Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 guideline

This guideline is a recommended course of action under the operational policy framework. Any edits to this page must follow the process outlined on the [creating, updating and deleting operational policies](#) page.

Overview

This guideline provides direction to educators and employees about what's taught in department schools and early childhood centres, and how it's taught, assessed and reported.

Scope

This guideline is for educators and employees working in government schools and early childhood services, including:

- preschools
- occasional care
- associated programs
- children's centres
- rural care
- integrated long day care
- family day care
- education programs operating from support centres and units.

Contents

Detail

This guideline informs implementation of the [curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy (PDF 194KB)](). It provides advice for delivering the curriculum to all learners from early childhood to year 12 in a way that optimises engagement, challenge, learning progress and achievement.

The policy and the guideline should be read along with the [reporting on Australian Curriculum in Department for Education schools: reception to year 10 procedure (PDF 220KB)]() (staff login required).

The guideline recognises that specific decisions about how to organise learning are best made by educators, sites and services. It provides advice about department requirements to support schools and early childhood services when making local decisions that reflect their contexts. The importance of this flexibility is recognised in the design and development of this guide.

The following frameworks have informed this guideline to support the design and use of effective teaching and learning strategies:

- [Early Years Learning Framework v1.0 (EYLF) (PDF 702KB)]()
- [Early Years Learning Framework v2.0 (EYLF) (PDF 25MB)]()
- [Australian Curriculum]()
- [South Australian Certificate of Education]() (SACE).

The guideline is also informed by the learning principles provided by the Early Years Learning Framework and [Teaching for Effective Learning (TFEL)]() (staff login required), and the SACE Learning and Assessment Design policy, all of which support educators to design and use effective teaching and learning strategies. The SACE Learning and Assessment Design policy is incorporated in the [SACE policy framework (PDF 333KB)]().

Learner diversity

Aboriginal learners

Curriculum provision

Educators design culturally inclusive teaching, learning and assessment programs for Aboriginal learners using the curriculum and pedagogical frameworks referenced in the [curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy (PDF 194KB)]() and the principles outlined in the Aboriginal Education Strategy 2019 to 2029.

From a high expectations headset, a One Plan must be developed through culturally appropriate engagement with the learner and the family, and actioned to ensure learners experience accelerated progress and success.

Educators are expected to pay particular attention to the following:

- the [Early Years Learning Framework v2.0 (EYLF) (PDF 25MB)]() principle of Respect for Diversity

- the EYLF practice of Cultural Competence

- the Australian Curriculum cross-curriculum priority of [Aboriginal and Torres Strait Islander histories and cultures](#), which supports all learners to engage in reconciliation, respect and recognition of the world's oldest continuous living culture

- the Aboriginal and Torres Strait Islander perspectives that are reflected throughout the learning areas of the Australian Curriculum. Aboriginal and Torres Strait Islander learners must see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas to ensure they can fully participate in the curriculum

- Aboriginal knowledge, cultures and contexts in their teaching and learning program as recommended in the SACE subject outlines.

The [EALD Hub](#) (staff login required) is a national online professional development resource that builds the capability of teachers to more effectively teach Aboriginal EALD students.

Focused teaching and assessment

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

The [SACE Board Aboriginal Education Strategy 2017 to 2021 (PDF 2MB)](#) aims to support more Aboriginal learners to achieve their SACE while maintaining their Aboriginal culture and identity, as well as positioning them to succeed in their local community and as global citizens. The strategy advocates a strengths-based approach to teaching and learning practices that contribute to the success of Aboriginal young people in their senior secondary education.

Having and enacting high expectations

EYLF principles and practices: high expectations and equity

TfEL elements: 2.4 challenge students to achieve high standards with appropriate support

What would educators be doing?

- Maintaining high expectations that all Aboriginal earners will be successful

- Providing explicit feedback to support achievement of learning goals.

- Encouraging learners to challenge themselves to achieve their personal best.

- Recognising and pursuing professional knowledge and skills, and specific cultural competency to support these actions.

- Valuing the cultural and linguistic strengths students bring to the classroom.

Teaching how to learn

EYLF principles and practices: responsiveness to children

TfEL elements: 3.1 teach students how to learn

What would educators be doing?

- Engaging the support of families and community members to ensure a shared sense of purpose for achieving learning outcomes.

- Involving learners actively in the learning process, scaffolding learning and explicitly teaching and naming different strategies with learners to co-construct meaning.

- Ensuring a shared understanding of success criteria that enable learners to reflect on what they have learnt, how and why they learnt and provide opportunities for the transfer of learning to new contexts.

Knowing your learners

EYLF principles and practices:

- Respect for diversity
- Cultural competence

TfEL elements: 4.1 build on learners' understandings

What would educators be doing?

- Considering what learners already know, can do and their understanding when designing learning.

- Listening to each learner and valuing their cultures, identities and abilities and acknowledging their learning strengths and life experiences.

- Developing individual starting points to bridge prior learning to the intended learning.

- Taking account of learners' competence and confidence in using Standard Australian English (SAE) and referring to English as an Additional Language or Dialect (EALD) strategies when needed Learning English Achievement and Proficiency Levels (staff login required)

- The SACE Board Aboriginal Education Strategy 2017 to 2021 (PDF 2MB) aims to support more Aboriginal learners to achieve their SACE while maintaining their Aboriginal culture and identity, as well as positioning them to succeed in their local community and as global citizens. The strategy advocates a strengths-based approach to teaching and learning practices that contribute to the success of Aboriginal young people in their senior secondary education.

Collaboration and support

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

Aboriginal children may also have an extended period in preschool up to 6 years of age - refer to the school and preschool enrolment policy (PDF 292KB) (staff login required) for more details. Aboriginal children accessing 12 hours of preschool, and their families/carers, are entitled to the same site support services and

access to a high quality early childhood education as all preschool children.

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

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

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

All year 11 and 12 Aboriginal learners in government schools receive APAS funding to support SACE studies. Workabout Centres (staff login required) in the Northern Adelaide region and Port Augusta support Aboriginal youths' participation in a training plan that personalises their educational and employment pathways based on their specific strengths and needs.

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

Resources

- ACECQA: Information Sheet Quality Area 1 – Be part of reconciliation
- EYLF: What does it mean to be culturally competent?
- AITSL: Improving teaching in Aboriginal and Torres Strait Islander education
- Respect, Relationships, Reconciliation: Aboriginal and Torres Strait Islander education – Resources for preservice teachers
- Aboriginal education Moodle resource (login required)
- About Aboriginal services (staff login required)

English as an additional language or dialect (EALD) learners

Identifying EALD learners

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

The English and education background of EALD learners may include:

- Limited or no previous education and literacy in English or the home language.

- Continuous education and age-appropriate literacy skills in the home language.
- Exposure to education in English without the development of the English language skills required for success in the age appropriate Australian Curriculum.

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

Curriculum provision

The Early Years Learning Framework v2.0 (EYLF) (PDF 25MB) provides the basis for supporting EALD children through the 5 outcomes for children birth to 5 years. The Australian Curriculum content provides the starting point for developing school-age teaching and learning programs. For EALD learners, access to this content is made possible by identifying a learner's language proficiency using the Learning English Achievement and Proficiency Levels (staff login required) resource and delivering content in ways which both acknowledges the student's current English language proficiency and simultaneously builds their English language learning skills.

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

Intensive English Language Program and New Arrivals Program

The primary Intensive English Language Program (IELP) and the New Arrivals Program (staff login required) (secondary) supports students who have recently arrived in South Australia, or are from a remote Aboriginal communities. Integral to this is development of the English language and cultural practices required for the school context and support for their wellbeing and sense of belonging. Learners have 12-18 months of support in primary IELP and 12-24 months support in the secondary New Arrivals Program prior to transition to mainstream settings. The length of time is dependent on factors such as English language level and trauma background.

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

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

Focused teaching and assessment

Preschools can provide bilingual support in the child's first language to children with no English when they commence preschool. Bilingual early childhood workers work with children, families and teaching staff to support the child's learning in a play based program. Expected achievement is measured through progress

against the EYLF learning outcomes and against the [indicators of preschool numeracy and literacy (PDF 2.2MB)](#).

The reception to year 12 [Learning English Achievement and Proficiency Levels teaching strategies](#) (staff login required) resource provides a range of teaching strategies aligned to targeted [Learning English Achievement and Proficiency Levels](#) (staff login required). The [English as an additional language or dialect: teacher resources (PDF 1MB)](#) provides annotations of some Australian Curriculum content descriptions to demonstrate the linguistic and cultural considerations that teachers need to be aware of and to address for EALD learners.

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

EALD learners who do not meet age-related expectations when assessed against learning area achievement standards are not necessarily 'underperforming'. They may be achieving at levels commensurate with their English language level and their familiarity within the cultural underpinnings of the curriculum. Refer to the [reporting on Australian Curriculum in Department for Education schools: reception to year 10 procedure (PDF 220KB)](#) (staff login required) for information about reporting the achievement of EALD learners.

Collaboration and support

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

Funding is accessed by completing the [preschool bilingual support request form (DOCX 73KB)](#) (staff login required). Sites may apply for additional funding for eligible children who arrive at preschool throughout the year, and whose language is not supported at the centre at the time of entry. Funding for these children is allocated through the resource entitlement statement (RES) each term.

Schools are allocated specific funding to help improve EALD learners' outcomes. Support can be accessed if needed by liaising with the EALD program. Teaching and assessment resources and advice are also available in the department's [EALD section](#) (staff login required).

[Community liaison officers](#) (staff login required) assist with understanding the cultural background of learners and families and the engagement of parents and learners. [Bilingual school services officers](#) (staff login required) provide classroom support for EALD learners.

Schools can access [interpreting and translating services](#) (staff login required) for students with English as an additional language or dialect (EALD). Follow the processes listed on the page for each of the services. Important notices are generally approved for translation for example school closure days, letters to parents, health notices and behaviour management notices. The translated forms page has a list of common school notices already translated into a number of languages. Schools are advised not to translate individual student achievement reports. [Interpreting and translating services for schools](#) are recommended for informing parents of student progress.

Resources

- [Working with culturally and linguistically diverse students](#)
- [English as an additional language or dialect: teacher resources (PDF 1MB)](#)

Learners with disability

Identifying learners with disability

The [Disability Discrimination Act 1992](#) (DDA) has a very broad definition of disability that covers a wide range of disabilities.

'Disability, in relation to a person, means:

a. total or partial loss of the person's bodily or mental functions; or

b. total or partial loss of a part of the body; or

c. the presence in the body of organisms causing disease or illness; or

d. the presence in the body of organisms capable of causing disease or illness; or

e. the malfunction, malformation or disfigurement of a part of the person's body; or

f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

g. a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

a. presently exists; or

b. previously existed but no longer exists; or

c. may exist in the future (including because of a genetic predisposition to that disability); or

d. is imputed to a person.'

The Act, together with the [Disability Standards for Education 2005](#), means that educators have an obligation to enable access to, and participation in, a broad and balanced education for all learners with disability, as defined in the legislation, on the same basis as learners without a disability.

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

School Students with Disability (NCCD).

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

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

Curriculum provision

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

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

Many learners with disability are able to access the Australian Curriculum and achievement standards for their year-level/age cohort as a result of whole school planning and reasonable adjustments made in the classroom, if necessary. Adjustments include differentiating the curriculum, teaching, assessment and /or learning environment.

A small number of learners with disability may require adjustments to year-level expectations involving learning at a lower or higher year-level for some or all learning areas. For these learners assessment and reporting is against the achievement standard of the curriculum identified in their One Plan - refer to the [reporting on Australian Curriculum in Department for Education schools: reception to year 10 procedure (PDF 220KB)](staff login required).

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

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

Preschool programs for children with disability

Inclusive Preschool Programs (IPP)

Support children with disability and high support needs to optimise their learning outcomes within a localised preschool setting.

The [Inclusive Preschool program and the Briars Preschool placement procedure (PDF 142KB)]() (staff login required) describes the process for request, investigation, recommendation and enrolment for children with

disability in IPPs.

Preschool Speech and Language Programs (SLPs)

Provide an intensive level of support for children whose severe specific language and/or speech impairment is their primary area of need, and who are making slow progress with their current targeted level of speech pathology support.

The preschool speech and language programs placement process (staff login required) describes the process for request, investigation, recommendation and enrolment for children with disability in SLPs.

State-wide preschool services

Provided for children with disability and complex needs.

- The Briars Special Early Learning Centre
- Kilparrin Early Learning Centre
- Klemzig Preschool for Children with Hearing Impairment at Klemzig Primary School
- Warradale Inclusive Preschool Program for children who are Deaf or Hard of Hearing

Behaviour support resources

Designed to assist preschool staff teams in supporting children with challenging behaviours:

- Behaviour support and interactions with children in preschools (staff login required)

School programs for students with disability

Special options pathways

Provide options for a specialised learning environment and higher levels of support. Placement in a special option will be dependent on available vacancies and student priority.

The department psychologist is the only professional authorised to make recommendations regarding placement in a special school, special unit or special class. Parents or carers also need to be involved in the approval process.

Refer to specialised education options for students with disability for more information (staff login required).

Transition centres

Provide senior secondary learners with disability and learning difficulties with a range of opportunities to develop skills including vocational, social, academic and recreational.

Services also include advice and professional learning to schools so young people with a disability receive adequate support to complete school and transition successfully to post school options.

Focused teaching and assessment

Educators can best assist learners with disability by focusing on the following strategies which are also

beneficial to many other learners:

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

The assessment tools Abilities Based Learning and Education Support (ABLES) program (staff login required) is used for learners with significant intellectual disability who are working towards Foundation in the areas of literacy and mathematics.

Collaboration and support

Many people contribute to supporting learners with disability. Developing and fostering collaborative partnerships between the preschool/school, parents/carers, other professionals and the wider preschool/school community is key to facilitating positive educational outcomes for the learners.

Implementation of the National Disability Insurance Scheme (NDIS) has resulted in preschools and schools experiencing increasing numbers of external providers requesting access to deliver services to children and young people during eligible instruction hours.

The non-education service providers in preschools, schools and educational programs procedure (PDF 188KB), and the licence agreement (DOCX 66KB) (staff login required) for non-department service providers working in preschools and schools have been developed to support site leaders in the approval and management of external providers in department sites.

Site leaders are required to complete the record of decision making checklist (DOCX 271KB) (staff login required) and licence agreement (DOCX 66KB) (staff login required) before approval of external providers working in preschools or schools.

Assistive technology

Assistive technology enables some learners with disability to access physical environments, be mobile,

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

Use of assistive technologies in SACE subjects needs to be determined in line with the [SACE Board's Special provisions](#).

Resources

- [Preschool support programs for children with disability, complex needs, or both](#) (staff login required)
- [One Plan](#) (staff login required)
- [Disability standards for education](#): on the same basis (staff login required)
- [Disability support programs and services training and resources](#) (staff login required)

Learners in care (under guardianship)

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

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

A stable and supportive education environment for learners in out-of-home care supports them to engage and succeed in learning. The required One Plan planning process enables key education staff, the case worker, carer and other appropriate agencies to identify potential issues and any extra learning support the learner requires. It is important that the planning process includes the participation of learners in out-of-home care whenever possible and recognises the learner's individual needs.

[Investing in their future](#) outlines the Government of South Australia's commitment to making sure children and young people in care have priority access to the services they need to achieve better health, education and wellbeing outcomes.

Curriculum provision

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

Focused teaching and assessment

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

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

Collaboration and support

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

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

The daily care giver of a child in care is known as 'the carer'. This could be an actual person eg a foster carer, a kinship carer, or a group of people eg residential care workers. This person/people are responsible for the daily support and care of a child, for example providing clean clothes and nutritious food and ensuring regular school attendance.

Both of these 'parents' require the formal correspondence from preschool and school including learning plans and reports.

Resources

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

- Early entry into preschool
    - Children in out-of-home care are eligible to start preschool from their third birthday.
- Enrolment
    - Children and young people in out-of-home care require a specific enrolment process which ensures the learner is enrolled in a preschool or school suitable to their needs, noting that they are entitled to enrol in their 'local' preschool or school. Refer to enrolling a child or young person in care (staff login required).
- Transition from year 6 to year 7
    - The transition from primary school to high school is a critical time for all learners, and learners in out-of-home care can be particularly at risk.
    - Year 6 learners in out-of-home care are able to enrol and be accepted into any government secondary school of their choice in South Australia.
- School engagement program

- o The school engagement program assists young people in out-of-home care aged 12 to 17 who are at risk of disengaging from education.
  - o The program brings together a range of services to review the child or young person's One Plan and organise extra support to help them stay at school.
- Tutoring service for learners with a disability
  - o Learners with a disability who are placed in care may be eligible for extra tutoring to help them at school.
  - o This funded service is short-term and is not a replacement for long-term support.
- Mentoring
  - o Young people who are in care may be eligible for a mentoring program that provides an opportunity to build a positive relationship with an adult outside more formal services.
- Professional learning
  - o Educators can access professional learning to increase their understanding and skill to educate and support learners in out-of-home care. Programs such as SMART (Strategies for Managing Abuse Related Trauma) are accessible through plink (staff login required).

Also refer to:

- Children and young people in care (staff login required)
- Office of the Guardian for Children and Young People

Gifted and talented learners

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

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

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

Identifying gifted and talented learners

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

- observation of a learner's behaviour and noting the history of their early development

- interviews with parents or carers

- parent or carer and educator [gifted and talented checklists](#), (staff login required) which include cognitive and affective (social-emotional) traits and characteristics

- learner interest surveys, self-reports and interviews

- individual standardised tests administered by a psychologist

- standardised achievement tests, such as the 'Raven's Standard Progressive Matrices,' which can be administered by educators to individuals or groups.

Curriculum provision

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

The [Early Years Learning Framework v2.0 (EYLF) (PDF 25MB)](#) endorses the value of the unique strengths, interests and capacities of all learners. The concepts of 'being, belonging and becoming' affirm that all learners should be supported to be who they are, experience a sense of belonging and connectedness and have the right to realise their potential. This is important for young, gifted learners and their families. For more information go to Early Childhood Australia's Research in Practice Series title [gifted and talented: inclusion and exclusion](#).

In schools learning can be extended by providing opportunities to work with curriculum content in more breadth or, especially, more depth and complexity and/or encompassing higher order cognitive skills. Gifted and talented learners can draw on content from later levels in the curriculum. Educators can use pedagogies that focus on encouraging deeper thinking skills, high intellectual challenge and independent problem solving. For more advice go to the [Australian Curriculum](#) website.

Most gifted and talented learners will be taught in mainstream classes. However, broadening opportunities and experiences beyond the regular classroom and/or in flexible groups with other gifted learners can also enrich the progress and achievement of gifted and talented learners.

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

- subject acceleration

- year level acceleration

- year level compacting

- tertiary extension and enrichment pathways

- early and flexible entry into preschool/school.

When considering acceleration of gifted and talented students, refer to the [gifted and talented checklist](#) (staff login required) for help. For more information on reporting arrangements refer to the [reporting on](#)

[Australian Curriculum in Department for Education schools: reception to year 10 procedure (PDF 220KB)](#) (staff login required).

Collaboration and support

Supporting positive social and emotional development is important for all children and young people. For some gifted and talented learners being 'out of sync' intellectually with their same-age peers may result in loneliness, social isolation, depression, perfectionism or stress. It is critical for the wellbeing of gifted and talented learners that educators and parents/carers work together to ensure that gifted and talented learners are understood, accepted, valued and have opportunities to interact with peers and find friends who have similar interests and abilities. Referral to a psychologist from Student Support Services or another registered educational psychologist, school counsellor or expert in gifted development may be necessary, especially before placing learners on an accelerated pathway such as early entry and whole year acceleration. Refer to [services provided by student support services](#) (staff login required).

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

Specialist interest schools and specialist programs

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

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

Resources

- [The Gifted and Talented Children's Association of South Australia](#)

Also refer to:

- [Organisation of the Australian Curriculum (DOCX 736KB)](#)
- [ACARA's indicative time allocations for curriculum writers (DOCX 740KB)](#).
- [Inclusion Support Program](#) for early childhood services
- [student diversity](#) in the Australian Curriculum
- [special provisions](#) in the SACE.

Curriculum

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

Educators use curriculum to:

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

Early childhood services

The [Early Years Learning Framework v2.0 (EYLF) (PDF 25MB)](#) is the mandated learning framework in early childhood services and is composed of 5 principles, 8 practices and 5 outcomes. Its aim is to extend and enrich children's learning from birth through to school.

Educators are expected to refer to [the Educators' guide to the Early Years Learning Framework (PDF 8.5MB)](#) as a critical companion to the EYLF. It provides guidance and parameters for quality practice and curriculum decisions by encouraging a continuous cycle of questioning, planning, acting and reflecting that builds professional knowledge and confidence.

Other materials and resources used to support the implementation of the EYLF must align with the principles, practices and intent of the EYLF, and requirements of the [National Quality Standard](#) (NQS). The [indicators of preschool numeracy and literacy (PDF 2.2MB)](#) is one such mandated resource.

Reception to Year 10

The [Australian Curriculum](#) is designed as a learning progression, allowing all learners to access the knowledge and skills within each learning area at an appropriately challenging level. The curriculum's 3-dimensional design comprises learning areas, general capabilities and cross-curriculum priorities. Together, they provide young people with the knowledge, understanding, skills and values to make the most of opportunities and face the challenges of living and working in the 21st century.

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

The 7 [general capabilities](#) play a significant role in the Australian Curriculum and describe the knowledge, skills, behaviours and dispositions that children and young people need to live, learn and work successfully in a changing world including:

- critical and creative thinking
- literacy
- numeracy

- information and communication technology capability

- personal and social capability

- ethical understanding

- intercultural understanding.

The 3 cross-curriculum priorities provide regional, national and global perspectives that enrich and deepen the learning areas. Learning area content is delivered while developing knowledge, understanding and skills relating to:

- Aboriginal and Torres Strait Islander histories and cultures

- Asia and Australia's engagement with Asia

- sustainability.

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

Attachment F shows the organisation of the Australian Curriculum learning areas/subjects from reception to year 10. When considering Attachment F it is important to note where curriculum is compulsory or optional for each year level:

- compulsory learning areas and subjects are shaded blue

- optional curriculum is shaded green.

Time allocations for learning areas and subjects

Government schools have the flexibility to plan a whole-school approach, structuring the delivery of all learning areas for balance across year levels and the curriculum. Suggestions to help schools planning to deliver the Australian Curriculum can be found in leading learning: making the Australian Curriculum work for us. R to 6 teachers also need to refer to the curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy (PDF 194KB) for information about guaranteed minimum-teaching times.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) provides curriculum writers with indicative times to guide them with the emphasis that should be given to each learning area and subject. The indicative times are also published in ACARA's Curriculum design paper version 3.1 (PDF 340KB).

ACARA's indicative times may be used by schools to determine the proportional time they allocate to learning areas, however the times are not mandated by the department. The Australian Curriculum has been written to take up a maximum of 80% of available teaching time each week and schools have the flexibility to make local decisions to guide these choices.

The emphasis given to each of the 8 learning areas varies across the stages of schooling. Apart from English, mathematics, science, history, and health and physical education, learners in years 9 and 10 have the flexibility to choose whether to continue learning in other areas, depending on school offerings and student subject selections.

Years 11 and 12

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

There are 2 stages of the SACE:

- Stage 1 usually begins in year 10 with the Personal Learning Plan, and continues through year 11

- Stage 2 is usually undertaken in year 12.

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

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

The compulsory requirements are:

- Personal learning plan – 10 credits at Stage 1

- literacy – at least 20 credits from a range of English subjects (Stage 1 or Stage 2)

- numeracy – at least 10 credits from a range of mathematics subjects (Stage 1 or Stage 2)

- Research project – 10 credits at Stage 2

- other Stage 2 subjects – at least 60 credits from a range of Stage 2 subjects.

The remaining 90 credits can be gained through Stage 1 or Stage 2 subjects or Board-recognised courses chosen by learners, such as vocational education and training (VET) or community learning.

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

The vocational education and training policy (PDF 175KB) (staff login required) outlines expectations for delivering VET pathways through the SACE, which optimise learning outcomes for young people.

Pedagogy

The nature and quality of educators' pedagogy is critical to the quality of learning outcomes.

Early childhood services

The principles and practices of the Early Years Learning Framework v2.0 (EYLF) (PDF 25MB) articulate the pedagogy to be used in government preschools.

Principles

- secure, respectful and reciprocal relationships

- partnerships with families

- high expectations and equity
- respect for diversity
- ongoing learning and reflective practice.

Practices

- learning through play
- holistic approaches
- responsiveness to children
- intentional teaching
- learning environments
- cultural competence
- continuity of learning and transitions
- assessment for learning.

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

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

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

Reception to year 10

The Teaching for Effective Learning framework supports educators' collaborative work by providing a common reference for reflecting on teaching and learning quality, and for developing a whole-school pedagogical approach.

Learning design is a process that incorporates the principles of TfEL and clarifies the 'what' and 'how' of quality teaching. Six key questions guide educators as they plan learning experiences, supporting their thinking as they work collaboratively with peers to design intentional, challenging and responsive teaching and learning:

- What is the intended learning and why is it important?
- What do the students bring?
- What could the intended learning look like at this level?
- What evidence will enable us to assess the intended learning?

- How will we engage, challenge and support the students' learning?
- How can we design the teaching and learning plan to bring it all together?

The [leading learning: making the Australian Curriculum work for us](#) resource helps leaders and teachers to design intentional learning while teaching the Australian Curriculum.

Years 11 and 12

Educators' pedagogy in years 11 and 12 is built around expert discipline knowledge and reflects the principles of the TfEL framework and [SACE policy framework (DOCX 333KB)](#) to meet learners' needs, interests and aspirations. Educators ensure all learners, whatever their learning pathways, are able to develop and demonstrate the essential skills, knowledge and understanding required for success in the SACE and beyond.

Assessment

The purpose of assessment is to:

- determine what learners know, understand and can do
- help learners achieve the highest standards they can
- inform teaching
- provide meaningful reports on learning progress and achievement.

Educators use assessment information to gain insights that inform and enrich their decision making about what they do next.

When educators participate in collaborative moderation, they can significantly enhance their abilities to design intentional and responsive learning and assessment tasks by setting high expectations for achievement for every learner. When analysing student work together, they develop a shared understanding of the achievement standard including what quality learning and evidence looks like against that standard.

Collaborative moderation strengthens consistent teacher professional judgement when determining A to E grades for reporting, providing a quality assurance process to ensure valid and reliable data within and across schools. The collaborative moderation process also allows educators to reflect on their initial learning and assessment design to deepen their pedagogical and content knowledge.

In preschools, moderation is referred to as reflective practice, interpreted as educators collaboratively reflecting on their pedagogy and children's progress against the [indicators of preschool numeracy and literacy (PDF 2.2MB)](#).

Early childhood services

[Education and Care Services National Regulations](#) Part 4.1, Regulation 74 (1) requirements are met in early childhood services through formative assessment that articulates a child's learning against the 5 learning outcomes of the [Early Years Learning Framework v2.0 (EYLF) (PDF 25MB)](#):

- children have a strong sense of identity

- children are connected with and contribute to their world

- children have a strong sense of wellbeing

- children are confident and involved learners

- children are effective communicators.

Assessment involves observation, documentation and analysis of learning through dialogue and reflection. Depending on the context, assessment can involve the child, educator, families and carers, and colleagues. The outcomes provide reference points against which children's learning is identified, documented and communicated to children, their families or carers, other early childhood professionals and schools.

When developing assessment practices in early childhood services educators need to ensure:

- assessment within the EYLF planning cycle to guide each service's processes for planning assessment, evaluation, tracking and monitoring each child's learning

- the holistic nature of children's learning reflected in the planning, documenting and reporting methods chosen by educators

- a range of inclusive assessment and reporting practices to support children's learning and provide information to families

- referring to EYLF outcomes to guide assessment and the documentation of the different pathways children take in their learning

- active involvement of children in formative assessment processes.

Reception to year 10

Developing high-quality assessment practices are integral to learning design. The 6 key questions in the learning design framework help educators plan a range of assessment tasks and learning programs to meet all their learners' needs, and to provide evidence about learners' progress and achievement. Educators ensure assessment tasks allow children and young people to demonstrate their learning in relation to the desired aims of the learning program.

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

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

Years 11 and 12

The [SACE board's policies, procedures and guidelines](#) provide direction for educators in the processes and requirements relating to student learning, assessment and moderation. The SACE Board also provides ongoing support to schools.

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

The Performance Standards describe how well learners have demonstrated what they know and understand in relation to the criteria for each subject. All SACE teachers and assessors refer to the Performance Standards when assessing so that learners in all classes and schools receive comparable grades.

Schools are partners with the SACE Board in managing assessment responsibilities. The school principal has responsibility for the quality of teaching, learning and assessment in the school, including responsibility for implementing the SACE Board policies.

The school's role in assessment includes:

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

The SACE Board is responsible for:

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

Reporting

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

- [Educators' guide to the Early Years Learning Framework (PDF 8.5MB)](#)
- [Guide to the NQF](#).

On completion of a child's preschool year, a Statement of Learning is provided to the families or carers, and to the school that the child will attend.

The Statement of Learning must include:

- a summary of the child's learning against the 5 Early Years Learning Framework v2.0 (EYLF) (PDF 25MB) outcomes

- a summary of the child's numeracy and literacy development using the indicators of preschool numeracy and literacy (PDF 2.2MB)

- any other supporting documentation to inform the child, their family and their reception teacher

- a written narrative that includes the perspectives of children and families or carers.

In schools, educators make a holistic on-balance judgement using a range of learning evidence against Australian Curriculum achievement standards to assign an A to E grade or word equivalent when reporting learner achievement. The reporting on Australian Curriculum for government schools reception to year 10 procedure (PDF 220KB) (staff login required) and the portfolios of work samples on the Australian Curriculum website support this process.

In the senior secondary years of schooling, learners undertake subjects and courses that are recognised, assessed and reported on according to the SACE Board policies, guidelines and procedures.

Senior secondary reporting (staff login required) also provides information about reporting requirements for years 11 and 12.

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

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

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

A SACE record of achievement is the final transcript of a student's results and is given to each student who:

- has completed a Stage 1 or Stage 2 subject

- has been granted recognition for vocational education and training (VET) courses or other recognised courses.

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

Roles and responsibilities

Curriculum and Learning Division Provide advice and direction for leaders and teachers to develop expertise

in curriculum, teaching and learning.

Monitor, evaluate and review this guideline to make sure department schools, preschools and services have relevant and current information on curriculum, pedagogy, assessment and reporting.

Comply with all relevant department policies, procedures and procedures.

Principals, directors and leaders

Develop and put into effect plans and processes to enact this guideline at their school, preschool or service.

Develop the capacity of educators to plan, implement and evaluate quality teaching and learning programs that maximise every learner's wellbeing, engagement, intellectual challenge, progress and achievement.

Create and maintain a safe, inclusive and positive learning environment.

Comply with responsibilities outlined in the [information and records management policy (PDF 139KB)](#).

Educators

Comply with the obligations outlined in the [curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy (PDF 194KB)](#).

Use the curriculum to design and teach learning programs that engage, challenge and improve the achievement of every learner.

Assess learning to inform the design of teaching and learning programs, to monitor learners' progress and provide timely feedback to learners about their achievements.

Work collaboratively with other educators, learners, families or carers, and communities.

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

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

Comply with responsibilities outlined in the [information and records management policy (PDF KB)](#).

Definitions

assessment

The process of gathering and interpreting information from a range of evidence to make judgements about learners' knowledge, skills and understandings. Assessment information provides the basis for learner feedback, reporting and the design of further learning.

Australian Curriculum

Defines the common and core set of knowledge and skills that are required both for life-long learning and active and informed citizenship.

A developmental learning sequence from R to 10 that describes to teachers, parents or carers, students and the wider community what is to be taught and the quality of learning expected of learners as they progress through school.

curriculum

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

Educators use curriculum to:

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

Early Years Learning Framework (EYLF)

Outlines expectations about 5 learning outcomes for all children's learning from birth through to transition to school.

Involves interactive decision making by children, parents and families, educators and the broader community with the aim of fostering children's learning.

Curriculum decision making is guided by a combination of principles, practices and outcomes to promote children's learning (EYLF, p. 10).

My Time, Our Place (MTOP)

A framework for school-age care services in Australia to help educators develop curriculum and programs for

school-age learners.

pedagogy

What a teacher does and how they do it to encourage learning in children and young people, guided by the EYLF and TfEL frameworks.

reporting

Communicating learners' progress and achievement, areas of strength and areas for improvement.

Reflect Respect Relate (RRR)

Resource designed to motivate critical reflection as early childhood educators plan, support and monitor children's learning.

South Australian Certificate of Education (SACE)

The qualification South Australian learners aim to achieve upon completing their senior secondary education.

Supporting information

[Australian professional standard for principals](#)

[Australian professional standards for teachers](#)

[Leading learning: making the Australian Curriculum work for us](#)

[Literacy and numeracy guidebooks for school improvement](#) (staff login required)

[Reflect Respect Relate](#)

[SACE understanding assessment](#)

[SACE vocational education and training](#)

Related legislation

[Australian Education Regulations 2023 (Cth)](#)

[Children and Young People (Safety) Act 2017 (SA)](#)

[Disability Discrimination Act 1992 (Cth)](#)

[Disability Standards for Education 2005 (Cth)](#)

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations 2011](#)

Education and Children's Services Act 2019 (SA)

Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)

Education (Compulsory Education Age) Amendment Act 2007 (SA)

Education and Children's Services Regulations 2020 (SA)

SACE Board of South Australia Act 1983 (SA)

Related policies

Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy (PDF 194KB)

Early Years Learning Framework v2.0 (EYLF) (PDF 25MB)

Improvement and accountability policy (staff login required)

My Time, Our Place: Framework for School Age Care in Australia (PDF 27MB)

SACE Board's policies, procedures and guidelines

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Contact

Curriculum Development

Email: education.CurriculumDevelopmentDirectorate@sa.gov.au