others. They develop confidence in making informed decisions about their learning.<sup>3</sup>

### Managing personal learning

The *Managing personal learning* dimension focuses on the knowledge, skills and behaviours required to enable successful management of personal learning. Students develop skills in goal setting and time and resource management and focus on task achievement. They increasingly develop the skills to work independently, becoming autonomous learners. Students develop strategies to manage their emotions and develop positive attitudes towards learning.<sup>4</sup>

<sup>1,2,3,4</sup> VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au); \*DEECD

# Strand: Physical, Personal and Social Learning

## Domain: Personal Learning

### Stage A: Beginning to Explore

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Personal Learning, they experience diverse approaches and responses to learning. With teacher support, they make links with experiences and become aware that learning can be exploratory, fun and rewarding.

The students are provided with a wide range of learning experiences that encourage them to engage, attend to and explore the environment around them with as much independence as possible. They are learning to accept adult support and encouragement to initiate and attempt an activity.

Students are supported by a teacher to interact with others.

They begin to demonstrate some awareness and recognition of familiar people and routine activities.

Students are developing the ability to engage with the environment. They are encouraged to make a choice between two objects and are learning to indicate a preference by reaching, pointing, eye gaze, gesture or vocalisation. Students begin to attend to and respond to different stimuli.

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STANDARDS	INDICATORS
<p>In Personal Learning, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.</p>	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• reflexively respond to their environment</li> <li>• gesture towards source of sound, movement or visual material</li> <li>• focus on familiar people</li> <li>• react to major changes in the environment</li> <li>• begin to attend to and respond to different stimuli activated</li> <li>• engage coactively with different resources and technologies.</li> </ul>

# Strand: Physical, Personal and Social Learning

## Domain: Personal Learning

### Stage B: Active Exploration

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Personal Learning, they experience diverse approaches and responses to learning. With teacher support, they make links with their existing experiences and develop the view that learning is exploratory, fun and rewarding.

Students are provided with a wide range of experiences and actively explore their environment and with support participate in simple tasks. Through these experiences students become more emotionally responsive to immediate events and develop an awareness of others and their emotional expression.

Students are learning to participate in simple tasks and everyday activities with support and ongoing instruction. They respond to and cooperate with the teacher to complete tasks, explore and use a variety of different resources and tools in structured learning activities. Students learn to attend to activities for short periods of time and perform tasks in a limited range of new locations. They require teacher support to complete familiar tasks if interrupted or distracted and need tasks broken down into single components.

Students are encouraged to participate in learning experiences and begin to demonstrate a readiness to explore new experiences. With support students engage with different resources and technologies, and demonstrate intention to explore and use them.

They demonstrate a developing sense of self. Students start to recognise themselves in a mirror and photographs. They are motivated through their personal preferences to attempt tasks and are encouraged to make choices. Through learning experiences students explore the personal characteristics and capabilities they possess. They are encouraged to reflect on their own learning by answering 'yes' and 'no' questions.

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**STANDARDS**

In Personal Learning, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

**INDICATORS**

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- respond to and cooperate with familiar adults
  - attend to a task for a short period of time
  - explore and use a variety of different resources and tools in structured learning activities
  - demonstrate a readiness to explore and participate in new experiences
  - initiate a task once prompted by an adult
  - with support perform familiar tasks in a limited range of locations.
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# Strand: Physical, Personal and Social Learning

## Domain: Personal Learning

### Stage C: Intentional Participation

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Personal Learning, they experience diverse approaches and responses to learning. With teacher support, they make links with their existing experiences and develop the view that learning is exploratory, fun and rewarding. Through their intentional participation students are learning to make simple decisions, become socially aware and responsive to people.

Students are provided with opportunities to engage, play and learn with peers. They alter their behaviour in the presence of familiar persons and change, and accept and reject things based on personal preference. Students learn to follow prompts to collect materials for tasks. They begin to copy modelled actions to participate in an activity, for example a hand or body movement. Students require support to maintain attention during a task. They continue to develop consistent and different responses to different objects and people.

At this level some students are learning to be more socially aware and responsive to others. They are learning to follow adult prompts to stop external and internal distractions and with teacher support are learning that they are responsible for their actions. These students also begin to display positive emotions at the completion of tasks.

All students are learning to use words, signs or symbols to name emotions for self and others. They are using this knowledge as they begin to respond to the feelings of others. They are learning to indicate the obvious immediate cause of their own and others' emotions.

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**STANDARDS**

In Personal Learning, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

**INDICATORS**

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- complete some steps in a set task independently
  - attend to others in the learning environment
  - try a variety of learning activities
  - follow ongoing instruction to collect the correct material for tasks
  - produce consistent and different responses to specific people and objects
  - indicate the cause of a current feeling
  - participate in an activity they dislike when instructed
  - respond to another person's feelings
  - express feelings about their learning activity.
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# Strand: Physical, Personal and Social Learning

## Domain: Personal Learning

### Stage D: Building Independence

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Personal Learning, they experience diverse approaches and responses to learning. With teacher support, they make links with their existing experiences and develop the view that learning is exploratory, fun and rewarding. Students are building their independence. They are learning to use and respond to language and developing their memory skills for recall, naming, sorting, choosing and matching.

In group learning experiences with teacher support students participate and interact with others in a variety of situations. They are learning to differentiate emotional responses and are becoming aware of the causes of their emotions. They are learning to express and communicate their feelings, needs and choices in increasingly appropriate ways. They are also learning to regulate facial, body and vocal expressions of emotions. They may explain generalised causes of own emotions and show concern and offer comfort to others in distress.

Students show a readiness and willingness to be taught how to do some things not yet learned or tried. They learn to make choices about what learning activity they might like to do from a range of options. Students are supported to select appropriate resources for a familiar activity and will complete a task with support.

They are developing the verbal, visual and auditory memory skills required to complete tasks and respond to their environment. The students are learning to name or label familiar people, objects and places. They are beginning to answer simple questions that involve recalling, naming, sorting, choosing, matching and making a preference. Students show increasing independence and self-sufficiency in selecting and carrying out simple, familiar activities.

Students learn to recall personal experiences and facts about a topic of interest through the use of questions and prompts from teachers. They use cues and prompts from others to work out the next step in a familiar routine and to focus back on the activity after distractions (both internal and external).

Students seek evaluative feedback from others, by showing completed or partially completed work to others for praise and may also display positive emotion at completion of tasks.

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## STANDARDS

In Personal Learning, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

## INDICATORS

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- self-select activities from offered options
  - independently carry out simple, familiar activities
  - respond to questions related to learning tasks
  - make choices about what learning activity they might like to do from a selection of three options
  - attempt to use different implements, materials and tools with support
  - name familiar places
  - recall personal experiences when supported through guided questioning
  - name familiar people
  - name and respond to questions about self, for example age, gender
  - follow prompts to focus back on an activity and ignore distractions
  - use cues from others to work out next movement in a familiar routine
  - independently follow a one-step instruction
  - match visually similar objects, for example shapes, pictures or symbols.
-

# Civics and Citizenship

## Introduction

The Civics and Citizenship domain provides students with knowledge, skills and opportunities to understand and practise what it means to be a citizen in a democracy. Citizens require knowledge and understanding of civic institutions and the skills and willingness to actively participate in society. They need knowledge of political and legal systems and processes and the history that underpins them in order to achieve civic understanding. They need to understand their rights and responsibilities as citizens, and democratic values and principles, such as democratic decision making, representative and accountable government, freedom of speech, equality before the law, social justice and equality. This domain facilitates the practice of citizenship skills, the exploration and development of values and dispositions to support citizenship and the empowerment of informed decision making. Teaching of civics engages students in active interaction with the community.

In a world where people, environments, economics and politics are inextricably linked, and where dislocation and change is accelerating, a strong sense of personal identity developed through participation in communities is a sound basis from which to connect with the world. Civics and Citizenship education strengthens understanding and valuing of the self. It teaches why citizens need a sense of personal identity within their own community and how they can contribute to local, national and global communities. Through Civics and Citizenship students develop an appreciation for the uniqueness and diversity of Australia's multicultural society and the efforts of individuals and groups to achieve political rights and equality. They value what it means to be an Australian and explore Australia's role in the global community. They consider human rights and social justice issues at local, national and global levels.

In Civics and Citizenship students investigate how, in a democratic tradition, informed and diverse contributions and participation by citizens are important. They learn about, contest and enact the values that are important to be an engaged citizen within a community. They are provided with opportunities to investigate and participate in activities that support sustainable practices, social justice and underpin the future wellbeing of societies from a local to a global level. Civics and Citizenship provides a vehicle for students to challenge their own and others' views about Australian society and to formally participate in and practise activities and behaviours which involve democratic decision making.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

## Structure of the domain

The Civics and Citizenship domain is organised into four stages (Stage A to D, working towards Level 1) and six VELS levels (Level 1 to 6). Each stage includes a learning focus statement, a set of standards (where appropriate) and indicators. In Civics and Citizenship, standards for assessing and reporting on student achievement apply from Level 3.\*

### Dimensions

Standards in the Civics and Citizenship domain are organised in two dimensions:

- Civic knowledge and understanding
- Community engagement.<sup>1</sup>

### Civic knowledge and understanding

The *Civic knowledge and understanding* dimension focuses on the principles and practices that underpin civic institutions and civic life in communities and societies. Students explore concepts of democracy and the key features of Australian and other democracies. They develop knowledge and understanding of the origins and key features of the Australian political, government and legal systems. They develop understanding of the origins, uniqueness and diversity of Australia's multicultural society. They learn about the principles and values that underpin Australian democracy, such as equality before the law, freedom of speech, democratic representation, accountability of government, social justice and respect for others. They explore the elements of sustainability in local, national and global contexts. They learn about the contribution democracy has made to Australia's history and national identity and Australia's place in the world.<sup>2</sup>

### Community engagement

The *Community engagement* dimension focuses on the development of skills and behaviours students need to interact with the community and to engage with organisations and groups. Students participate in processes associated with citizenship such as decision making, voting and leadership, using their knowledge of rules and laws of governance, and concepts such as human rights and social justice. They think critically about their own values, rights and responsibilities and those of organisations and groups across a range of settings, and explore the diversity in society.<sup>3</sup>

Students explore and consider different perspectives and articulate and justify their own opinions on local, national and global issues. They refine their own opinions, values and allegiances. They apply their knowledge and skills in a range of community-based activities.<sup>4</sup>

<sup>1,2,3,4</sup> VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au); \*DEECD

# Strand: Physical, Personal and Social Learning

## Domain: Civics and Citizenship

### Stage A: Beginning to Explore

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#### LEARNING FOCUS

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Students begin to develop a sense of personal identity through their participation in the community. They are provided with a variety of learning experiences and are encouraged to attend and react to the world around them. Students' awareness of community is developed through experiencing various celebrations and events. They attend and respond to directions from significant others and explore a range of learning activities.

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# Strand: Physical, Personal and Social Learning

## Domain: Civics and Citizenship

### Stage B: Active Exploration

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#### LEARNING FOCUS

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Students begin to actively explore objects and materials in familiar environments. They start to respond to the environment as they explore their local community. In their school environment they engage in simple 'cause' and 'effect' exploration through play and structured activities and start to demonstrate an awareness of routine activities.

Their sense of belonging is developed through their participation in class, school and community events. They participate in school assemblies, whole school events and play activities. Students begin to make choices using a 'yes/' 'no' response and indicate 'likes' and 'dislikes' by choosing one object over another.

Students are supported to participate in class routines and take turns to explore materials and objects in structured classroom activities. Students learn to follow simple directions from significant and familiar adults. They recognize and learn to greet familiar people and begin to demonstrate an awareness of others by showing concern when they express sadness or are hurt.

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STANDARDS	INDICATORS
In Civic and Citizenship, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• encounter and respond to experiences in the classroom and the school community</li> <li>• sit at a table within the classroom for short periods of time</li> <li>• explore a range of learning activities</li> <li>• attend and respond to directions from significant others.</li> </ul>

STANDARDS	INDICATORS
In Civic and Citizenship, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• take turns to explore materials and objects</li> <li>• sit and attend whilst at school assemblies and whole-school events</li> <li>• sit at a table in the classroom</li> <li>• work alongside other students completing the same tasks</li> <li>• play alongside others in the classroom and school playground</li> <li>• participate in play activities with others</li> <li>• demonstrate an awareness of others</li> <li>• follow simple directions from significant and familiar adults</li> <li>• model teacher behaviours</li> <li>• listen to and follow teacher directions when undertaking activities in the community</li> <li>• begin to make choices using a 'yes'/'no' response.</li> </ul>

# Strand: Physical, Personal and Social Learning

## Domain: Civics and Citizenship

### Stage C: Intentional Participation

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#### LEARNING FOCUS

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Students participate in a variety of school and community events and experiences. They begin to develop a sense of belonging to the school community. Students start to intentionally participate in structured experiences and group activities. They learn to sit at a table with others and share resources in structured group activities. Students start to work together on a group task and develop an understanding of group membership by clapping and cheering peers when appropriate during community events.

Students are learning to communicate with people in their environment through the use of pictures, photos, objects and/ or some simple familiar words. They develop friendships with other students.

Students learn about classroom rules and expectations. When participating in structured activities students show a beginning understanding of routines, rules and turn taking. Students begin to use objects and materials in a purposeful way. They learn to display appropriate behaviours when in the community and follow class routines and rules. Students demonstrate awareness that their actions have an effect on others and that there are consequences for hurting others.

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# Strand: Physical, Personal and Social Learning

## Domain: Civics and Citizenship

### Stage D: Building Independence

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#### LEARNING FOCUS

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Students begin to demonstrate expected school behaviours. Students with support follow simple rules at school and in class and develop knowledge and understanding of the boundaries set and the behavioural expectations within and outside the school.

Students follow gesture and verbal prompts. They learn to combine and sequence key words to communicate and are able to follow simple directions. They engage in small group activities in the classroom and with support contribute to group and class discussions and work cooperatively.

Students learn about the behaviours expected in different settings. They start to demonstrate an understanding of fairness, behaviours that are hurtful to others and behavioural expectations associated with different places in the community.

Students participate in various community events and with the assistance of concrete objects and pictures begin to recall and recount significant experiences and interests.

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STANDARDS	INDICATORS
In Civic and Citizenship, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• participate in group activities</li> <li>• work together on a group task</li> <li>• participate in school events</li> <li>• clap and cheer peers when appropriate</li> <li>• sit at a table with others</li> <li>• share resources in structured group activities</li> <li>• develop friendships with other students through play and recreation activities</li> <li>• be aware that their actions have an effect on others</li> <li>• be aware that there are consequences from hurting others</li> <li>• display beginning understanding of rules and turn taking</li> <li>• demonstrate turn taking and sharing in structured class situations</li> <li>• begin to display appropriate behaviours when in the community</li> <li>• follow routine rules</li> <li>• follow simple class routines and rules</li> <li>• complete allocated or chosen classroom jobs</li> <li>• identify the roles of significant individuals in their lives.</li> </ul>

STANDARDS	INDICATORS
In Civic and Citizenship, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• engage in small-group activities in the classroom</li> <li>• contribute to group and class discussions</li> <li>• contribute to school assemblies</li> <li>• work cooperatively with others in group work</li> <li>• demonstrate concern for others</li> <li>• offer to assist others</li> <li>• identify some examples of being fair</li> <li>• share resources</li> <li>• demonstrate an understanding of the behavioural expectations associated with visiting a variety of places in the community</li> <li>• identify some basic rules and the reasons for having rules</li> <li>• respond appropriately to a variety of members of the school community</li> <li>• identify some responsibilities associated with the roles of significant people in the school and community</li> <li>• take responsibility for certain jobs in the classroom</li> <li>• make decisions in the classroom by voting on a number of options</li> <li>• contribute to decision making about class rules.</li> </ul>









# Discipline-based Learning Strand

Towards Level 1 of the Victorian Essential Learning Standards

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## Discipline-based Learning

The domains within the Discipline-based Learning strand form a body of knowledge with associated ways of seeing the world and distinct methods of exploring, imagining and constructing that world.

Broadly in line with academic literature and consistent with practice in many schools, the VELS identify the Arts, the Humanities, English and Languages Other Than English, Mathematics and Science as the disciplines for the curriculum over the stages of learning from Prep to Year 10.

Within the Discipline-based Learning strand the learning domains are:

- The Arts
- English
- The Humanities – Economics
- The Humanities – Geography
- The Humanities – History
- Languages Other Than English (LOTE) starts at Level 1 of VELS
- Mathematics
- Science.

Students who develop a deep understanding of the concepts contained in the discipline-based domains are able to apply their knowledge in many different ways. The degree to which they are able to transfer their knowledge depends largely on the degree to which students have achieved mastery over Physical, Personal and Social and Interdisciplinary learning.

Research suggests that students develop deeper understanding of discipline-based concepts when they are encouraged to reflect on their learning, take personal responsibility for it and relate it to their own world. These approaches are explicitly defined in the Physical, Personal and Social Learning domains such as physical education and personal learning.

Students are better able to develop, demonstrate and use discipline-based knowledge and skills when they are able to employ interdisciplinary knowledge, skills and behaviours described in the domains of Communication; Design, Creativity and Technology; Information and Communications Technology (ICT); and Thinking Processes.

Definitions of the following underlined terms are provided in relevant VCAA Domain documents.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

# The Arts

## Introduction

The Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. In every society the Arts play a pivotal role socially, economically and culturally. The Arts encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the gamut of human emotions and moods through holistic learning, using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

The Arts domain encompasses a diverse and ever-changing range of disciplines and forms that can be used to structure teaching and learning programs. The domain allows students to create and critically explore visual culture, performances in contemporary and traditional genres, and works that involve the fusion of traditional forms with digital media. Schools use the arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication to plan programs. These programs reflect the cultural diversity of students and school communities and the vast growth in ICT that has made arts forms increasingly visible. They recognise the multicultural world saturated with imagery, sounds and performances that students inhabit. Engagement in the Arts involves the inspired and passionate exploration of ideas and the resultant products and performances. By their very nature, the Arts nurture cultural understanding, invention, new directions and new technology. Imagination and creativity, pivotal to the Arts, are essential to our wellbeing because we create much of our world in order to enhance our experiences and understandings of the diverse perspectives that constitute our cultural heritage. For students, interaction through the Arts brings contact with the Indigenous cultures of Australia and the cultures of our nearest neighbours.

Learning in the Arts allows students to communicate their perceptions, observations and understanding of structures, functions and concepts drawn from other areas of the curriculum. The Arts are a vehicle for confronting and exploring new ideas. Through learning in the Arts, students prepare for their roles in a post-industrial economy that depends on innovative ideas, creative use of technologies and the development of new and blended forms. Arts learning expects ethical conduct in the creating, making, presenting and responding to art works; for example, adherence to agreed approaches by individuals in a collaborative performance or acknowledgement of the use of other artists' products.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

Learning in the Arts is sequential and students should have continuous experience in the different arts disciplines they undertake at a particular level. At Stages A to D\* and Levels 1, 2 and 3 all students should experience learning in Performing Arts (Dance, Drama and Music) and Visual Arts (Art, including two-dimensional and three-dimensional, and Media) disciplines and forms.

The arts disciplines may be offered by schools individually and/or in combination; for example, in a cross-disciplinary manner or using new arts forms that combine traditional arts disciplines. At Levels 4 and 5, the study of a range of arts disciplines broadens and deepens students' understanding of the Arts as an area of human activity and provides increased opportunities for personal expression and communication. All students should have continuous experience in at least two arts disciplines at each of these levels. At Level 6, learning programs should provide opportunities for students to continue sequential development of learning in the arts disciplines they have undertaken at Levels 4 and 5. Opportunities should also be provided for students to explore personal interests and develop skills, knowledge and understanding relevant to specific arts forms and disciplines in increasingly sophisticated ways.

At all stages and levels, learning programs in the arts disciplines should provide opportunities for students to experience a range of traditional, contemporary (including digital) and new media/multidisciplinary forms and genres.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))





## Structure of the domain

The Arts domain is organised into four stages (Stage A to D, working towards Level 1) and six VELS levels (Level 1 to 6). Each stage includes a learning focus statement, a set of standards (where appropriate) and indicators. In The Arts, standards for assessing and reporting on student achievement apply from Stage A.

### Dimensions

Standards in the Arts domain are organised in two dimensions:

- Creating and making
- Exploring and responding.

Standards for the *Exploring and responding* dimension are introduced from Level 3.

The frames of reference – interpreting, responding, performing, presenting, ideas, skills, techniques, processes, context, aesthetics and criticism – are integral to both dimensions, as Exploring and responding draws on students' experiences as creators, makers, performers and/or audience.

Advice will be published for each arts discipline to accompany the standards.

### Creating and making

The *Creating and making* dimension focuses on ideas, skills, techniques, processes, performances and presentations. It includes engagement in concepts that emerge from a range of starting points and stimuli. Students explore experiences, ideas, feelings and understandings through making, interpreting, performing, creating and presenting. Creating and making arts works involves imagination and experimentation; planning; the application of arts elements, principles and/or conventions; skills, techniques and processes; media, materials, equipment and technologies; reflection; and refinement. Individually and collaboratively, students explore their own works and works by other artists working in different historic and cultural contexts.

### Exploring and responding

The *Exploring and responding* dimension focuses on context, interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people's work and expressing personal and informed judgments of arts works. Involvement in evaluating meaning, ideas and/or content in finished products is integral to engagement in the Arts.

Exploration of, and response to, expressive qualities of arts works is informed by critical analysis of the use of elements, content and techniques and discussion about the nature, content and formal, aesthetic and/or kinaesthetic qualities of arts works. Exploring the qualities of arts works involves use of arts language and also draws on research into the purposes and functions for which the works are created and audiences to whom they are presented. This involves students developing an understanding of social, cultural, political, economic and historic contexts and constructs, and developing a consideration of ways that arts works reflect, construct, reinforce and challenge personal, societal and cultural values and beliefs.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

# Strand: Discipline-based Learning

## Domain: The Arts

### Stage A: Beginning to Explore

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#### LEARNING FOCUS

---

All students should experience learning in Performing Arts (Dance, Drama and Music) and Visual Arts (Art: two-dimensional and three-dimensional, and Media) disciplines and forms. Learning and teaching programs at this level involve these arts disciplines individually (for example, Music) or in combination (for example, Dance and Drama, or Media and Visual Arts – Art: two-dimensional and three-dimensional).

As students work towards the achievement of Stage A standards in the Arts they are supported to create performing and visual art works. They are provided with rich sensory experiences that give them opportunities to explore sights, sounds, smells, tastes, textures and to enjoy and appreciate the Arts.

Students are provided with a variety of learning experiences that encourage them to explore different ways of using performing and visual arts elements, principles and/or conventions, skills, techniques and processes, media, materials and technologies.

For example, students could:

- in Art, respond and attend to art images and objects
  - in Dance, move in response to stimuli
  - in Drama, experience and respond to dramatisations
  - in Media, experience and respond to media
  - in Music, use different parts of the body to explore rhythm and sound.
-



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## STANDARDS

## INDICATORS

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### Creating and making

At Stage A, students make and share performing and visual art works. They explore the sound, smell and feel of various objects, such as the crunching of dry leaves or the sound and feel of guitar strings. Students with support use their own hands and art materials such as paint and paper to create visual art works. They experience and respond to a range of musical sounds, including live and recorded music, and demonstrate interest in and respond to familiar sound patterns and musical pieces. Responds to dance and drama.

Students:

- create a visual art work using any part of the body
- create a visual art work using art materials such as paint and paper
- respond and attend to art images and objects
- respond to a range of musical sounds
- respond to stimuli such as other peoples' dances, stories and music
- involved in making and sharing drama, dance and movement
- with support explore loco-motor and/ or non-loco-motor movements
- demonstrate interest in patterns and musical pieces.

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In the Arts, standards for the *Exploring and responding* dimension are introduced at Level 3.

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# Strand: Discipline-based Learning

## Domain: The Arts

### Stage B: Active Exploration

---

#### LEARNING FOCUS

---

All students should experience learning in Performing Arts (Dance, Drama and Music) and Visual Arts (Art: two-dimensional and three-dimensional, and Media) disciplines and forms. Learning and teaching programs at this level involve these arts disciplines individually (for example, Music) or in combination (for example, Dance and Drama, or Media and Visual Arts – Art: two-dimensional and three-dimensional). Visual and Performing Arts can also be combined for students' experience.

As students work towards the achievement of Stage B standards in the Arts, they make performing and visual art works. Students are supported through a variety of learning experiences that encourage them to explore different ways of using performing and visual arts elements, principles and/or conventions, skills, techniques and processes, media, materials and technologies.

For example, students could:

- in Art, use materials such as paper, cardboard, cloth and other natural materials to create art works, such as collages, paintings and paper sculptures
  - in Dance, follow the teacher's directions to move different body parts
  - in Drama, imitate the teacher to express and dramatise different feelings
  - in Media, explore media tools within their environment
  - in Music, participate in music-making activities and create a variety of sounds and unstructured rhythms using musical instruments, voice, hands and feet.
-

STANDARDS	INDICATORS
<p><b>Creating and making</b></p> <p>At Stage B, students make and share performing and visual art works that show emerging interest in the Arts and may communicate observations, personal feelings and experience. Students explore and, with support, use basic tools and different mediums to create art works. They can identify primary colours by pointing to the colour when named and use them to create art works. Students begin to imitate familiar actions and sounds when attempting to sing a favourite song in a group singing activity. They explore and create pathways in space. Students share their art works with peers and teachers.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• use basic tools such as a paint brush, roller and sponge to create an art work</li> <li>• use different mediums such as wet and dry materials, clay, play dough to create art works</li> <li>• participate in music-making activities</li> <li>• play and experiment with different musical instruments</li> <li>• create a variety of sounds and unstructured rhythms</li> <li>• follow teacher's directions to move basic body parts</li> <li>• copy dramatisations by the teacher</li> <li>• participate as an audience for a short time</li> <li>• create body shapes in response to stimuli</li> <li>• participate in class conversations about art works (own and others)</li> <li>• explore personal control of the body in movement and stillness</li> <li>• point to items used when creating visual art works when named by the teacher.</li> </ul>
<p>In the Arts, standards for the <i>Exploring and responding</i> dimension are introduced at Level 3.</p>	

# Strand: Discipline-based Learning

## Domain: The Arts

### Stage C: Intentional Participation

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#### LEARNING FOCUS

---

All students should experience learning in Performing Arts (Dance, Drama and Music) and Visual Arts (Art: two-dimensional and three-dimensional, and Media) disciplines and forms. Learning and teaching programs at this level involve these *arts disciplines* individually (for example, Music) or in combination (for example, Dance and Drama, or Media and Visual Arts – Art: two-dimensional and three-dimensional).

As students work towards the achievement of Stage C standards in The Arts, they create and make performing and visual art works. Students are guided through a variety of learning experiences that encourage them to express and communicate experiences, observations, ideas and feelings about themselves and their world. Students explore different ways of using performing and visual arts elements, principles and/or conventions, skills, techniques and processes, media, materials and technologies.

For example, students could:

- in Art, use some basic tools and materials with beginning skill to decorate and create art works for social occasions
  - in Dance, imitate a simple movement pattern and respond to the words 'fast', 'slow', 'high', 'low' etc.
  - in Drama, communicate basic feelings through simple role play
  - in Media, use media tools during sessions, for example a newspaper, camera, Photoshop, Garage Band
  - in Music, listen to and copy basic music elements, such as, playing loudly, quietly, quickly or slowly when using musical instruments.
-

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## STANDARDS

## INDICATORS

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### Creating and making

At Stage C, students make and share performing and visual art works that show emerging art knowledge and ability to create art works that communicate ideas, concepts, observations, feelings and/or experiences. They demonstrate emerging skills in the use of basic tools and materials, such as a paint brush, roller, sponge, paint, paper and cardboard to create an art work. Students demonstrate an emerging ability to use materials to create art works, such as collages, paintings and paper sculptures.

Students use a basic ICT software program to add colour to a picture template; respond to music cues such as 'loud', 'quiet', 'quickly', 'slowly' and 'stop' and participate as a member of the audience by modelling the clapping of others. They begin to identify and name some colours and items used in art works. Students talk about aspects of their own art works, they point to and name some of the basic features of their own art work to others. Students can perform a simple learnt movement sequence.

Students:

- use materials such as paper, cardboard, cloth and other natural materials to create art works
- use a variety of colours and shapes in art experiences
- create collages, paintings and paper sculptures
- use materials to decorate an item
- imitate a simple movement pattern
- make movements and move in different ways during dance activities
- communicate feelings to others through simple role plays
- participate in creative play activities, for example, dress-ups, sand play
- participate in dramatic play
- improvises responses to dance and drama
- share performance with others
- respond to various performing and visual arts
- participate as a member of the audience.

---

In the Arts, standards for the *Exploring and responding* dimension are introduced at Level 3.

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# Strand: Discipline-based Learning

## Domain: The Arts

### Stage D: Building Independence

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#### LEARNING FOCUS

---

All students should experience learning in Performing Arts (Dance, Drama and Music) and Visual Arts (Art: two-dimensional and three-dimensional, and Media) disciplines and forms. Learning and teaching programs at this level involve these arts disciplines individually (for example, Music) or in combination (for example, Dance and Drama, or Media and Visual Arts – Art: two-dimensional and three-dimensional).

As students work towards the achievement of Stage D standards in the Arts, with prompts to complete tasks they create and make performing and visual art works. Students are provided with a variety of learning experiences that encourage them to express and communicate experiences, observations, ideas and feelings about themselves and their world. Students explore different ways of using performing and visual arts elements, principles and/or conventions, skills, techniques and processes, media, materials and technologies.

For example, students could:

- in Art, use a variety of basic tools and materials to create visual art works, constructions and sculptures
- in Dance, participate in simple dance activity and perform a simple dance
- in Drama, participate in simple drama activity and use gesture, sound and facial expressions to communicate a character's feelings
- in Media, use basic ICT software graphics programs with support
- in Music, learn to copy rhythms and basic music patterns and respond to changes in rhythm and tempo when moving to music.

As part of their arts making, the teacher directs class discussions so that students learn, discuss and express opinions about the available ways to create and make art works. They are guided to explore the basic features of their own and others' art works, identifying the main materials used, what features they like best and characteristics of their art works.

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## STANDARDS

## INDICATORS

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### Creating and making

At Stage D, students make and share visual and performing art works that show emerging art knowledge and ability to create art works to communicate ideas, concepts, observations, feelings and/or experiences. They use materials, such as paste, cloth, wood, ceramics, beads and clay to create two-dimensional and three-dimensional art works. Students use a variety of media equipment and create a visual and sound picture card or poster using a basic ICT graphics program with the intention to meet an audience need.

Students listen to and imitate simply musical patterns, for example by clapping, singing and playing a musical instrument. They adapt to changes to rhythm and tempo in music. Students use gesture, sound and facial expressions while acting. They demonstrate acceptable audience behaviour when in the classroom and when attending school functions.

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In the Arts, standards for the *Exploring and responding* dimension are introduced at Level 3.

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Students:

- use a variety of materials and tools, such as needle and thread, hammer and nails
- use colour and/ or shape to communicate moods or feelings
- create two-dimensional art works
- create three-dimensional art works
- create art works that have a social purpose
- mix colours to make secondary colours
- move to music, changing rhythm and tempo as the music changes
- explore and use the a range of movement types
  - for example, light/strong movements
  - explore dance elements of time, space and energy
- imitate and repeat movements in pairs and in groups to perform a simple dance to music
- use gesture, sound and/or facial expressions to communicate a character's feelings at different points in a familiar story
- discuss basic features of their own and others' arts work
- express what features they like best in their own or others' arts work
- identify the main materials used in visual art works
- describe some of the characteristics of their arts works.

# English

## Introduction

In the English domain, texts and language constitute the central and essential concepts. The concept of texts focuses equally on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis. The concept of language includes the use of language and the development of linguistic competence, and the development of knowledge about language.

Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

The English domain is centred on the conscious and deliberate study of language in the variety of texts and contexts in which it is spoken, read, viewed and written. It is concerned with a wide range of written and spoken texts in print and electronic forms, including literary texts such as novels, short stories, poetry, plays and non-fiction; film and other multimodal texts; media texts; information, commercial and workplace texts; everyday texts; and personal writing.

The study of English involves students in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of text types from the simple to the complex, from texts dealing with concrete and straightforward information to those dealing with increasingly complex and abstract issues and ideas. English teachers encourage students to explore the meaning of texts and how meaning is conveyed. They introduce critical approaches to the ideas and thinking contained in texts and support students in the development of critical understanding about the ways writers and speakers control language to influence their listeners, readers and viewers.

Students develop an understanding of the way purpose, audience and situation influence the structures and features of language and learn to apply their knowledge in their reading, writing, viewing, speaking and listening. They come to understand that different kinds of texts are appropriate for different occasions and learn to appreciate the variety of English usage in different times and places. They also learn about the ways language shapes and reflects attitudes in different times and places. Students are provided with opportunities to use language effectively in a range of contexts, from informal to formal.

Students learn terminology or metalanguage to describe and discuss particular structures and features of language produced in a variety of contexts. They learn to control language by applying their understanding of the grammatical structures of Standard Australian English, by learning to spell accurately and use punctuation effectively, as well as by imitating competent writers and speakers.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))



Understanding texts and recognising how language works within them is necessary for success at school and beyond for an active, informed and fulfilling life in modern Australian society and the global community. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.<sup>1</sup>

## Structure of the domain

The English domain is organised into ten sections, one for each level of achievement including four stages (Stage A to D, Towards Level 1) and six VELS levels (Level 1 to 6). Each stage includes a learning focus statement, a set of standards (where appropriate) and indicators organised by dimension. In English, standards for assessing and reporting on student achievement apply from Stage A.\*

## Dimensions

Standards in the English domain are organised in three dimensions:

- Reading
- Writing
- Speaking and listening.<sup>2</sup>

The learning in these dimensions is interrelated. For example, speaking and listening contribute to the development of students' reading responses. Writing contributes to communication about texts read or viewed and to reflection and learning. To help support student progress in all three dimensions, learning contexts are diverse and include situations that are informal, formal, planned and spontaneous.<sup>3</sup>

## Reading

The *Reading* dimension involves students understanding, interpreting, critically analysing, reflecting upon and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts such as novels, short stories, poetry and plays, as well as popular fiction and non-fiction works, newspapers and magazines, illustrations, posters and charts, film and television and the texts associated with ICT. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for reading.<sup>4</sup>

<sup>1,2,3,4</sup> VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au); \*DEECD

## Writing

The *Writing* dimension involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts, including writing for print and electronic media and performance. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas, issues, arguments, events, experience, character, emotion and information and to reflect on such ideas. It involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a metalanguage to discuss language conventions and use.

## Speaking and listening

This dimension refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an understanding of the conventions of different spoken texts, including everyday communication, group discussion, formal presentations and speeches, storytelling and negotiating.

## Learners of English as a Second Language

Many students in Victorian schools learn English as a Second Language (ESL). They are of all ages and at all stages of learning English and have varying educational backgrounds in their first languages. While the broad objectives of English programs will ultimately be the same for all students, those learning English as a Second Language need time, support and exposure to English before being expected to reach the standards described in the English domain, and will come to this achievement via a range of pathways.

Standards have been developed to assist teachers to devise effective learning and assessment programs for ESL students. The document includes an overview of the broad stages of English language development, with learning focus statements and standards for each stage.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))



## National Statements of Learning

### National Literacy Benchmarks

National Literacy Benchmarks are used for reporting achievement in three aspects of literacy – reading, writing and spelling – at Years 3, 5 and 7. The benchmarks define nationally agreed minimum acceptable standards for literacy at these years.

Full details of the National Literacy Benchmarks are available in *Literacy Benchmarks Years 3, 5 and 7, Writing, Spelling and Reading*, Curriculum Corporation, 2000.

The benchmarks describe minimum standards. For this reason, the Year 3 benchmarks relate to Level 2 English standards, the Year 5 benchmarks relate to Level 3 English standards and the Year 7 benchmarks relate to Level 4 English standards. Links to the literacy benchmarks are located in the English standards.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

# Strand: Discipline-based Learning

## Domain: English

### Stage A: Beginning to Explore

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#### LEARNING FOCUS

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As students work towards the achievement of Stage A standards in English, they experience a range of learning activities in a familiar context that will assist them to attend to and explore the world around them with as much independence as possible. They are shown many ways of knowing and participating in a social environment.

Learning experiences at this stage are designed to move the student from reflex responses to intentional responses. They are supported by high levels of focused attention, direction and assistance from the teacher, to help them initiate and refine their responses. Students are exposed to a wide range of sounds and language, including song, speech, visual media and gesture, and are encouraged to attend to and respond with the assistance of the teacher.

Students are learning about books, stories and visual information. They are developing their eye gaze and tracking skills. Students are beginning to remain present and enjoy stories and other reading material as it is being read or shown. They are starting to show interest in photographs of familiar objects and/or people. Students are learning to link some visual aids to objects and people.

Students begin to develop the functional motor and cognitive skills required for written communication. They coactively use different materials for drawing and develop their gripping skills.

Students learn to engage with others, their environment and a range of experiences. They are learning to receive communication from others and react to the sound of their name or the introduction of an object or activity. The students demonstrate some awareness and recognition of familiar people and routine activities and learn to respond through 'accept' or 'reject' gestures or actions. They are learning to actively respond to communication from others by paying or withdrawing attention, gaining and directing the attention of others, and using consistent cues or vocalisation to make simple requests.

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STANDARDS	INDICATORS
<p><b>Reading</b></p> <p>At Stage A, students respond to photographs of familiar people and/or objects and maintain fixed gaze (eye contact) to or on a person or object. They can make a choice between objects or photographs of objects and accept or reject an object or activity.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• recognise and respond to auditory stimuli</li> <li>• look at pictures and objects</li> <li>• fixate on objects and move head or eyes as object is moved</li> <li>• shift attention from one object to another</li> <li>• track horizontally and vertically</li> <li>• respond to the sound of key words</li> <li>• respond to the beat or rhythm of chants, rhymes and songs</li> <li>• react to environmental stimulus.</li> </ul>
<p><b>Writing</b></p> <p>At Stage A, students move hand in response to tactile stimuli, demonstrate a squeeze grasp, and can hold an object briefly when placed in hand.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• reach out towards a desired object</li> <li>• cross midline to left and right</li> <li>• tap or hit an object.</li> </ul>
<p><b>Speaking and listening</b></p> <p>At Stage A, students attempt to imitate sounds and respond to stimuli by turning head, looking, reaching out and/or vocalising. They respond to their own name and to familiar items when named. Students have some consistent vocalisations and gestures in response to different people, activities and environments. They withdraw attention if no longer interested in a topic of communication. Students show an interest in others and an awareness of everyday social interactions, such as greeting by using gesture or vocalisation.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• make brief eye contact</li> <li>• show recognition of a favourite toy or familiar object</li> <li>• recognise and respond to familiar people</li> <li>• respond to key words and familiar phrases</li> <li>• respond to sounds associated with familiar activities and people</li> <li>• attempt to copy sounds</li> <li>• use some consistent vocalisations to elicit a response from others</li> <li>• respond to a range of sounds, favourite books, multimedia materials, including music, stories and films.</li> </ul>

# Strand: Discipline-based Learning

## Domain: English

### Stage B: Active Exploration

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#### LEARNING FOCUS

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As students work towards the achievement of Stage B standards in English, they actively explore the world around them. They engage in simple cause-and-effect exploration through play and structured activities. Students begin to understand that communication is a tool that can be used to indicate needs, make choices and gain attention. They are learning to follow simple one-word instructions and display an emerging interest in print and the processes of reading and writing.

Students are exposed to a wide range of experiences and begin to actively explore objects and materials in a structured environment. They are becoming less reliant on high levels of support to assist them to attend, understand and manage their learning.

Students develop some simple understandings of how books work and are supported to listen and respond to familiar rhymes and stories. They role-play reading and are learning to recognise their name in print, using visual cues. Students are learning to identify pictures, shapes and sounds.

Students participate in structured activities and exploratory play to develop their fine motor skills. They role-play writing and are labelling images or drawings and learning to trace over patterns. Students are learning to press keys on a keyboard and move a mouse.

Students recognise and greet familiar people, using a simple gesture or single word or sound. They are learning to use and combine names, words, symbols, gestures, physical contact and facial expression to gain or direct attention, make requests or convey feelings. Students learn to link words, spoken or signed, to a familiar object or activity and to name a variety of objects in their environment. They learn to indicate likes and dislikes by choosing one object over another and learn to use yes/no responses to indicate likes and dislikes.

Students show beginning listening skills, although attention and understanding is limited. They are beginning to show interest in a topic of conversation. Students are learning to clap along with the beat or rhythm of chants, with teacher support.

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## STANDARDS

## INDICATORS

### Reading

At Stage B, students find and identify a variety of objects in their environment, choose an activity by pointing to an object, and point to objects as they are named by the teacher. They recognise their own name in print, using shape or beginning letter and can sort and match pictures and shapes. Students request a familiar story or favourite reading material to be reread and imitate some reading behaviour, including holding reading material upright and turning pages several at a time. Students can show another person their favourite character or object in a text.

Students:

- scan and locate objects in the environment
- begin to name a variety of objects in their environment
- copy the teacher and sound some letters of the alphabet
- find specific objects in a discrete location
- sit and play with a favoured book/activity/object with another person for a short time.

### Writing

At Stage B, students can demonstrate fine motor grasp and manipulation skills, including rolling and shaping play dough and clay, transferring objects from one hand to the other, reaching across the body to grasp and retrieve an object and grasping a pencil. They can scribble freely, using paintbrush, pencils or computer mouse; draw non-linear shapes and forms; and press keys on keyboard and/or move a mouse.

Students:

- imitate writing behaviours
- when encouraged, make marks on paper or computer screen
- use familiar objects to convey a message about a personal interest
- draw non-linear shapes and forms.

### Speaking and listening

At Stage B, students use a variety of methods to make requests and communicate needs, including taking an adult to an object, pointing towards an object, imitating and approximating words and/or shaking head to indicate 'yes' or 'no'. They use familiar objects to convey a message about a personal interest or to make a request. Students can imitate familiar words, spoken and/or signed. They use gestures or yes/no responses to answer a question or respond to an instruction.

Students look towards and attend to significant people for a short time, make responses such as a nod of the head or other gesture to indicate understanding when communicating. They share another person's focus of attention, for example, by looking at an object that another is looking at. Students can point to familiar people when asked and follow a single-step routine instruction. They can follow some survival-word instructions and attend to and respond to key word instructions. Students can show a simple response to a range of sounds, including books read aloud, audio tapes and films, and spoken language that deals with familiar ideas and information.

Students:

- clap along with the beat or rhythm of chants and songs, with teacher support
- make relevant responses such as a nod of the head to indicate understanding when communicating
- link spoken words to an object, activity, and/or image
- show a favourite item to a significant person
- point towards an object
- copy and approximate words
- contribute to small-group discussions by sharing a favourite toy or item
- show another person their favourite character or object in a book, movie or magazine
- reproduce part of a short message by pointing and/or using objects or pictures.

# Strand: Discipline-based Learning

## Domain: English

### Stage C: Intentional Participation

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#### LEARNING FOCUS

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As students work towards the achievement of Stage C standards in English, they intentionally participate in reading, writing and listening and speaking activities as they develop their understanding of the social aspects of listening and speaking.

Learning experiences intentionally guide and assist students to discover and engage with others. Students rely on prompts and simple clear directions from the teacher to support them in their learning and to complete some tasks.

Students are curious about books and other reading materials and their contents. They are interested in reading, and are learning to recognise the start and end of reading material, use illustrations to predict the topic of reading, and comment upon and point to illustrations in reading material.

Students are becoming aware of print in the environment are learning to recognise letters and numbers. They learn to use pictures, photos and objects to communicate. Students learn to link familiar words to basic needs, wants, people or activities and use these familiar words to form a meaningful communication.

Students are further developing their fine motor skills by using objects and materials in a more purposeful way. They are making choices about the materials used for writing and drawing and learning to trace over letters, lines and patterns. Students are developing an awareness of conventions such as writing from left to right on a page, and attempting to copy letters and simple words from modelled examples. They learn that marks and symbols convey meaning.

Students begin to communicate in a more purposeful way using some words, gestures, pictures, photos and objects to communicate basic needs and requests. They learn about the social rules of communication and experience different ways to convey information to others. Students begin to make associations between pictures and spoken words and they recognise familiar people and may recall a name when prompted by the teacher. They learn to use pictures, photos and objects to assist with communication and begin to use and link one and two familiar words to form a meaningful communication (for example, 'mum', 'dad', 'yes', 'no', 'I go'). They recognise familiar people and may use a name or particular greeting to acknowledge them.

Students learn to follow basic routine instructions, and listen to and respond to interactive stories that are supported by dramatisations and visual cues.



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## STANDARDS

## INDICATORS

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### Reading

At Stage C, students can recognise the difference between text and pictures and make associations between pictures, symbols and objects. They can match familiar symbol pictures and identify them when named. Students use picture symbols to choose an activity and sequence key picture symbols. They can find a specific picture symbol from a small selection placed on a communication board.

Students display reading behaviours, such as turning one page at a time, opening books and looking at pictures, indicating the start and end of reading material and pointing to a single object among other objects in reading material. They choose a favourite book by looking at the cover illustration, can look for specific objects/pictures in a book, and point to pictures of objects in a book when named by teacher. Students can comment on or point to illustrations in reading materials to predict the topic of the material and use a single key word to respond to a question about what is happening in a movie, book or magazine.

Students:

- sequence key picture symbols to make a simple picture sentence
- copy the teacher reading aloud words that describe a picture
- sit and look at books with an adult
- hold books or other reading material the right way up
- recognise that books have fronts and backs
- show interest in reading
- sort and match some letters and numbers
- start to turn pages from the front to the back of reading material
- sit, listen to and respond to interactive picture books
- identify objects in a story that are similar to those in their own life.

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### Writing

At Stage C, students demonstrate fine motor grasp and manipulation skills, such as picking up small objects from a variety of surfaces, removing and replacing objects from and into a container and holding and using a pencil to make purposeful marks on a piece of paper, applying colour to outlines and drawing with purposeful direction. They are adding writing-like scribbles to label or comment on drawings, and imitate writing words and sentences. Students can press a key for particular letters or functions on a keyboard and locate and click icons on the screen.

Students can match letters and numbers, and identify some letters and numbers named by another. They can imitate initial word sounds. Students can match and sort pictures, photographs and objects; use photographs, pictures and symbols to represent objects and people; and can select pictures that are important to them to create a picture story book.

Students:

- draw a line using a variety of writing tools
- point to familiar pictures to communicate an idea
- demonstrate an understanding that what is said can be written
- attempt to trace over letters and words
- attempt to copy letters and words
- select own materials for drawing or writing.

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## STANDARDS

### Speaking and Listening

At Stage C, during interactions with others, students use a particular name or form of greeting to acknowledge a particular person, respond with a 'yes', 'no' or single word to indicate understanding and use a few words and simple phrases. They can share a favourite item or experience with a small group of students and respond to questions about it, for example, 'What colour is your car?' Students use and combine key words, symbols and gestures that can be readily understood by others to make requests and to communicate needs. They can make a request by linking key words, signs and/or symbols in a meaningful context.

## INDICATORS

Students:

- use new words and simple phrases
  - attend and respond to two-part requests or instructions
  - contribute to small-group discussions by using some key words in response to questions asked by the teacher
  - make a request by linking key words in a meaningful context
  - indicate to the speaker when an instruction is not understood
  - repeat spoken words and begin to use a limited range of known words
  - listen to and copy rhyming word patterns
  - demonstrate vocabulary knowledge by using and responding to a variety of words related to objects and pictures in their immediate environment
  - copy another person's behaviour through dress-ups and play
  - direct others' attention to a named and specific object, person or action
  - acknowledge and/or answer a person.
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# Strand: Discipline-based Learning

## Domain: English

### Stage D: Building Independence

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#### LEARNING FOCUS

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As students work towards the achievement of Stage D standards in English, they are building their independence in their application and understanding of speaking, listening, reading and writing. Students are beginning to independently draw on their own experience from home, school and in the community when speaking, listening, reading and writing. They are learning to use pictures, letters and numbers to communicate, and recognise and use social rules of communication.

Students explore many forms of communication and different ways to use language. They learn to identify spaces, letters and words in text and that words and stories have consistent meaning. Students show an interest in the activity of reading and will choose familiar or favourite reading material. They use visual cues to recognise a small number of words in their environment. Students learn to combine and sequence key words and pictures to communicate and follow simple directions. They are beginning to seek clarification on word meaning and the correct use of words. Students are exposed to individual letters of the alphabet and are taught their letter names and common sounds.

Students use a range of tools, such as computer, pictures and pencils to record their experiences. They are beginning to understand how writing should look, that it has a consistent meaning and moves from left to right on a page. Students attempt to trace over letters, lines and patterns and begin to copy letters and numbers. They learn to combine up to three key words or images to communicate ideas. Students select and sequence pictures and key words to describe personally significant events and/or experiences.

Students are becoming competent speakers. They are learning the social rules of communication, exploring ways of conveying information and building their receptive and expressive vocabulary. Students are beginning to recall and recount significant experiences and interests when supported with concrete objects and pictures. They are developing the ability to acknowledge and answer a person. Students are able to combine and sequence key words ('words' equates to spoken words, picture symbols, word cards, words delivered by a communication device and signed words) when communicating.

Students learn to listen and follow simple instructions. They freely initiate greetings to fellow students, teachers and significant others. Students are learning to use basic social rules of communication, including taking turns in conversation, and acknowledging and answering questions. They learn effective ways to seek and gain attention and comfort.

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## STANDARDS

### Reading

At Stage D, students read aloud and point to individual picture symbols of familiar objects, activities or concepts. They sequence pictures and words to make a key word picture or simple sentence, follow a simple pictorial timetable and can sequence a small collection of picture symbols using left to right ordering. Students select their own reading material by looking at the picture on the cover; model the teacher by tracking text page by page, left to right, top to bottom; follow or point to a line of text as it is being read; and sit and look at books or other reading material. They use illustrations to retell a story or message in their own words, and answer simple questions about a story. Students recognise the connection between print and the spoken word, identifying spaces, letters and/or words in text, and reading familiar words and signage using partial cues and illustration. Students sound and say most letters of the alphabet.

### Writing

At Stage D, students use a preferred hand for writing and drawing, hold and use a pencil to trace over lines, shapes and patterns with some accuracy, colour within a clearly defined area, copy or write some familiar letters with beginning accuracy, copy their first name or copy-type their first name. They select and sequence pictures and key words to describe a personally significant event or experience, contribute key words to teacher-constructed texts to describe pictures they have selected, retell a picture story about a favourite topic using key words to describe each picture. Students understand that what is said can be written, indicate words using spaces and clusters of letters, 'read' back own attempt at writing, and demonstrate knowledge of some rules associated with writing, such as working left to right, top to bottom, spacing. They seek clarification on how to write a word.

### Speaking and listening

At Stage D, students use spoken language to acknowledge and answer a person who communicates with them, giving up to three-word responses; make eye contact; show some understanding of turn taking; use appropriate volume; and articulate clearly. They participate in communication with others by expressing likes, dislikes and ideas; sequence key words, signs or symbols to describe a favourite object, completed piece of work or to make a request; and communicate needs and give reasons. Students can use simple phrases and simple sentences and sequence two key ideas. They respond to questions and sequence key words to describe or predict what is happening in a picture, movie or book.

They listen to and respond to sequence sentences when interacting with others, and ask questions at appropriate intervals to show an interest in what the speaker is saying. Students follow simple, routine instructions that contain up to three key words, and follow simple instructions given by an interactive computer software program.

## INDICATORS

### Students:

- make associations between pictures and spoken words
- read aloud a simple picture sentence
- look for and match some simple words in text
- follow a simple sequence of pictures
- display reading behaviours
- differentiate between pictures and text.

### Students:

- ask to write or draw
- use a pencil to mark a pathway between two lines
- find a picture in a magazine to represent an item to be used in a picture story book
- write a few letters of the alphabet with accuracy
- are aware that there is a right and wrong way to write a word
- may mix shapes, letters and numbers when writing.

### Students:

- use a variety of social conventions to engage the listener
  - learn the meaning of new words and phrases and use them in context
  - demonstrate an understanding of language sequencing by using key words to make phrases and simple sentences
  - attend and respond to sequenced sentences when interacting with others
  - contribute to small-group discussions using simple sentences
  - ask questions about daily activities using words such as 'what', 'who', 'when', 'why' 'where' 'how'
  - use familiar phrases that request the speaker to clarify meaning
  - repeat an instruction to indicate understanding
  - sit and listen to a simple story for short periods of time in a small-group situation
  - demonstrate vocabulary knowledge by using and responding to a variety of words related to interests and personal experiences
  - identify links between events in a story and those in their own life
  - in a structured or unstructured play situation, use simple role plays and dress-up clothes, to imitate a familiar person, TV or movie character.
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# The Humanities

## Introduction

The Humanities in Prep to Year 10 involve the study of human societies and environments, people and their cultures in the past and the present. The Humanities provide a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

The Humanities take as their subject matter human behaviour. They provide unique ways to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

The Humanities encourage use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources, including artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

## Structure of the Humanities Domain

The Humanities discipline is organised into four domains:

The Humanities – (Stages A–D and Levels 1–3)\*

The Humanities – History (Levels 4–6)

The Humanities – Geography (Levels 4–6)

The Humanities – Economics (Levels 4–6)

## Dimensions

Standards in the Humanities are organised in two dimensions:

- Humanities knowledge and understanding
- Humanities skills.

## Humanities knowledge and understanding

The *Humanities knowledge and understanding* dimension focuses on key humanities knowledge and concepts. Students learn about their immediate and local community and environment and are introduced to the history and geography of their country and the diversity of culture and environment. Through structured activities they learn the concepts of time – chronology and sequencing, change and continuity – and spatial concepts of location, distance, scale and distribution.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))



### Humanities skills

The *Humanities skills* dimension focuses on the development of basic inquiry skills, including observation, the collection of various types of evidence, asking and answering questions about evidence and presenting information in a variety of ways.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

### Structure of the domain

In Humanities during Stages A to D and VELS Levels 1 to 3, students are introduced to basic concepts related to history, geography and economics under a general umbrella of 'The Humanities'. Each stage includes a learning focus statement, indicators and standards introduced from Level 3. Standards that focus on historical and geographical knowledge and understanding are introduced at Level 3. Specific standards for Economics, Geography and History are introduced at Level 4.





# Strand: Discipline-based Learning

## Domain: The Humanities

### Stage A: Beginning to Explore

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in the Humanities, their own experiences are drawn on to help them understand the world around them. Through participating in activities, students are encouraged to attend and respond to significant cultural events, demonstrate an awareness of family members, changes in their environment and places of personal significance in the local community.

Through community excursions, daily routines and observations of their environment, students begin to learn about the weather and its impact on themselves, different forms of transport, regular visitors, and the passing of time associated with daily routine activities.

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# Strand: Discipline-based Learning

## Domain: The Humanities

### Stage B: Active Exploration

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in the Humanities, their own experiences are drawn on to help them understand the world around them. Through participating in significant cultural events, visits to local community facilities and interaction with community members, students develop an emerging understanding of concepts related to time: sequencing, change and continuity and spatial awareness: location, direction and distance.

Students demonstrate an awareness of their environment by identifying familiar places in the classroom, choosing to visit a particular place in the local community, and greeting familiar people. They begin to explore and respond to the local community using a variety of transport options. Students demonstrate an awareness of the passing of time by responding to teacher directions that relate to time, such as 'It's time to pack up'; 'Wait'. They show an understanding of changes in the weather by answering simple yes/no questions about weather conditions.

Through narratives, celebrations and personal stories, students begin to learn about their history and the cultures that contribute to our community. Students learn to use picture schedules to become aware of and anticipate significant cultural events. They contribute to significant cultural events by assisting with some simple preparation steps and actively participate in the events.

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STANDARDS	INDICATORS
<p><b>Standards</b></p> <p>In the Humanities, standards for assessing and reporting on student achievement are introduced at Level 3. Specific standards for Economics, Geography and History are introduced at Level 4. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the Humanities standards at Level 3 (which focus on historical and geographical knowledge and skills) and the Economics standards at Level 4.</p>	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• participate in significant cultural events</li> <li>• react to changes in their environment</li> <li>• demonstrate an awareness of places in the local community with personal significance</li> <li>• willingly participate in community excursions</li> <li>• use different forms of transport</li> <li>• be aware of family members</li> <li>• respond to signals that indicate the passing of time associated with daily routine activities</li> <li>• respond to a regular visitor to the school</li> <li>• react to change in the weather</li> <li>• cooperate when requested to change clothes to suit weather conditions.</li> </ul>

STANDARDS	INDICATORS
<p><b>Standards</b></p> <p>In the Humanities, standards for assessing and reporting on student achievement are introduced at Level 3. Specific standards for Economics, Geography and History are introduced at Level 4. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the Humanities standards at Level 3 (which focus on historical and geographical knowledge and skills) and the Economics standards at Level 4.</p>	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• attend to a daily picture schedule</li> <li>• assist with some simple preparation steps for significant cultural events</li> <li>• actively participate in significant cultural events</li> <li>• identify familiar places in the classroom</li> <li>• choose to visit a particular place in the local community</li> <li>• express a personal transport preference</li> <li>• identify and greet family members</li> <li>• signal their understanding that an activity has a beginning and an end</li> <li>• attend to and respond to teacher directions</li> <li>• attend to and greet a regular visitor to the school</li> <li>• answer simple questions about weather conditions using 'yes' or 'no'</li> <li>• respond to signals that indicate the passing of time associated with daily routine activities.</li> </ul>

# Strand: Discipline-based Learning

## Domain: The Humanities

### Stage C: Intentional Participation

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in the Humanities, they draw on their own experience to help them understand the world around them. Through supported group learning activities they explore some of the features of their local community. During these activities students develop an emerging understanding of time concepts and spatial awareness.

Students are encouraged to respond to the depiction of past and present experiences associated with personal photos. With assistance, they collect objects and pictures when visiting significant community facilities to assist them in recalling and recounting their experiences. Students record and reflect on visits to community facilities by making simple picture story books of their visits.

They demonstrate an awareness of timelines by following a pictorial sequence of daily activities, making a class picture calendar, and are introduced to vocabulary that describes time, for example, 'today', 'tomorrow', 'yesterday'.

Students assist with the preparation of and participate in celebrations of significant cultural events. They develop a sense of being a community member through their participation and learn to anticipate significant cultural events by following a picture calendar.

Students develop spatial awareness through structured experiences within their immediate environment. They learn to locate rooms and familiar places at school and use this knowledge to show a familiar person to a particular location.

Students start to explore how natural factors affect their lives. They learn how changes in the weather can affect their daily activities. By participating in activities such as wearing protection from the sun, recycling and saving water, students develop an emerging awareness of environmental issues.

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## STANDARDS

In the Humanities, standards for assessing and reporting on student achievement are introduced at Level 3. Specific standards for Economics, Geography and History are introduced at Level 4. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the Humanities standards at Level 3 (which focus on historical and geographical knowledge and skills) and the Economics standards at Level 4.

## INDICATORS

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- follow a class picture calendar
  - assist with the preparation of celebration activities
  - locate rooms and familiar places at school
  - show a familiar person a particular location within the school
  - identify family members by pictures
  - follow a pictorial sequence of daily activities
  - respond to vocabulary that describes time, for example, 'today', 'tomorrow', 'yesterday'
  - respond to the depiction of past and present experiences associated with personal photos
  - know the name of regular visitors to the school and participate in activities that are organised as part of the visit
  - show an understanding of how changes in the weather can affect their daily activities.
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# Strand: Discipline-based Learning

## Domain: The Humanities

### Stage D: Building Independence

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in the Humanities, they draw on their own experience to help them understand the world around them. Through supported activities they explore the community, become familiar with the location of significant community facilities and some of the features and resources of their community. Students learn the functions of significant community facilities and people and begin to identify and participate in basic processes that enable them to use public transport.

Students continue to develop spatial awareness through structured experience and exploration of their immediate environment and local community. They learn to navigate confidently within familiar environments, identify personally significant buildings and, using pictures and symbols, label and follow a simple map of the school or classroom.

Students explore the concept of time and change through activities such as examining photos and exploring their local community. They begin to understand chronology by identifying different age groups and to develop an understanding of past and present by identifying pictures of new and old artefacts. Through the use of calendars, activity stripes and timetables they develop an understanding of timelines and begin to select and sequence daily activities. Students begin to use vocabulary of time, such as 'today', 'tomorrow', 'yesterday' to describe and recall significant events in their lives.

Students participate in activities that help them to develop an awareness of Australian and other cultures. They learn about cultures and history through engaging in guided inquiry learning activities and participating in significant cultural events. Students anticipate significant cultural events by marking days on a calendar and planning celebration activities.

Students develop their environmental awareness through participating in activities such as wearing protection from the sun, recycling and conservation. Through structured experiences they develop an understanding of how changes in the weather can affect the whole community.

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## STANDARDS

In the Humanities, standards for assessing and reporting on student achievement are introduced at Level 3. Specific standards for Economics, Geography and History are introduced at Level 4. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the Humanities standards at Level 3 (which focus on historical and geographical knowledge and skills) and the Economics standards at Level 4.

## INDICATORS

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- anticipate significant cultural events by marking days on a calendar
  - contribute to significant cultural events by planning some celebration activities
  - navigate confidently within familiar environments
  - using pictures and symbols, label and follow a simple map of the school or classroom
  - identify the functions of significant community facilities
  - identify significant people in the community
  - begin to use public transport
  - begin to understand chronology by identifying different age groups
  - select and sequence daily activities to create a timeline
  - use vocabulary of time, such as 'today', 'tomorrow', 'yesterday' to describe and recall significant events in their lives
  - show an understanding of past and present by identifying pictures of new and old artefacts
  - identify some conservation activities.
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# Mathematics

## Introduction

Mathematics is a human endeavour that has developed by practice and theory from the dawn of civilisation to the present day. Many societies and cultures have contributed to the growth of mathematics, often in times of scientific, technological, artistic and philosophical change and development. Complementary to this broad perspective of mathematics are the various mathematical practices that take place day to day in communities around the world.

While the usefulness of mathematics for modelling and problem solving is well known, mathematics also has a fundamental role in enabling cultural, social and technological advances, and empowering individuals as critical citizens in contemporary society and for the future. Number, space and measurement, and chance and data, are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that mathematical structure and working mathematically play in people's understanding of the natural and human worlds.

Mathematics can be described in terms of its objects, what they are and how they came to be; its established body of knowledge and why this is held to be true; its effective application in science, technology and other domains; and the practice and activities of mathematicians past and present. Aims for essential learning in school mathematics are for students to:

- demonstrate useful mathematical and numeracy skills for successful general employment and functioning in society
- solve practical problems with mathematics, especially industry and work-based problems
- develop specialist knowledge in mathematics that provides for further study in the discipline
- see mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems
- be confident in one's personal knowledge of mathematics, to feel able both to apply it and to acquire new knowledge and skills when needed
- be empowered through knowledge of mathematics as a numerate citizen, able to apply this knowledge critically in societal and political contexts
- develop understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as a discipline – its big ideas, history, aesthetics and philosophy.

Mathematical knowledge includes knowledge of concepts, objects, definitions and structures. A small collection of mathematical ideas, objects and structures, and relationships between these, is taken as undefined and given in a context. New mathematical objects, structures and relationships are developed from these, moving from simple to more complex and sophisticated ideas and practices. The motivation for accepting certain things as given building blocks for mathematical knowledge may be initially related to intuitive understanding of particular ideas and objects experienced with respect to the natural or human worlds. These and their subsequent developments are not empirical knowledge, but abstract mathematical entities.<sup>1</sup>

Whether mathematical knowledge is viewed as being essentially mind dependent or mind independent, discovered or constructed, its abstract nature gives rise to the applicability of mathematics in a wide range of contexts, as mathematical objects, structures and relationships do not depend on a particular context for their existence, but are interpreted to model key features of these contexts. This abstraction poses a challenge to the teacher and student alike, and both will need to draw on knowledge of the world and link this to mathematical knowledge and its application in various situations.<sup>2</sup>

Mathematical reasoning and thinking underpins all aspects of school mathematics, including problem posing, problem solving, investigation and modelling. It encompasses the development of algorithms for computation, formulation of problems, making and testing conjectures, and the development of abstractions for further investigation.<sup>3</sup>

Computation and proof are essential and complementary aspects of mathematics that enable students to develop thinking skills directed toward explaining, understanding and using mathematical concepts, structures and objects. They provide a framework for the development of mathematical skills and techniques exemplified in the use of algorithms for computation and for the development of general case arguments.<sup>4</sup>

## Structure of the domain

The Mathematics domain is organised into ten sections, one for each level of achievement including four stages (Stage A to D, Towards Level 1) and six VELs levels (Level 1 to 6). Each stage includes a learning focus statement, a set of standards (where appropriate) and indicators organised by dimension. In Mathematics, standards for assessing and reporting on student achievement apply from Stage A. Standards for Structure are introduced from Level 3.\*

<sup>1,2,3,4</sup> VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au); \* DEECD



## Dimensions

Standards in the Mathematics domain are organised in five dimensions:

- Number
- Space
- Measurement, chance and data
- Working mathematically
- Structure.

### Number

The *Number* dimension focuses on developing students' understanding of counting, magnitude and order. The natural (counting) numbers with zero extend to positive and negative signed whole numbers (integers) and through part-whole relations and proportions of whole numbers to the rational numbers (fractions and finite decimals or infinite recurring decimals).

Proportions of lengths involving sides and/or diagonals of right-angled triangles and rectangles and arcs of a circle lead to the introduction of certain irrational real numbers such as the square root of 2, the golden ratio phi and fractions or multiples of *pi*.

Principal operations for computation with number include various algorithms for addition (aggregation), subtraction (disaggregation) and the related operations of multiplication, division and exponentiation carried out mentally, by hand using written algorithms, and using calculators, spreadsheets or other numeric processors for calculation.

### Space

The *Space* dimension focuses on developing students' understanding of shape and location. These are connected through forms of representation of two- and three-dimensional objects and the ways in which the shapes of these objects and their ideal representations can be moved or combined through transformations. Students learn about key spatial concepts, including continuity, edge, surface, region, boundary, connectedness, symmetry, invariance, congruence and similarity.

Principal operations for computation with space include identification and representation, construction and transformation by hand using drawing instruments, and also by using dynamic geometry technology.

## Measurement, chance and data

The Measurement, chance and data dimension focuses on developing students' understanding of unit, 'measure' and error, chance and likelihood and inference. Measure is based on the notion of unit (informal, formal and standard) and relates number and natural language to measuring characteristics or attributes of objects and/or events. Various technologies are used to measure, and all measurement involves error.

Students learn important common measures relating to money, length, mass, time and temperature, and probability – the measure of the chance or likelihood of an event. Other measures include area, volume and capacity, weight, angle, and derived rates such as density, concentration and speed.

Principal operations for computation with measurement include the use of formulas for evaluating measures, the use of technology such as data loggers for direct and indirect measurement and related technologies for the subsequent analysis of data, and estimation of measures using comparison with prior knowledge and experience, and spatial and numerical manipulations.

### Structure

The *Structure* dimension focuses on developing students' understanding of set, logic, function and algebra. It is fundamental to the concise and precise nature of mathematics and the generality of its results. Key elements of mathematical structure found in each of the dimensions of Mathematics are membership, operation, closure, identity, inverse, and the commutative, associative and distributive properties, as well as other notions such as recursion and periodic behaviour.

While each of these can be considered in its own right, it is in their natural combination as applied to elements of number, space, function, algebra and logic, with their characteristic operations, that they give rise to the mathematical systems and structures that are embodied in each of these dimensions.

Principal operations for computation with structure include mental, by hand and technology-assisted calculation and symbolic manipulation by calculators, spreadsheets or computer algebra systems, with sets, logic, functions and algebra.

## Working mathematically

*Working mathematically* focuses on developing students' sense of mathematical inquiry: problem posing and problem solving, modelling and investigation. It involves students in the application of principled reasoning in mathematics, in natural and symbolic language, through the mathematical processes of conjecture, formulation, solution and communication; and also engages them in the aesthetic aspects of mathematics.

In this dimension the nature, purpose and scope of individual work is connected to that of the broader mathematical community, and the historical heritage of mathematics through the discourse of working mathematically.

Mental, by hand and technology-assisted methods provide complementary approaches to working mathematically.

## Relationships between the dimensions

*Number* is related to the other dimensions through the aspects of counting, magnitude and order. It has logical and natural connections with *Measurement*, *chance and data*, and *Space*. Number systems provide the basis for the development of algebraic relationships in *Structure* and the contexts and explorations used in *Working mathematically*.

*Space* is related to the *Number and Measurement*, chance and data dimensions through the aspects of shape and location. The properties of patterns, transformations and symmetry provide links to *Structure and Working mathematically*.

*Structure* is related to the *Number, Space and Measurement, chance and data* dimensions through the use of algorithms, patterns and functions. It is linked to *Working mathematically* through the key elements of mathematical language, concepts and relationships used in modelling and investigations.

*Working mathematically* is related to the *Number, Space and Measurement, chance and data* dimensions through the exploration of algorithms, patterns and functions, shapes and dimensions. It provides the processes for the development of inferences and deductions and for the exploration and proof of conjectures related to the *Structure* dimension.

## National Statements of Learning

### National Numeracy Benchmarks

National Numeracy Benchmarks are used for reporting achievement in three aspects of numeracy – 'Number sense', 'Spatial sense' and 'Measurement and data sense' – at Years 3, 5 and 7. The benchmarks define nationally agreed minimum acceptable standards for numeracy at these years.

Full details of the National Numeracy Benchmarks are available in Numeracy Benchmarks Years 3, 5 and 7, Curriculum Corporation, 2000 at

<http://www.curriculum.edu.au/projects/numbench.php>

The benchmarks describe minimum standards. For this reason, the Year 3 benchmarks relate to Level 2 Mathematics standards, the Year 5 benchmarks relate to Level 3 Mathematics standards and the Year 7 benchmarks relate to Level 4 Mathematics standards. Links to the numeracy benchmarks are located in the Mathematics standards.

Definitions of the following underlined terms are provided in relevant VCAA Domain documents.





# Strand: Discipline-based Learning

## Domain: Mathematics

### Stage A: Beginning to Explore

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#### LEARNING FOCUS

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As students work towards the achievement of Stage A standards in Mathematics, they are exposed to a wide range of experiences and are encouraged to attend to and explore the world around them with as much independence as possible. They coactively explore and manipulate objects in their immediate environment and experience language associated with maths activities. Students encounter a wide range of experiences that explore concepts of *space, number, measurement, chance, data and working mathematically*.

Students encounter activities associated with number rhymes, stories, songs and games. They coactively use their fingers in counting actions and experience counting vocalisations in everyday routine activities, for example, '1, 2, 3, stand up', '1, 2, 3, lift up'.

Students are encouraged to explore space through movement and develop an awareness of their own body in relation to objects. They are exposed to a wide range of experiences that explore the concepts of heavy, light, hot and cold. Students develop an awareness of time through participation in daily routines and they coactively explore the phenomena of chance by attending to activities and toys that demonstrate chance occurrences. Students are encouraged to respond through accept-or-reject gestures or actions.

STANDARDS	INDICATORS
<p><b>Number</b></p> <p>At Stage A, students demonstrate awareness of counting by responding to number rhymes, songs, stories and finger games. They experience and respond to 'one for you, one for me', 'gone', 'no more left' and 'give me more'. Students participate in making piles, groups or bundles of familiar everyday objects and respond to objects being put together and taken apart.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• experience and respond to numbers within everyday activities</li> <li>• attempt to hold up one finger in response to the teacher counting 'one'</li> <li>• participate in familiar songs and games that involve making groups</li> <li>• indicate choice for one object over another</li> <li>• indicate a need or want for more or less.</li> </ul>
<p><b>Space</b></p> <p>At Stage A, students explore objects of varying shapes, weights and materials. They manipulate 'play dough' and other malleable materials to develop an awareness of changing shapes, for example, from a ball to a long snake.</p> <p>Students explore the concept 'inside and outside' during structured activities and respond to the language of 'inside/'outside'. They explore space by moving and changing position and location and respond to changes in position.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• respond to changes in position and attempt to reposition their own body when uncomfortable</li> <li>• look or reach for a desired object</li> <li>• move head for a better view</li> <li>• indicate an awareness of familiar places.</li> </ul>
<p><b>Measurement, chance and data</b></p> <p>At Stage A, students respond to a signal from a timer, used to indicate the end of an activity. They respond to major changes to regular games and activities associated with chance, surprise and predictability, such as hitting a switch to activate a toy.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• explore a wide range of objects that have various properties</li> <li>• pour from one container to another</li> <li>• build, stack and construct with different materials during play</li> <li>• are aware of environmental cues that indicate parts of routine, for example lunch time.</li> </ul>
<p><b>Working mathematically</b></p> <p>At Stage A, students respond to a range of objects with different textures, colours, sizes and shapes. They respond to patterns in everyday life situations, for example, clap hands in a repetitive rhythm, turn taking – 'your turn', 'my turn'.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• respond to familiar objects and people</li> <li>• attend to, anticipate, respond to, initiate interactions</li> <li>• explore sensory stimuli using their senses.</li> </ul>
<p>In Mathematics, standards for the <i>Structure</i> dimension are introduced at Level 3.</p>	



# Strand: Discipline-based Learning

## Domain: Mathematics

### Stage B: Active Exploration

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#### LEARNING FOCUS

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As students work towards the achievement of Stage B standards in Mathematics, they manipulate and play with objects to develop links between their immediate environment, everyday language and mathematical activity.

In *Number*, they respond to and join in with familiar number rhymes, stories, songs and games, and make groups of objects with help. Students begin to demonstrate that they are aware of contrasting quantities, for example, 'one' and 'lots', and indicate one or two, for example, by using their fingers or sounds. They participate in familiar songs and games that involve adding more to a collection or taking away.

In *Space*, students explore objects in their environment. They develop an awareness of object permanence, begin to search for objects that have gone out of sight, and demonstrate interest in their own position and the relationship between objects.

In *Measurement, chance and data* students explore different shapes through using materials such as play dough and exploring objects in their environment. They attend to basic language that describes objects, including shape and size, and begin to compare one object with another where there is a marked difference.

While *Working mathematically* students begin to sort objects into groups and make simple patterns by stacking and lining up objects.

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## STANDARDS

## INDICATORS

### Number

At Stage B, students begin to join in number games, rhymes and songs. They rote count up to three and touch and count up to three objects. Students identify 'one' and 'lots' of objects and show an understanding of 'more' in familiar situations. They manipulate objects and build a tall tower by using 'more' blocks and take blocks away from a tower to make the tower 'less' tall.

Students:

- hold up one object in response to a cue
- participate in familiar songs and games that involve adding more to a collection and taking away one or some
- show an understanding of 'more' in familiar situations
- actively respond to language of first and last in everyday activities such as 'last through the door', 'first one into the swimming pool'
- respond to comparative language of more and less through practical activities such as pouring drink into a cup to demonstrate 'more'.

### Space

At Stage B, students explore the different shapes of objects and attend to the language used to describe the shape. They use 'play dough' and other malleable materials to make shapes. Students respond to specific instructions relating to manipulating the movement and location of self and objects and demonstrate an awareness of object permanence by searching for objects that have been hidden.

Students:

- begin to follow paths, for example, walk on the footpath
- explore the concept 'inside and outside' during structured and unstructured activities by putting objects in and out of a container and playing with sand to make a sandcastle shape
- respond to an instruction such as 'We are going outside now'.

### Measurement, chance and data

At Stage B, students demonstrate beginning understanding of basic measurement concepts such as 'long'/'short', 'heavy'/'light', and show an awareness of time and daily routines by responding to a signal from the teacher, 'It's time to go outside and play.' They demonstrate beginning understanding of the concept chance by playing with materials or objects that involve cause and effect (actions that will happen) and playing games where the outcome is unpredictable, for example, 'peekaboo'. Students respond to a simple pictorial representation of their activities related to a short timeframe.

Students:

- respond to instructions such as 'Point to the big elephant'
- respond to a signal from a timer used to indicate the end of an activity by looking towards and attending to the teacher
- begin to differentiate between start and finish of the school day
- assist in the construction of class timetable.

### Working mathematically

At Stage B, students demonstrate basic sorting behaviours. They copy simple patterns in everyday situations, for example, clapping patterns related to rhymes, chants and familiar songs. In play situations students solve some simple mathematical problems, such as how to make a play-dough snake 'shorter' and 'longer', and how to build a 'tall' tower.

Students:

- explore objects with similar properties
- follow simple movement patterns in game situations, such as 'follow the leader'
- copy an adult's actions step by step to construct equivalent objects.

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In Mathematics, standards for the *Structure* dimension are introduced at Level 3.

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# Strand: Discipline-based Learning

## Domain: Mathematics

### Stage C: Intentional Participation

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#### LEARNING FOCUS

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As students work towards the achievement of Stage C standards in Mathematics, they join in rhymes, songs, stories and games, manipulate and play with objects to develop links between their immediate environment, everyday language and mathematical activity and concepts.

In *Number*, students join in rote counting up to five and use numbers to five in familiar activities and games. They participate in various tasks that require one-to-one correspondence and learn to count reliably to five and make sets of up to five objects. Students use concrete materials to make 'groups', 'lots' and 'one' and begin to understand comparative language, such as 'bigger', 'smaller', 'more'.

In *Space*, students participate in structured learning activities that explore the position of objects in space and they engage in play activities to explore the concepts of 'inside' and 'outside'.

In *Measurement, chance and data*, students begin to manipulate and compare objects, identifying marked differences, for example, big and little, tall and short. Students develop some awareness of time, through familiarity with daily routines and using timetables and sequence strips. They learn to recognise and respond to the daily routine by selecting pictures from a picture board, indicate that an activity has finished and the next activity is about to begin. Students begin to use vocabulary such as 'more' and 'less' in everyday situations, for example, they indicate the jug with more juice in it.

While *Working Mathematically*, students develop skills associated with matching, sorting and organising objects and develop an awareness of simple patterns in everyday life.



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## STANDARDS

## INDICATORS

### Number

At Stage C, students rote count up to five and touch count up to five objects. They match the number of objects counted with a number symbol from 1 to 5. Students use concrete materials to make 'groups', 'lots' and 'one' and can indicate which collection has 'more' than the other. They can distribute objects to each person in a group until there are no objects left.

Students:

- participate in and count numbers one to five in familiar number games, stories and rhymes
- hold up 1, 2, 3, 4, 5 fingers in response to a cue
- show beginning understanding of comparative language, such as 'bigger', 'smaller', 'more'
- participate in turn-taking games
- join in games that involve adding and taking away, for example, Musical chairs
- with assistance, indicate that they would like more, such as 'more cake'.

### Space

At Stage C, students manipulate malleable materials, matching and manipulating shapes to create another shape. They demonstrate an understanding of the concept of 'inside and outside' by following instructions. They demonstrate an understanding of spatial awareness by following simple instructions related to simple spatial concepts, such as 'under', 'on', 'beside'.

Students:

- follow straight and curved paths
- trace over a straight line or curved line
- use interactive computer games that require them to put objects 'inside' and 'outside' in various contexts
- use various construction materials to create shapes and objects.

### Measurement, chance and data

At Stage C, students use words to describe the characteristics of familiar objects such as 'full', 'empty', 'long' and 'short'. They demonstrate an understanding of the concept chance by participating in games of chance, identifying events that may or may not happen today. Students respond to a simple pictorial representation of activities related to their whole day and participate in and contribute to the development of pictorial lists associated with familiar activities, such as listing the ingredients needed for a cooking session.

Students:

- place large pegs on a peg board to build rows of different lengths
- can identify the longest row or tallest object
- recognise and respond to the daily routine by selecting pictures from a picture board
- begin to use formal units of time by participating in games associated with the concept of time, for example, 'What's the time Mr Wolf?'

### Working mathematically

At Stage C, students can match one attribute of familiar objects, for example, colour, size or shape. They demonstrate a beginning understanding of pattern by copying a simple pattern such as red block, blue block, following a completed example. Students solve simple mathematical problems associated with longer and shorter lengths, and more or less objects, for example, 'How can I make this stick shorter?', 'How might I make this group more than the other group?'

Students:

- demonstrate a beginning understanding of patterns in space by copying up to three simple actions and movements in a basic dance sequence or game such as 'Simon says'
- participate in investigations involving more or less, long and short, big and small and show an understanding of the concepts by pointing to the longest, biggest and most objects
- push number buttons 1 to 5 on a calculator when named by the teacher
- attempt to draw a straight line as modelled by the teacher.

In Mathematics, standards for the *Structure* dimension are introduced at Level 3.

# Strand: Discipline-based Learning

## Domain: Mathematics

### Stage D: Building Independence

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#### LEARNING FOCUS

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As students work towards the achievement of Stage D standards in Mathematics, they manipulate and play with objects to develop links between their immediate environment, everyday language and mathematical activity.

In *Number*, students are developing a notion of counting and an awareness of number and quantity. They join in rote counting to 10, can point to and count up to 10 objects and begin to recognise numerals from 1 to 10. Number names are becoming more meaningful as students learn that each represents a constant number or amount. Students respond appropriately to key vocabulary and questions, for example, 'How many?' and they begin to recognise differences in quantity, for example, 'more' or 'less', 'bigger' or 'smaller'. Using concrete materials, they explore the concepts of 'add one' and 'take one away' and they undertake simple addition using calculators.

In *Space*, students learn to recognise and name basic two- and three-dimensional shapes and use everyday location language to explain where an object is. They search for objects not found in their usual place and respond to words, signs and symbols that describe positions in space. Students follow simple directions to move themselves or objects from one place to another. They begin to investigate the inside and outside shape of objects.

In *Measurement, chance and data*, students compare, directly, two lengths or heights where the difference is marked and they indicate 'the long one' or 'the tall one'. They show an awareness of time through their developing familiarity with the days of the week and significant times in their daily routine. Students explore time; they learn the purpose of a clock and its features. They learn to use the language of chance such as 'sometimes', 'always' and 'never' to describe the likelihood of events and explain some simple information in a class-created simple pictograph.

While *Working mathematically*, students begin to investigate and make patterns and collections of objects based on their understanding of mathematical terms, such as: 'same', 'like', and 'different'. They use concrete objects to assist them with their understanding of simple mathematical problems and investigate ways to use maths to describe familiar events in their lives, for example, 'How many people in my family?'

STANDARDS	INDICATORS
<p><b>Number</b></p> <p>At Stage D, students count numbers one to 10 and participate in familiar number games, stories and rhymes. They recognise and point to numerals in and around the classroom, for example, numbers on a clock face. Students can indicate when groups of less than 10 objects are the same or different in number and that two collections have the 'same' quantity by matching items one to one. They can find the first and last object in a sequence and place objects into sets to make 'more' and take objects from a group to make 'less'.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• sort objects into two equal groups</li> <li>• rote count up to 10</li> <li>• hold up one to 10 fingers in response to a cue</li> <li>• describe groups of objects (up to five) in terms of 'bigger', 'smaller' or the 'same'</li> <li>• indicate that two collections have the 'same' quantity by matching items one to one</li> <li>• find the number before and the number after numbers from one to five</li> <li>• recognise number sequences in everyday life, such as house numbers and birthdays</li> <li>• distribute objects equally to each person in a group and count the objects left over.</li> </ul>
<p><b>Space</b></p> <p>At Stage D, students demonstrate an understanding of two- and three-dimensional shapes by matching basic geometric objects to pictures of that object, identifying basic three-dimensional shapes in the classroom and sorting shapes into like groups. They demonstrate an understanding of 'straight' and 'curved' lines, show an understanding of 'location' and spatial concepts by responding to instructions to position items.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• complete basic inset puzzle</li> <li>• identify basic two-dimensional shapes such as a circle, square and triangle from a picture maze of shapes</li> <li>• identify familiar shapes hidden within a picture</li> <li>• trace around a solid shape</li> <li>• colour within clearly defined outlines</li> <li>• use malleable materials to mould the shape of different geometric objects and compare the shape to the shape of the mould.</li> </ul>
<p><b>Measurement, chance and data</b></p> <p>At Stage D, students identify and describe the basic characteristics of a range of objects, for example, heights of students, cup measures in cooking. They can follow a class pictorial schedule and mark off each passing day on a calendar. Students can identify a clock and describe at least one of its features. They play a variety of chance games such as 'Bingo' or 'Snakes and ladders' and demonstrate an understanding that they will not always win.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding that characteristics can be changed by manipulating familiar objects to lengthening or shortening them</li> <li>• use a calendar to plot special occasions such as birthdays, school holidays and camps</li> <li>• name some days of the week and/or months of the year</li> <li>• sequence symbol cards on a schedule or timetable</li> <li>• participate in the preparation of the daily pictorial timetable using 'removable' stickers, and anticipate events that 'will happen today'</li> <li>• demonstrate an understanding of chance and predictability by choosing what 'might happen' from two presented options.</li> </ul>
<p><b>Working mathematically</b></p> <p>At Stage D, students create simple repeating patterns of two elements or more, such as copying a pattern to make a necklace, predict the next element in a simple colour or shape pattern and complete simple jigsaw puzzles. They explore and solve simple maths problems, such as 'If it takes two cups of water to fill a small bowl, will it take more than two or less than two cups to fill a larger bowl?' Students draw with some approximation some basic geometric shapes, a line within a marked pathway and trace over lines and simple shape outlines.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• use a histogram to create visual images of maths at work in the classroom</li> <li>• show beginning understanding of symmetry by adding the missing eye to a face or putting together pictures of two sides of a face or object</li> <li>• estimate which group of objects is the largest group and check the estimation by pairing the objects from each group and observing the group with objects left over</li> <li>• use a calculator to add two numbers together</li> <li>• join up a series of dots to create shapes</li> <li>• use a ruler with beginning accuracy to draw a line.</li> </ul>
<p>In Mathematics, standards for the <i>Structure</i> dimension are introduced at Level 3.</p>	

# Science

## Introduction

To be human is to be curious about the world we live in, to wonder why it is that way, and to ask about our place in it. A fundamental goal for science education is to stimulate, respond to and nourish such curiosity, wonder and questioning. Science provides us with one view of the world – a view that changes as our knowledge and understanding of science evolves.

Science is a human process, influenced by and influencing social values. Science has a long and fascinating history of human attempts to appreciate, understand, control and manage our world. Scientists use techniques of scientific investigation to create an understanding of the world. The resulting cumulative knowledge is part of our human heritage.

Science is dynamic and progressive. Our society is being continually confronted, challenged and redirected by ideas born from people's curiosity, imagination and dreams about what might be possible. The work of scientists such as Newton, Einstein, Curie, Darwin, Florey, Macfarlane Burnet and Oliphant began as 'why' and 'what if'. Their work challenged and subsequently changed accepted opinions in the areas of motion and gravity, radioactivity, evolution, medicine, immunology, structure of the nucleus of the atom, and nuclear energy. This and other accepted science knowledge continues to fuel the dreams of a new generation of scientists as they explore the expanding frontiers of science.

Science has had, and will continue to have, successes and setbacks as technologies that provide people with an improved quality of life are developed and implemented.

It is becoming increasingly important that students understand these challenges and redirections, and the implications of these for their own life choices, the environment and the community (local and global) in which they live. Building students' science capability is critical to help them develop the skills and understanding necessary to meet these challenges and make responsible, informed choices.

Science extends our understanding beyond what affects us to include what we can't see, feel, hear or touch but can only imagine. Science capability is multidimensional, consisting of dispositional facets (interest and curiosity), operational facets (creativity and problem solving) and cognitive facets (reasoning and critical thinking). The extent to which we as citizens understand and appreciate these interactions will shape our future.

A set of values inform and govern how scientists operate, including respect for the environment (living and non-living) and the opinions and ideas of others, honesty in collecting

and presenting data and evidence, and acknowledgement of the work of others. These values are an integral part of a science curriculum that explores and encourages debate about the relationship between science, society and technology.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

A major goal of science education is to develop citizens who are capable of engaging in informed debate about science and its applications. Increasing emphasis will be placed on the role of science and the work of Australian and other scientists in addressing issues of sustainability at a local and global level. Science education provides opportunities for students to develop the skills and understanding appropriate to service and good citizenship. It also encourages students to articulate science values and accept the ethical principles embedded in science research. While only some students directly pursue a career in science and scientific research, all students need to appreciate the significance of science for the long-term future of our society.<sup>1</sup>

## Structure of the domain

The Science domain is organised into ten sections, one for each level of achievement including four stages (Stage A to D, Towards Level 1) and six VELs levels (Level 1 to 6). Each stage includes a learning focus statement, a set of standards (where appropriate) and indicators. In Science, standards for assessing and reporting on student achievement apply from Level 3.\*

## Dimensions

Standards in the Science domain are organised in two dimensions:

- Science knowledge and understanding
- Science at work.<sup>2</sup>

These two dimensions include the traditional science disciplines of biology, chemistry, earth science, environmental science, health sciences, neuroscience, physics and space sciences and the emerging sciences including biotechnology, green chemistry, nanotechnology and synchrotron science. The dimensions build students' understanding of how science knowledge in the disciplines has been constructed through time and is applied in practical contexts.<sup>3</sup>

The development of *Science knowledge* and understanding necessarily involves conceptual and experiential understanding of Science at work, and understanding of the ways the concepts, theories and models of science are used throughout the society in which students live.<sup>4</sup>

*Science at work* involves students learning the processes of science through the ways they undertake and reflect on their own investigations and those of others.<sup>5</sup>



The two dimensions are interrelated in the ways science affects the broader society in which the students live. Students' own experience of science assists them to develop an understanding of these interactions. The two dimensions are also interrelated in ways that are central to both pedagogy and content.<sup>6</sup>

### Science knowledge and understanding

The *Science knowledge and understanding* dimension focuses on building student understanding of the overarching conceptual ideas of science. These include understanding:

- the nature of the similarities between, and the diversity of, living things and their sustainable relationships with each other and their environment
- concepts related to matter – its properties and uses, and the production of different substances through chemical change
- concepts of *energy* and force as a way of explaining physical phenomena
- the place of the Earth in time and space and the interactions between the Earth and its atmosphere
- how scale is important in relating structure to function at microscopic and macroscopic levels.

These understandings enable students to build on their curiosity and answer their own questions about themselves and their interactions with the world, while at the same time allowing them to think through contemporary challenges and issues. Through this, students come to understand how science relates to society and the environment.

### Science at work

The *Science at work* dimension focuses on students experiencing and researching how people work with and through science. Students learn to be curious and to use scientific understanding and processes to find answers to their questions. They design and pursue investigations

ethically and safely; generate, validate and critique evidence; analyse and interpret ideas and link them with existing understanding; work and reason with scientific models and communicate their findings and ideas to others. They identify and practise the underlying values, skills and attributes of science.

Through their investigations, they gain insight into science as a human activity and the relationship between science, technology and society both now and in the future. They explore how science is used in multiple contexts throughout their lives and its pervasiveness throughout the workplace.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

### Safety

Students will be exposed to potentially hazardous materials and practices when undertaking scientific activities and investigations. Beginning with their first year at school, students are made aware of safe practices and are encouraged to act responsibly when conducting investigations. As students progress through their schooling they develop skills in the safe use of scientific apparatus, including heating and electrical equipment, the safe handling of living and non-living organic materials and the correct use and disposal of chemicals.

Standards and practices should be consistent with legal requirements, including Occupational Health and Safety (OH&S). Material Safety Data Sheets (MSDS) provide information about the safe handling of hazardous substances used at the workplace. A Scientific Procedures Premises Licence (SPPL) is required when animals are used to teach science. If keeping animals, then the Prevention of Cruelty to Animals Act 1986 and the National Statement on Ethical Conduct in Research Involving Humans – National Health and Medical Research Council (NHMRC) 2001 also apply.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

<sup>1,2,3,4,5,6</sup> VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au); \*DEECD

# Strand: Discipline-based Learning

## Domain: Science

### Stage A: Beginning to Explore

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Science, they become aware of the world around them and begin to show intention in their interactions by responding with accept-or-reject gestures or actions. Students use their senses while participating in supported activities related to weather, day, night, living things, non-living, everyday objects, forces and electricity.

Students' attention is directed towards the daily weather and time of day when activities occur. They use their senses to explore and respond to a variety of materials and are exposed to general and appropriate science-specific language related to the characteristics of objects, such as colour, size, shape, sound, taste, smell, and texture, or being natural or non-living.

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# Strand: Discipline-based Learning

## Domain: Science

### Stage B: Active Exploration

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Science, they are exposed to a wide range of experiences and begin to actively explore objects and materials in a structured environment. Students engage in simple cause-and-effect exploration through play and structured activities. They begin to develop an awareness of consequences and actions.

Students use their senses to explore and describe the world around them. They investigate weather, day, night, living, non-living, and simple physical actions. By participating in very simple observation activities and responding to questions with a 'yes' or 'no', students learn to identify the characteristics of weather, night and day. They explore and manipulate a variety of materials in structured and unstructured activities to understand their characteristics. Students investigate what happens when natural materials are mixed together.

By participating in very simple observation and measurement activities, students begin to identify their senses and explore each one. Through handling and observing living and non-living things they develop an emerging awareness of some essential characteristics of living things, such as 'eyes are for seeing'. Students learn to actively explore, manipulate and respond to language used to label and describe properties such as colour, texture and living.

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**STANDARDS**

In Science, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A and Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

**INDICATORS**

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- show recognition of the language associated with the weather, such as 'Today the weather is hot'
  - demonstrate an awareness of the time of day by responding to activities associated with different times of the day
  - use senses to explore and respond to a variety of natural materials in the environment
  - respond to features of objects such as texture, smell, colour, movement and temperature
  - demonstrate an awareness of energy by responding to a variety of phenomena, such as noisy toys, bright lights, mechanical objects.
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**STANDARDS**

In Science, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A and Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

**INDICATORS**

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- respond with a 'yes' or 'no' response to questions such as 'Can you see rain outside?', 'Is the sun shining?' or 'Is it dark outside?'
  - mix and play with various materials, for example, use sand and water to build sandcastles, pouring water onto a sandy footpath to make a water track
  - point to the parts that are used to smell, touch, hear, see and taste
  - handle and observe living things
  - use individual senses to taste, smell, see, feel and hear
  - begin to identify familiar products such as Vegemite, juice, toy
  - explore the effects simple physical actions have on everyday objects, such as pushing a toy car to make it move, inflating a balloon and letting it go.
-



# Strand: Discipline-based Learning

## Domain: Science

### Stage C: Intentional Participation

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Science, they participate in structured science learning activities with others and begin to use objects and materials in a more purposeful way. With a range of supports, students engage in simple scientific enquiry to find answers to simple questions, such as 'What happens when I freeze water?'

Students use pictures, photos, symbols, concrete objects and/or some simple familiar words to facilitate communication, explore and demonstrate their findings related to the topics of weather, day, night, the Earth, living, non-living, forces and energy.

Students investigate and record observations about basic weather patterns, begin to identify characteristics of weather and clothing they might wear. They learn to identify and sort pictures and objects into 'daytime' or 'night-time' activities.

Through exploration, manipulation and observation of various objects, students begin to identify a variety of objects in the environment when named and demonstrate a beginning understanding of their characteristics, such as colour or texture. They participate in simple investigations to develop an understanding of types of forces and the effects they have on objects. Students develop a basic understanding of how things move, for example, push and pull, dropping, battery power.

Students learn to use words that describe simple forces, such as 'fast', 'slow', 'push' and 'pull'.

Students participate in projects involving the care of living things and begin to develop an understanding of some features and requirements of living things.

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## STANDARDS

In Science, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A and Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

## INDICATORS

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- use pictures or symbols to describe weather and identify the clothing one might wear, for example, a sunny picture on a sunny day, a hat and shirt
  - use pictures and concrete objects to record observations about basic weather patterns
  - identify a variety of natural materials in the environment when named, for example, 'rock', 'water', 'sand', 'trees', 'grass'
  - use the senses to identify some characteristics of familiar living things, such as colour, texture, smell, sound
  - identify some features of living things, for example, plants have leaves; animals have fur, eyes, mouth, legs; flowers have petals
  - identify familiar living things
  - recognise and begin to use words that describe the characteristics of substances, for example, red, soft, hard
  - begin to categorise some familiar substances with like properties, for example, hard, soft, rough or smooth
  - manipulate various objects to make them move
  - participate in simple investigations and comment on the results, for example, 'The toy car goes fast when we push it hard'; 'The ice block melts when left in the sun'
  - use words that describe simple forces such as: 'fast', 'slow,' 'push' and 'pull'.
-

# Strand: Discipline-based Learning

## Domain: Science

### Stage D: Building Independence

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Science, they actively join in scientific investigations directed by the teacher and begin to demonstrate some initiative in familiar environments. Students understand some simple, scientific vocabulary and engage in experimentation with a range of equipment.

Students' investigations are directed towards the world around them and build on knowledge related to weather, day, night, the Earth, living things, non-living things, energy and force. They begin to describe their activities and observations, using both general and science-specific language, for example, 'sun', 'soft', 'hill', 'hard' and 'hot'.

Through their investigations, students identify the characteristics of weather, seasons, day, night and their effect on the environment, such as shadows, storms, cold, floods and drought. They demonstrate an understanding of the language associated with the natural environment by using words to name common objects and some common features of the Earth and sky, for example, 'river', 'clouds'.

Students actively observe, explore and manipulate a variety of objects from the environment around them and begin to sort them into like groups and use familiar words to describe their properties, for example, 'colour', 'size' or 'texture'. They begin to identify the type of forces that can have an effect on objects and types of energy we use in everyday life, such as 'electricity for appliances', 'petrol for cars' and 'human energy'.

Students observe the life cycle of living things and record observations using pictures and words. They display an understanding of the requirements of living things by tending to their needs, such as watering plants and feeding pets. Students begin to describe the environments in which different animals live.

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## STANDARDS

In Science, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A and Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

## INDICATORS

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- use a variety of words to describe the weather and the seasons
  - demonstrate an understanding of the words related to the concept of temperature, such as warm, hot and cold
  - identify different activities associated with the weather
  - identify some common features of the Earth, for example, river, hill, mountain, ocean, forest
  - identify features of the sky, for example, stars, clouds, sun, moon
  - sort and/or describe objects by properties, such as colour, shape, size, texture, smell, taste
  - use pictures and words to make observations about the life cycle of living things
  - identify some properties of living things
  - begin to sort living and non-living things into like groups and name some characteristics
  - match familiar animals to the environment they live in.
-







# Interdisciplinary Learning Strand

Towards Level 1 of the Victorian Essential Learning Standards

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# Interdisciplinary Learning

The Interdisciplinary Learning strand identifies a range of knowledge, skills and behaviours which cross disciplinary boundaries and are essential to ensuring that students are prepared as active learners and problem solvers for success at school and beyond. This strand focuses on ways of thinking, communicating, conceiving and realising ideas and information. It assists students to develop the capacity to design, create and evaluate processes as a way of developing creativity and innovation.

Within the Interdisciplinary Learning strand the learning domains are:

## Communication

Communication helps to construct all learning and is central to the capacity to demonstrate and convey what one has learned in different contexts and to different people. This domain assists students to understand that language and discourse differ in different disciplines and that there is a need to learn the particular literacies involved in each.

## Design, Creativity and Technology

Students develop the knowledge, skills and behaviours related to investigating and designing, using appropriate planning processes and design briefs; creating and developing ideas, applying information and seeking and testing innovative alternatives; producing, including the selection and safe use of appropriate tools, equipment, materials and/or processes to meet the requirements of design briefs; analysing and evaluating both processes and products, including, where relevant, any broader environmental, social, cultural and economic factors.

## Information and Communications Technology

The knowledge, skills and behaviours in this domain enable students to use information and communications technology (ICT) to access, process, manage and present information; model and control events; construct new understandings; and communicate with others. Students use ICT and strategies to monitor learning patterns, to process data to create solutions and information products that demonstrate understanding, and to share their work with others in ethical, legal and respectful ways.

## Thinking Processes

This domain encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours that are essential for effective functioning in society both within and beyond school. The study of thinking enables students to acquire strategies for thinking related to enquiry, processing information, reasoning, problem solving, evaluation and reflection.

Definitions of the following underlined terms are provided in relevant VCAA Domain documents.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

# Communication

## Introduction

Communication is central to the capacity to construct meaning and to convey information and understanding to others in a range of ways and in a variety of settings. Successful communication requires students to be familiar with the forms, language and conventions used in different contexts and employ them to communicate effectively.<sup>1</sup>

The Communication domain focuses on developing students who communicate clearly and confidently in a range of contexts both within and beyond school. It aims to assist students to develop awareness that language and discourse differ across the curriculum and that there is a need to learn *literacies* involved in each subject they undertake. To communicate successfully, students need to develop the knowledge, skills and behaviours that empower them to respond to, make meaning of, and deconstruct a range of communication forms. They also need to develop the knowledge, skills and behaviours to effectively present information, ideas and opinions in a range of forms, including verbal, written, graphic, multimedia and performance, appropriate to their context, purpose and audience.<sup>2</sup>

## Structure of the domain

The Communication domain is organised into ten sections, one for each level of achievement including four stages (Stage A to D, Towards Level 1) and six VELS levels (Level 1 to 6). Each stage includes a learning focus statement, a set of standards (where appropriate) and indicators. In Communication, standards for assessing and reporting on student achievement apply from Level 4.\*

### Dimensions

Standards in the Communication domain are organised in two dimensions:

- Listening, viewing and responding
- Presenting.<sup>3</sup>



### Listening, viewing and responding

Effective communication demands that students develop the ability to listen, view and respond to communication forms with respect to content and context. The *Listening, viewing and responding* dimension focuses on developing student understanding of communication conventions, strategies to assist them to make meaning of communication forms and the ability to deconstruct and respond to a diversity of forms. This involves developing familiarity with forms, language and conventions used in different contexts across the curriculum.

### Presenting

The ability to present information and learning in a coherent and appropriate manner is critical for all learners. The *Presenting* dimension involves students gaining the knowledge, skills and behaviours to understand context, purpose and audience; select and use appropriate structure and organisation to convey meaning; and reflect on the style and content of the presentations they make.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

<sup>1,2,3</sup> \*DEECD VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# Strand: Interdisciplinary Learning

## Domain: Communication

### Stage A: Beginning to Explore

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#### LEARNING FOCUS

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As students work towards the achievement of Level 4 standards in Communication, they demonstrate some attending and listening behaviour and start to respond verbally or non-verbally to simple questions, statements and events. Students are exposed to a wide range of sounds and language including song, speech, visual media and gesture.

Students respond to a sound in the immediate environment by turning head or moving eyes towards the sound. They begin to respond to sounds associated with familiar activities such as showing excitement on hearing lunchtime sounds.

Students are encouraged to respond through accept or reject gestures or actions. They learn to use gesture or vocalisation to seek attention and respond to people. Students start to show enjoyment when interacting with others.

With support, students establish some consistent vocalisations, gestures and responses to objects and others.

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# Strand: Interdisciplinary Learning

## Domain: Communication

### Stage B: Active Exploration

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#### LEARNING FOCUS

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As students work towards the achievement of Level 4 standards in Communication, they are exposed to a wide range of communication experiences and are encouraged to participate in activities involving song, rhyme, visual media, speech and gesture. They initiate and respond to communication with others and attempt to modify their gesture, sign or talk if they see their message is not understood.

Students demonstrate an awareness of routine activities, recognise and greet familiar people using simple gestures, single words or sounds. They begin to share a favourite item with one other person and begin to respond with a 'yes' or 'no' response to questions about a favourite item or experience. Students start to indicate likes and dislikes by choosing one object over another.

Students attend to and respond to communication from significant persons such as teacher or parent. They respond to and imitate a range of sounds including words from songs, audio tapes, video clips and spoken language. Students use play to explore and model communication in different contexts.

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**STANDARDS**

In Communication, standards for assessing and reporting on student achievement are introduced at Level 4. The learning focus statements for Stage A to Level 3 provide advice about learning experiences that will assist students to work towards the achievement of the standards at level 4.

**INDICATORS**

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- react to a sound in the immediate environment
  - interact with others
  - use some consistent vocalisations and gestures
  - respond to different objects, people and environments.
- 

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**STANDARDS**

In Communication, standards for assessing and reporting on student achievement are introduced at Level 4. The learning focus statements for Stage A to Level 3 provide advice about learning experiences that will assist students to work towards the achievement of the standards at level 4.

**INDICATORS**

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- attend to communications from significant persons
  - respond to communications from significant persons
  - respond to a range of sounds
  - explore and model communication during play
  - share a favourite item with one other person
  - respond with 'yes' or 'no' to questions about a favourite item or experience.
-

# Strand: Interdisciplinary Learning

## Domain: Communication

### Stage C: Intentional Participation

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#### LEARNING FOCUS

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As students work towards the achievement of Level 4 standards in Communication, they participate in structured speaking and listening learning activities with others and begin to use language in a more purposeful way.

With support, students contribute to class or group activities and discussions. They predominantly rely on prompts (verbal, picture and gesture) and simple clear directions from the teacher to participate in and respond to learning experiences and to complete some tasks.

Students recognise familiar people and begin to recall a name when prompted by the teacher. They use pictures, photos and objects to communicate and begin to use and link some familiar words to form a meaningful communication, for example 'I go'. Students are learning about and beginning to implement some general routine communication conventions, and respond to specific instructions to modify their speech and behaviour due to different contexts.

They recognise the different ways people might communicate, for example using pictures or photos, speech, mime and gesture, and/or multimedia. Students begin to use these forms to communicate themselves, for example they may show a series of photos or pictures to a small group of students to tell a story about a personal event or use single words or simple phrases to describe a favourite item or experience.

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# Strand: Interdisciplinary Learning

## Domain: Communication

### Stage D: Building Independence

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#### LEARNING FOCUS

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As students work towards the achievement of Level 4 standards in Communication, they actively participate in group speaking and listening learning activities, are able to follow simple instructions and communicate using up to three key words. Students demonstrate some attentive listening behaviours and respond appropriately, waiting until the speaker has finished talking before responding.

Students greet fellow students and teachers and will contribute some relevant comments to a conversation or discussion. With the assistance of concrete objects and pictures, students begin to recall and recount significant experiences and interests. They use communication conventions such as making eye contact, using appropriate body language when communicating with familiar and unfamiliar people, listening whilst others are speaking, and taking turns when interacting in small groups. Students start to modify their speech and behaviours to suit the situation.

Students attend and respond to a variety of communication methods, such as multimedia, drama, plays and interactive programs. They use and explore different methods and purposes of communication by participating in a variety of class activities, for example, make a shopping list or tell a story.

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STANDARDS	INDICATORS
In Communication, standards for assessing and reporting on student achievement are introduced at Level 4. The learning focus statements for Stage A to Level 3 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• remain quiet whilst another person is speaking to them</li> <li>• nod the head to indicate understanding</li> <li>• use appropriate greeting and farewell gestures</li> <li>• maintain a reasonable physical distance between the speaker and themselves</li> <li>• respond to specific instructions to modify their speech and behaviour</li> <li>• recognise the different ways people might communicate, for example: using pictures or photos, speech, mime and gesture, and/or a range of multimedia</li> <li>• communicate using pictures or photos</li> <li>• tell a story about a personal event using a series of photos or pictures</li> <li>• use single words or simple phrases to describe a favourite item or experience</li> <li>• use puppets to communicate an idea to an audience.</li> </ul>

STANDARDS	INDICATORS
In Communication, standards for assessing and reporting on student achievement are introduced at Level 4. The learning focus statements for Stage A to Level 3 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 4 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• make eye contact when communicating</li> <li>• use appropriate body language when communicating</li> <li>• listen whilst others are speaking</li> <li>• give a simple response when the speaker has finished</li> <li>• take turns when interacting in small groups</li> <li>• ask questions to verify meaning</li> <li>• modify their speech and behaviours to suit the situation, such as lowering voice in a library</li> <li>• respond to a variety of communication methods, such as video and TV, drama and role plays during school concerts, photos and picture symbols and/or interactive computer programs</li> <li>• make a shopping list</li> <li>• perform simple role plays</li> <li>• tell a simple story using pictures and words</li> <li>• interact with simple computer software programs</li> <li>• make a request</li> <li>• present an idea or simple report to the class</li> <li>• use mime and drama to role play a familiar character or activity.</li> </ul>

# Design, Creativity and Technology

## Introduction

The domain of Design, Creativity and Technology emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. Creativity in this domain can be described as applying imagination and lateral and critical thinking throughout design and development processes. Innovation is an outcome of the broad exploration of ideas, materials or ingredients, and technical processes that can occur when individuals are involved in investigating, designing, producing, analysing and evaluating their own and others' products and/or systems.

Design is a vital step in transforming ideas into creative, practical and commercial realities by optimising the value of products and systems. Design and its application involve planning and organising production, and evaluating products in a real context. Contexts may relate to, for example, what we grow, eat, wear, build, make, our health and safety, and how we travel and spend our leisure time. Designers consider problems, needs, wants and opportunities and respond to them by developing a range of ideas, which are developed into utilitarian products or systems.

Development of capability in this domain includes the ability to use, manage, assess and understand design, creativity, technology, and their relationship to innovation. In more detail, this involves students:

- posing problems and actively identifying needs, wants, opportunities and areas for improvement
- gathering information and building knowledge about the nature of needs, wants, opportunities and areas for improvement and the best routes to take towards designing a solution
- developing and using design and technology skills, knowledge and processes, including proposing, experimenting, learning from results and synthesising, to create new and/or improved products and/or systems
- using tools, equipment, materials or ingredients and systems components safely and creatively to make quality products and/or systems
- understanding that design, creativity and technology lead to innovation
- assessing the outcomes of design and technology processes, and the resulting products and technological systems in relation to environmental, social and economic factors.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

This domain involves experiential, practical and applied knowledge as well as theoretical understanding. It requires students to be autonomous and creative problem solvers, as individuals and as members of a team. Students combine an understanding of design, functionality, aesthetics, social, cultural, economic and environmental issues, and industrial practices with practical skills. As they do so, they reflect on and evaluate past and present design and technology, its uses and effects.<sup>1</sup>

The Design, Creativity and Technology domain focuses on development of students' skills in managing and manipulating materials and resources using a range of tools, equipment and machines to make functional physical products or systems. These materials include food, wood, metal, timber, plastics, textiles, ceramics, plants and soil or growing media and components such as wheels and axles, pulleys and belts, gears, switches, lights, motors, connecting wires, batteries and printed circuit boards.<sup>2</sup>

## Structure of the domain

The Design, Creativity and Technology domain is organised into ten sections, one for each level of achievement including four stages (Stage A to D, Towards Level 1) and six VELs levels (Level 1 to 6). Each stage includes a learning focus statement, a set of standards (where appropriate) and indicators. In Design, Creativity and Technology, standards for assessing and reporting on student achievement apply from Level 3.\*

## Dimensions

Standards in the Design, Creativity and Technology domain are organised in three dimensions:

- Investigating and designing
- Producing
- Analysing and evaluating.<sup>3</sup>

Activities associated with the three dimensions are linked and may be applied sequentially, where students move directly from investigating to designing, producing and evaluating. Or, alternatively, students may move between the dimensions as they solve a problem. For example, to assist their decision making whilst designing a product or system, students may evaluate the potential impact on the environment of the intended use of materials or ingredients, components or processes required to make the product or system. Additionally, after evaluating a product they have made, students may return to the *Investigating and designing* and *Producing* dimensions to improve the product. In this way, students may work in a non-sequential manner through the dimensions in this domain. In order for students to demonstrate knowledge, skills and behaviours in this domain a 'design and make', project-based learning approach must be taken, focusing on meeting the problem, need/s or requirements defined in a design brief.



### Investigating and designing

In the *Investigating and designing* dimension, students identify ideas, problems, needs, wants and opportunities. A design brief can be a starting point or it can be developed to clearly define the idea, problem, need, want or opportunity and requirements for a solution. Students undertake research and investigation to identify the human, material, equipment and/or energy resources available to meet the idea, problem, need, want or opportunity.

Students combine practical and design skills with knowledge, skills and behaviours from other domains to select and record creative methods of generating and depicting design possibilities and options. They devise a plan to outline the processes involved in making a product, and select and justify the option that best meets the requirements of the design brief.

### Producing

The *Producing* dimension involves students in the management of the production phase and includes the appropriate selection and safe manipulation and use of tools, equipment, materials or ingredients and components to carry out processes appropriate to the materials or ingredients or assembly of systems components to produce a quality product or technological system.

Students explore, share and use both traditional and more innovative techniques. They reflect upon their progress and alter plans as appropriate. Progress and changes to plans are reflected upon and altered as appropriate.

### Analysing and evaluating

In the *Analysing and evaluating* dimension, students compare the outcomes of design and production activities with earlier design work and planned intentions. Following the application of testing, improvements, modifications and alternative approaches are considered.

This dimension also involves students in describing, analysing and evaluating the impact and value of both their own and others' technological products, technological systems, processes and innovations (past, present and predicted future) on the individual, society and culture, the environment and the economy. This includes consideration of sustainability issues.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))



# Strand: Interdisciplinary Learning

## Domain: Design, Creativity and Technology

### Stage A: Beginning to Explore

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Design, Creativity and Technology, they investigate everyday familiar products. Students experience and begin to respond to a variety of materials and textures and are encouraged to attend to and explore the world around them with as much independence as possible. They demonstrate a readiness to explore and express an emotional reaction when exploring materials, tools and products.

Students explore and respond to a variety of different objects and materials; they are encouraged to respond to these through accept or reject gestures or actions.

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# Strand: Interdisciplinary Learning

## Domain: Design, Creativity and Technology

### Stage B: Active Exploration

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Design, Creativity and Technology, they investigate everyday, familiar products and engage in simple 'cause' and 'effect' exploration through play and structured activities.

Students are exposed to a wide range of experiences and begin to actively explore objects and materials in a structured environment. They attend to activities for short periods of time and begin to use 'yes'/'no' responses and indicate likes and dislikes by choosing one object over another.

Students independently, or in collaboration with peers or adults, explore ways to construct or make a simple creation. They use objects and materials for a specific purpose, such as building a tower with blocks, and choose colours and items to decorate their construction. Students begin to show their product to significant others. They are encouraged to reflect on their work by answering 'yes'/'no' questions.

Students use a limited number of basic, everyday implements associated with daily living and respond to words associated with making and creating, for example 'mix', 'stir', 'pour'.

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**STANDARDS**

In Design, Creativity and Technology, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A and Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

**INDICATORS**

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- demonstrate a readiness to explore
  - respond to a variety of different objects and materials
  - explore different materials through tearing, scrunching, rolling
  - express pleasure when exploring materials, tools and products.
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**STANDARDS**

In Design, Creativity and Technology, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A and Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

**INDICATORS**

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- use objects and materials for a specific purpose
  - use a limited number of basic, everyday implements associated with daily living
  - respond to words associated with making and construction
  - explore ways to construct or make a simple product
  - choose colours and items to decorate their constructions
  - show their constructions to significant others
  - answer yes/ no to questions about their construction.
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# Strand: Interdisciplinary Learning

## Domain: Design, Creativity and Technology

### Stage C: Intentional Participation

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Design, Creativity and Technology, they investigate everyday, familiar products in structured learning activities with others and begin to use objects and materials in a more purposeful way. Students manipulate and use a variety of basic materials to learn about their characteristics and purpose. They begin to sort objects with obvious difference.

Students independently, or in collaboration with peers or adults, actively explore a wide range of materials in their environment, to create a variety of creative constructions. They follow simple step-by-step directions to create or make a product, selecting items from those provided. Students begin to play with and assemble products and use simple tools, for example paste, paint, brushes, pencils, spoons. Students follow some safety rules associated with the use of tools. They reflect on their work by showing it to significant others and responding to simple questions about what they have made.

Students use pictures, photos and objects to communicate their understanding of some simple familiar words associated with design, creativity and technology. They explore and demonstrate new ways of using recycled materials.

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# Strand: Interdisciplinary Learning

## Domain: Design, Creativity and Technology

### Stage D: Building Independence

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Design, Creativity and Technology, they investigate everyday, familiar products, name them and begin to describe their characteristics and purpose. Students are actively involved in group learning activities and begin to demonstrate initiative in familiar environments. They will follow simple, clear gesture and verbal prompts.

Students can select and use a variety of basic everyday appliances and products. They use basic tools and a variety of materials to investigate and create simple, functional constructions. Some of the tools and materials used include scissors, sticky tape, wood, cloth and cardboard. Students think about and identify some safety rules associated with the use of tools. They actively use recycled materials in project work.

Students independently, or in collaboration with peers or adults, use a model as a template to copy and make a simple object and begin to identify materials they will need to make a simple construction. Students start to use terminology to describe the materials, ingredients and tools used to construct and create simple inventions. They are supported to present and describe their work to others in terms of appearance and functionality.

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**STANDARDS**

In Design, Creativity and Technology, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A and Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

**INDICATORS**

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- sort objects with obvious differences
  - use a variety of everyday implements associated with daily living
  - identify some objects they use at home and at school
  - make simple constructions from familiar materials
  - respond to terminology used to describe the materials they have used in their constructions
  - choose and collect materials from those provided including materials that can be recycled
  - manipulate and use a variety of basic materials
  - use some simple tools to construct and create simple products
  - follow some safety rules associated with the use of tools
  - follow simple step-by-step directions to create or make an object
  - show product to others
  - respond to simple questions about what they have made.
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**STANDARDS**

In Design, Creativity and Technology, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A and Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

**INDICATORS**

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.

Students may:

- identify a variety of basic materials used to make familiar products
  - name and sort familiar products by obvious characteristics
  - identify the purpose of everyday implements and use them appropriately
  - identify the purpose of everyday appliances and products in the home and at school
  - use a model as a template to copy and make a simple object
  - identify materials they will need to make a simple construction
  - use a selection of basic everyday appliances and products
  - make simple functional constructions from familiar materials
  - use a variety of basic tools to create and construct simple products
  - identify some safety rules associated with the use of tools
  - identify some objects that can be recycled
  - present and describe their work to others in terms of appearance and functionality
  - combine and sequence key words to describe their creations.
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# Information and Communications Technology

## Introduction

Information and communications technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.

Information and Communications Technology, as an interdisciplinary domain, focuses on providing students with the tools to transform their learning and to enrich their learning environment. The knowledge, skills and behaviours identified for this domain enable students to:

- develop new thinking and learning skills that produce creative and innovative insights
- develop more productive ways of working and solving problems individually and collaboratively
- create information products that demonstrate their understanding of concepts, issues, relationships and processes
- express themselves in contemporary and socially relevant ways
- communicate locally and globally to solve problems and to share knowledge
- understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.

Learning in this domain enables students to focus on the task to be accomplished rather than on the technology they are using to do the work. Through the selection and application of appropriate equipment, techniques and procedures, they process data and information skilfully to create information products in forms that are meaningful for themselves and their audience. These products effectively demonstrate their knowledge and understanding of the concepts, issues, relationships and processes that are the subject of the task.

Students are provided with tools and strategies to monitor learning patterns and problem-solving strategies. This provides a sound foundation for transforming personal learning. They gain an understanding of Internet protocols and strategies for exchanging information, which enables them to share and challenge their own and other people's ideas and solutions with a global audience.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

## Structure of the domain

The Information and Communications Technology (ICT) domain is organised into ten sections, one for each level of achievement including four stages (Stage A to D, Towards Level 1) and six VELS levels (Level 1 to 6). Each stage includes a learning focus statement, a set of standards (where appropriate) and indicators. In ICT, standards for assessing and reporting on student achievement apply from Level 2. Standards are organised by dimensions from Level 3.\*

### Dimensions

Standards in the Information and Communications Technology domain are organised in three dimensions:

- ICT for visualising thinking
- ICT for creating
- ICT for communicating.<sup>1</sup>

### ICT for visualising thinking

In the *ICT for visualising thinking* dimension students use ICT tools to assist their thinking processes and reflect on the thinking strategies they use to develop understanding.<sup>2</sup>

ICT provides a rich and flexible learner-centred environment in which students can experiment and take risks when developing new understanding. Its extensive capabilities allow students, by visually coding and representing their thinking, to clarify thoughts, and to identify patterns and form relationships between new and existing knowledge.<sup>3</sup>

ICT tools that facilitate visual thinking are ones that allow ideas and information in all areas of the curriculum to be easily and quickly drafted, filtered, reorganised, refined and systematically assessed in order to make meaning for students.<sup>4</sup>

Students use linguistic and non-linguistic representations, such as graphic organisers, ICT-generated simulations and models and ICT-controlled models to help structure their thinking processes and assist in constructing knowledge.<sup>5</sup>

Using ICT, students record their decisions and actions when solving problems and clarifying thoughts. They monitor the changes in their thinking and evaluate their own and others' thinking strategies. Students review these records to assess their suitability for new situations.<sup>6</sup>

<sup>1,2,3,4,5,6</sup> VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au); \*DEECD



### ICT for creating

The *ICT for creating* dimension focuses on students using ICT tools for creating solutions to problems and for creating information products. Through the selection and application of appropriate equipment, techniques and procedures, students learn to:

- process data and information to create solutions to problems and information products that demonstrate their knowledge and understanding of the concepts, issues, relationships and processes related to all areas of the curriculum
- manage their files to secure their contents and enable efficient retrieval
- plan and monitor the progress of extended tasks.

Students learn to use ICT efficiently to capture, validate and manipulate data for required purposes. In order to improve the appearance and functionality of information products and solutions, they apply commonly accepted conventions. They examine the ethical and legal implications of using ICT in a range of settings such as the home, school and workplace. Students evaluate the usefulness of ICT for solving different types of problems and reflect on the effectiveness of their own use of ICT.

### ICT for communicating

The *ICT for communicating* dimension focuses on students using ICT to:

- present ideas and understandings to audiences
- communicate with known and unknown audiences
- support knowledge building among teams.

Students use ICT to support oral presentations to live local audiences and to present ideas and understandings to unknown, remote audiences. They use ICT to communicate with others, both known and unknown, with the purpose of seeking and discussing alternative views, acquiring expert opinions, sharing knowledge and expressing ideas. Students also locate information from a range of online and multimedia resources to support their own learning.

ICT supports knowledge building among teams and enables team members to collaborate, enquire, interact and integrate prior knowledge with new understanding. Protocols for receiving, transferring and publishing ideas and information are needed to promote communication that respects intended audiences.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))





# Strand: Interdisciplinary Learning

## Domain: Information and Communications Technology

### Stage A: Beginning to Explore

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#### LEARNING FOCUS

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As students work towards the achievement of Level 2 standards in ICT, they are provided with a variety of experiences that encourage them to respond and begin to focus on patterns of movement and new events. Students respond to sensory stimuli such as light, sound and vibration.

Students begin to respond to visual and auditory stimulation and they learn to attend briefly to an ICT activity. Students learn to track moving images across a television or monitor screen. They engage in coactive exploration of technology devices that cause an effect on the immediate environment, for example, pressing a switch repeatedly to turn on a light or sound source nearby, or coactively operating a computer touch screen. They begin to anticipate the use of familiar ICT resources or equipment.

With assistance, students work with ICT devices and demonstrate a readiness and intention to operate. They use random movements to create sounds and visual effects using multimedia technology. They learn to operate an on/off input device to produce a sensory effect.

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# Strand: Interdisciplinary Learning

## Domain: Information and Communications Technology

### Stage B: Active Exploration

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#### LEARNING FOCUS

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As students work towards the achievement of Level 2 standards in ICT, they learn the safe use of ICT tools, including a tape or CD player and use the on/off button to turn on an ICT device.

Students begin to make connections between control devices and visual images and sound. They learn to press a switch, a touch screen and/or interactive whiteboard to create an effect and learn to look at the computer monitor as they activate a switching device or concept keyboard. Students start to make choices between two switches, operating one switch rather than another to achieve a desired result.

Students learn words associated with the names of basic ICT equipment and use simple communication skills to request an ICT device. They begin to recognise and choose a familiar software program from familiar icons.

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STANDARDS	INDICATORS
In the ICT domain, standards for assessing and reporting on student achievement are introduced at Level 2. The learning focus statement for Stage A to Level 1 provides advice learning experiences that will assist students to work towards the achievement of the standards at Level 2.	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 2 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• attend briefly to an ICT activity</li> <li>• respond to visual and auditory stimulation from an ICT device</li> <li>• follow images on a computer screen</li> <li>• demonstrate a readiness and intention to operate an ICT tool</li> <li>• create sounds and visual effects using multimedia technology, such as a sound beam</li> <li>• operate an 'on/off' input device</li> <li>• anticipate use of familiar ICT resources or equipment.</li> </ul>

STANDARDS	INDICATORS
In the ICT domain, standards for assessing and reporting on student achievement are introduced at Level 2. The learning focus statement for Stage A to Level 1 provides advice learning experiences that will assist students to work towards the achievement of the standards at Level 2.	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 2 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• use the on/off button to turn on an ICT device</li> <li>• use a touch screen or interactive whiteboard</li> <li>• use cause and effect programs</li> <li>• access an activity within a simple program</li> <li>• respond to names of basic ICT equipment</li> <li>• use simple communication skills to request to use an ICT device.</li> </ul>

# Strand: Interdisciplinary Learning

## Domain: Information and Communications Technology

### Stage C: Intentional Participation

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#### LEARNING FOCUS

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As students work towards the achievement of Level 2 standards in ICT, they learn the safe use of ICT tools, including computer equipment, touch screen, concept keyboard and/or mouse.

They learn that certain actions produce predictable results, for example, using a switch to activate a multimedia device. They learn that ICT can be used to control objects, events and aspects of the environment and begin using this knowledge, for example operating a powered wheelchair.

Students explore various programs and devices in structured learning experiences. They use an ICT tool to open a familiar software program from an icon on the desktop and operate simple computer programs, for example, matching shapes or grouping objects by size using a touch screen.

With assistance, students work with basic ICT equipment. They begin to use their name, identify their purpose and use them appropriately.

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# Strand: Interdisciplinary Learning

## Domain: Information and Communications Technology

### Stage D: Building Independence

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#### LEARNING FOCUS

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As students work towards the achievement of Level 2 standards in ICT, they learn some of the multiple functions of a computer, such as a CD drive and USB port, and start to use a computer mouse competently. Students demonstrate an understanding of basic ICT language and the safe use of common basic ICT equipment.

They learn to use a keyboard or concept keyboard to select letters and/or images for their own name. Students identify and use a range of function keys and icons to operate familiar software programs and begin to use visual and speech or sound cues to navigate through familiar programs.

With assistance, students learn to use ICT communication aids to interact with other pupils and adults, for example, they pick out shapes, symbols or characters on a communication aid or keyboard and, with support, link them to communicate simple ideas.

With assistance, students work with various programs and devices. Students learn to recognise elements and functions of familiar ICT equipment and simple words or symbols associated with using the equipment. For example: on/off, play, eject, cut, paste, copy and shut down.

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**STANDARDS**

In the ICT domain, standards for assessing and reporting on student achievement are introduced at Level 2. The learning focus statement for Stage A to Level 1 provides advice learning experiences that will assist students to work towards the achievement of the standards at Level 2.

**INDICATORS**

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 2 standards.

Students may:

- look at the screen when using a mouse
  - operate a mouse, or switch
  - open a familiar software program from an icon on the desktop
  - use familiar software programs
  - create a piece of work using a software program
  - name or match images to some basic ICT equipment
  - use a keyboard to typing and a mouse or device to draw.
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**STANDARDS**

In the ICT domain, standards for assessing and reporting on student achievement are introduced at Level 2. The learning focus statement for Stage A to Level 1 provides advice learning experiences that will assist students to work towards the achievement of the standards at Level 2.

**INDICATORS**

Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 2 standards.

Students may:

- use some of the functions of a computer
  - use a computer mouse competently
  - use a range of function keys and icons to operate familiar software programs
  - use visual and speech or sound cues to navigate through a familiar program
  - demonstrate an understanding of basic ICT language
  - demonstrate an understanding of simple rules regarding the safe use of a computer
  - work with simple text and pictures to produce a product to share their ideas.
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# Thinking Processes

## Introduction

Our world and the world of the future demand that all students are supported to become effective and skilful thinkers. Thinking validates existing knowledge and enables individuals to create new knowledge and to build ideas and make connections between them. It entails reasoning and inquiry together with processing and evaluating information. It enables the exploration of perceptions and possibilities. It also involves the capacity to plan, monitor and evaluate one's own thinking and to refine and transform ideas and beliefs.

The Thinking Processes domain encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours, which are essential for students to function effectively in society, both within and beyond school.

An explicit focus on thinking and the teaching of thinking skills aims to develop students' thinking to a qualitatively higher level. Students need to be supported to move beyond the lower-order cognitive skills of recall and comprehension to the development of higher-order processes required for creative problem solving, decision making and conceptualising. In addition, they need to develop metacognition – the capacity to reflect on and manage their own thinking. This can only happen if the school and classroom culture values and promotes thinking and if students are provided with sufficient time to think, reflect and engage in sustained discussion, deliberation and inquiry. Students need challenging tasks that stimulate, encourage and support skilful and effective thinking.

A focus on the development of thinking competencies within specific areas of the curriculum, and across it, not only serves as a core integrative function, it also has the potential to provide continuity in approaches to learning from Prep to Year 10, and to emphasise the view that such knowledge, skills and behaviours are important to lifelong learning. To emphasise this, teachers model skilful and effective thinking and make their own thinking explicit as part of their everyday practice.

Thinking skills can be defined in a variety of ways. Many different taxonomies and models for teaching thinking have been developed. Each classification scheme has its strengths and weaknesses. However, whatever the system or systems being used, all seek to improve the quality of student thinking.

(VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

## Structure of the domain

The Thinking Processes domain is organised into ten sections, one for each level of achievement including four stages (Stage A to D, Towards Level 1) and six VELs levels (Level 1 to 6). Each stage includes a learning focus statement, a set of standards (where appropriate) and indicators. In Thinking Processes, standards for assessing and reporting on student achievement apply from Level 3.\*

### Dimensions

Standards in the Thinking Processes domain are organised in three dimensions:

- Reasoning, processing and inquiry
- Creativity
- Reflection, evaluation and metacognition.<sup>1</sup>

### Reasoning, processing and inquiry

The *Reasoning, processing and inquiry* dimension encompasses the knowledge, skills and behaviours required to enable students to inquire into the world around them, and to use critical thinking to analyse and evaluate information they encounter. Students learn to assemble and question information and develop opinions based on informed judgments. They also develop the capacity to transform information into coherent knowledge structures.<sup>2</sup>

### Creativity

The capacity to think creatively is a central component of being able to solve problems and be innovative. In the *Creativity* dimension, students learn to seek innovative alternatives and use their imagination to generate possibilities. They learn to take risks with their thinking and make new connections.<sup>3</sup>

### Reflection, evaluation and metacognition

Learning is enhanced when individuals develop the capacity to reflect on and refine their existing ideas and beliefs. In the *Reflection, evaluation and metacognition* dimension, students learn to reflect on what they know and develop awareness that there is more to know. They learn to question their perspectives and those of others. They evaluate the validity of their own and others' ideas. They also develop their metacognitive skills in planning, monitoring and evaluating their own thinking processes and strategies.<sup>4</sup>

<sup>1,2,3,4</sup> VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au); \*DEECD

# Strand: Interdisciplinary Learning

## Domain: Thinking Processes

### Stage A: Beginning to Explore

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Thinking Processes, they explore a wide variety of familiar contexts. With encouragement and support, they wonder, question and become adventurous in their thinking about these contexts. Students use their senses to investigate and make observations.

They develop their sensory awareness and perception skills by fixing eyes on objects, inspecting, tracking, focusing; touching, stroking, poking and squeezing materials with different densities and textures, and reaching out for objects or a person; listening and responding to sound; exploring different foods with varying temperatures, textures and taste; and exploring different smells.

Students begin to attend and respond whilst the teacher explicitly demonstrates vocally and/or physically the cognitive process for understanding basic routines. They attend to explanations about cause-and-effect phenomenon, for example, the light went 'on' because you pressed the switch.

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# Strand: Interdisciplinary Learning

## Domain: Thinking Processes

### Stage B: Active Exploration

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Thinking Processes, they explore a wide variety of familiar contexts. Students are exposed to a wide range of experiences and begin to actively explore objects and materials in a structured environment. With encouragement and support, they wonder, question and become adventurous in their thinking about these contexts. They engage in simple cause-and-effect exploration through play and structured activities.

Students begin to be proactive in their interactions and explorations of the environment around them. They investigate consequences by repeating actions and start to repeat those that lead to a positive outcome and stop actions that lead to a negative outcome. Students use cause-and-effect experimentation in play situations and begin to recall past experiences and link these to new cause-and-effect explorations, for example, cover ears to block out a noise.

Students use their senses to explore materials and objects and start to classify objects by sorting according to observable features, for example size or colour. They start to use verbal language, body language, signing or visual prompts to indicate likes and dislikes and a 'yes' or 'no' response when asked a simple question.



STANDARDS	INDICATORS
In Thinking Processes, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 2 and 3 domain standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• pay attention</li> <li>• focus on, inspect, track objects</li> <li>• stroke, poke and squeeze materials</li> <li>• explore an object</li> <li>• reach out for an object or a person</li> <li>• respond to sound</li> <li>• accept or reject different foods with varying temperatures, textures, taste</li> <li>• explore different smells</li> <li>• attend and respond explicitly to teacher demonstration</li> <li>• show they are attending by eye contact, body movement, and/or behavioural response</li> <li>• either accept or reject objects.</li> </ul>

STANDARDS	INDICATORS
In Thinking Processes, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• use consistent language, sound, action or gesture to intentionally communicate</li> <li>• use their senses to explore materials and objects</li> <li>• repeat actions for positive outcomes</li> <li>• stop actions that result in negative outcomes</li> <li>• deliberately seek out objects that relate to their senses (smell, feel nice, sound good)</li> <li>• choose similar objects to that which gave a positive outcome</li> <li>• reject similar things to what gave a negative outcome</li> <li>• attend to, listen to and respond to demonstrations and instructions by the teacher</li> <li>• respond to prompts when sorting objects, for example, 'Where shall I put this?' or 'It is round'</li> <li>• respond to teacher prompts to make things 'smaller' or 'taller'</li> <li>• choose one object over another when given a choice.</li> </ul>

# Strand: Interdisciplinary Learning

## Domain: Thinking Processes

### Stage C: Intentional Participation

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Thinking Processes, they explore a wide variety of familiar contexts. With encouragement and support, they wonder, question and become adventurous in their thinking about these contexts.

Students use some simple thinking strategies by attending to and responding to directions. They use their senses to try to identify what an unfamiliar object might be and begin to classify objects by responding to questions about the characteristics and purposes of materials or objects.

Students begin to look for simple patterns in their observations. They recognise functional relationships between objects, for example, 'I wear shoes and socks on my feet'. They use remembered information to anticipate familiar routines.

Students begin to make choices from limited options and begin to match, sort and organise everyday objects. They use signing, pictures, photos and/or objects to communicate and use some simple, familiar words, for example, 'mum', 'dad', 'yes' and 'no'.

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# Strand: Interdisciplinary Learning

## Domain: Thinking Processes

### Stage D: Building Independence

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#### LEARNING FOCUS

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As students work towards the achievement of Level 3 standards in Thinking Processes, they explore a wide variety of familiar contexts. With encouragement and support, they wonder, question and become adventurous in their thinking about these contexts. Students practise using all of their senses to develop skills in making observations that they learn to share and record.

Students explore objects and materials and learn to describe some of the features of familiar objects and consistently sort materials according to given criteria when the contrast is obvious. They classify objects by attending to their similarities and differences and responding to teacher prompts such as, 'Does it go in this category because of the colour or size?'.

Students use basic thinking strategies such as past experience to respond to and solve everyday problems and to predict and prepare for a variety of everyday phenomena. They begin to use reasoning skills to describe how an object might work, explain why a particular tool or material is the most appropriate for a particular purpose, for example, sticky tape to join paper, nails to join wood.

In group activities, students use simple inquiry processes to solve simple problems associated with different events. They use basic thinking strategies to simplify tasks into small steps so that they are easier to complete, and can follow simple directions. Students are able to combine up to three key words to communicate.

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STANDARDS	INDICATORS
In Thinking Processes, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• attend to and respond to directions, such as, 'If you have finished eating, put your lunch box away'</li> <li>• use the senses of smell, feel, taste, touch and sight to try to identify what an unfamiliar object might be</li> <li>• classify objects by responding to questions about the characteristics and purposes of materials or objects, for example, 'Can you show me an object that has wheels?'; 'Can you put it with the other objects that have wheels?'</li> <li>• recognise functional relationships between objects, for example, 'I need a bucket and spade to play in the sand'</li> <li>• use remembered information to anticipate familiar routines, for example, by washing their hands before they eat</li> <li>• unpack their bags when they arrive at school</li> <li>• follow a visual timetable</li> <li>• use various forms of communication, such as: PECS program, Big Mac, laptop communication devices, Makaton, Boardmaker, etc.</li> </ul>

STANDARDS	INDICATORS
In Thinking Processes, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Stage A to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.	<p>Although there are no standards at this stage, students should be given opportunities to demonstrate their progress towards Level 3 standards.</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• use past experience to respond to and solve everyday problems, for example, 'It is circle time, so I need to get my chair'</li> <li>• begin to think and act for themselves</li> <li>• classify objects by attending to their similarities and differences</li> <li>• explain why a particular tool or material is the most appropriate for a particular purpose, for example, sticky tape to join paper</li> <li>• describe how an object might work, for example, 'This car has got big wheels so that it can go over rocks'</li> <li>• use past experience to predict and prepare for a variety of everyday phenomena, for example, 'If it is sunny, I need to wear a hat'</li> <li>• simplify tasks into small steps so that they are easier to complete, for example, unpacking bag one item at a time, rather than managing everything at once</li> <li>• combine up to three words to communicate either verbally or using visual prompts, for example, 'I want ...'</li> <li>• use simple inquiry processes to solve simple problems associated with different events, for example, designing and making an Easter hat.</li> </ul>

# Glossary

**Auslan** is a form of sign language. It is the language of the Deaf community of Australia. For more information visit <http://www.auslan.org.au>

**Augmentative communication** consists of supplementary or additional aid/s that assist and/ or enhance an individual's ability to communicate. Augmentative communication can be technical (for example switches, communication boards, sound picture boards, speech output) and non-technical (for example signs, gestures, symbols, images).

To identify the most appropriate communication aids to enhance independent communication, individual assessment of communication abilities and requirements is essential.

**Coactive assistance** is a method of assisting a student that involves physical support. The process involves assisting a student to move body parts so that he or she can experience the movements associated with the task, get started on an activity or know how it feels to be doing a particular activity, for example operating equipment or exploring an object.

**Direct instruction** is a teaching strategy that involves high levels of teacher direction. This strategy is used to develop step-by-step skills, provide students with information or actively involve them in knowledge construction.

**Explicit teaching** is focused on teaching specific learning outcomes. It occurs in a highly structured learning environment and involves directing students attention towards specific learning.

**Gestural prompts** are physical actions including pointing, touching, hand squeeze, eye blinking, eye contact, miming, facial expression, Makaton® key word signing and Auslan® used to cue a student.

**Makaton®** is a communication approach that integrates keyword sign or gesture to support the communication of people who are unable to speak or have difficulties speaking. A useful site is <http://www.makaton.org/about/parents.htm>

**PECS** stands for Picture Exchange Communication System. This is a specific program that teaches children to interact with others by exchanging pictures, symbols, photographs, or real objects for desired items. For more information visit <http://www.pecsaustralia.com>

**Prompts** are additional supports or cues used to assist a student to complete or perform a task or activity such as gestures, verbal or visual cues.

**Verbal prompts** are keywords or simple phrases that the child has learnt that assist them to recall or cue them to perform a particular task.

**Visual prompts** are objects, images, Compic, Boardmaker, photographs, drawings or parts of objects the child has learnt that are used to cue them to perform a particular task or activity.

**Word** equates to spoken words, picture symbols, word cards, words delivered by a communication device and signed words.



