Aboriginal & Torres Strait Islander Education

ACARA’s Curriculum team has begun a project to develop Illustrations of Practice that will support teachers and schools in their work with the Aboriginal and Torres Strait Islander Histories and Cultures Cross Curriculum Priority. The steering committee will meet in October to select schools to be a part of the project and participate in workshops.

One key item on the agenda at the September meeting of the Curriculum Directors Group in Darwin is the implementation of the Aboriginal and Torres Strait Islander Histories and Cultures Cross Curriculum Priority in each of the jurisdictions.

On 6 October, the Aboriginal and Torres Strait Islander Torres Strait Islander Education Advisory Group will be making a special presentation to the ACARA Board about Aboriginal and Torres Strait Islander education in the Australian Curriculum.

Alternative curriculum frameworks

Significant progress has been made following the resumption of the recognition process in July 2016. At its 25 August meeting, the ACARA Board finalised changes to the process of recognition. These changes make the process of addition of learning areas and subjects to frameworks that have already been recognised more efficient and clarify the appeals process. Organisations involved in the submission of alternative curriculum frameworks and/or additional learning areas and subjects have been informed of the process.

Submissions have now been received from Southern Cross Educational Enterprises for the assessment of a curriculum framework. The International Baccalaureate Organisation and Steiner Education Australia have submitted applications for the addition of assessment of learning areas and subjects to their curriculum frameworks. The International Baccalaureate Organisation has also submitted adjustments to its recognised curriculum framework for assessment. The assessment of the Montessori Foundation Australia submission of Geography, carried over from 2014, is to be completed.

Revised documentation to guide proponents and provide details of the recognition process has been finalised for publication on the ACARA website. Jurisdictions have nominated officers to serve on the Recognition Review Panel and Recognition Committee, and both groups are to be convened in the near future. ACARA curriculum specialists are preparing for their role in the assessment of learning areas and subjects.

Australian Curriculum Website – Content Management System (CMS)

The new content management system was finalised in June. ACARA has since published work sample portfolios for Technologies, Health and Physical education and the Visual Arts to reflect students’ performance at, above and below satisfactory for Foundation to Year 6.

Portfolios showing students’ performance at, above and below satisfactory levels for Foundation to Year 10 in Dance, Drama, Media Arts and Music, as well as that of students in Years 7 to 10 Visual Arts, Technologies, Work Studies and Health and Physical Education, are being published now and further portfolios will be released in October/December 2016 and throughout 2017.
Curriculum Connections
A range of materials designed to highlight connections that can be made across the Australian Curriculum is being developed for publication on the Australian Curriculum website.

ACARA, the Australian Securities and Investments Commission (ASIC) and the Australian Taxation Office (ATO) have formed a collaboration founded on the National Financial Literacy Strategy. The collaboration will support ASIC’s MoneySmart and the ATO’s Tax, Super and You by aligning these consumer and financial literacy education resources to the Australian Curriculum. Concurrently, ACARA will support teachers’ access to and delivery of the Australian Curriculum by developing curriculum connections in the area of consumer and financial literacy that provide links to the ATO and ASIC education resources. ACARA’s Economics and Business work samples project will demonstrate an approach to the Australian Curriculum which is rich, holistic and integrated, using the resources of ASIC and the ATO.

English
In collaboration with ACARA’s Assessment and Reporting team, work in this learning area is focusing on the development of more comprehensive guidelines for NAPLAN literacy item writers. This will support item writers to broaden the range and type of items included in the test and ensure alignment with the Australian Curriculum.

Health and Physical Education
All HPE work sample portfolios have now been published on the Australian Curriculum website. F-6 portfolios were published on 30 June 2016. Years 7-10 work samples were published on 31 August 2016 – earlier than originally planned.

Humanities and Social Sciences
The work samples project is a key activity for Humanities and Social Sciences, with the breadth and diversity of this learning area reflected in innovative material from schools across the nation. Work samples for 7-10 Geography will be published in October 2016. F-6/7 HASS, 7-10 Civics and Citizenship, and 7-10 Economics and Business work samples are in development, with some portfolios to be ready for publication in December 2016. The new interactive website has received very positive feedback from schools that are working with ACARA on HASS activities, with many teachers saying how helpful it is in developing an understanding of assessment tasks and ways in which they can refine the strategies they use to process samples.

Languages
The draft Framework for Classical Languages (including Years 7-10 Latin and Classical Greek exemplars) and F-10 Auslan (Australian Sign Language) were released for public consultation on 19 May 2016. The consultation period was extended to Monday, 8 August 2016 to provide as much flexibility as possible for communities around Australia while maintaining ACARA’s deadlines for review and publication.

During the consultation period, ACARA conducted Community Consultation Forums for Auslan in Perth, Melbourne, Adelaide, Sydney, Brisbane (including video links to Townsville and Cairns) and Darwin. At its meeting of 25 August 2016, the Board approved the proposed directions for revision for the draft Australian Curriculum for Auslan and Classical Languages. A consultation report for the draft Auslan curriculum and Classical Languages curricula and Framework has been developed, which provides a summary of quantitative and qualitative data from online surveys and written submissions and from the consultation workshops conducted with Deaf communities across Australia.

The draft curricula have been revised according to the key directions for revision and will be considered by the ACARA Board at its meeting on 6 October 2016. The Auslan Expert Advisory Group, comprising representatives from peak national organisations, the Languages Advisory Group, the Languages National Panel and the F-12 Curriculum Reference Group, support the submission of the Australian Curriculum: Languages for Auslan and Classical Languages and the related consultation report to the ACARA Board for approval.

Consideration continues to be given to the most efficient and cost-effective ways in which ACARA’s Curriculum team can:
• develop assessment exemplars that can be adapted for use across the full range of Australian Curriculum: Languages
• validate the exemplars by collecting work samples in five languages (Chinese, French, Indonesian, Italian and Japanese).

Mathematics
The use of the proficiencies in the Australian Curriculum: Mathematics is attracting interest from teachers of Mathematics around the country. ACARA’s Curriculum Specialist, Mathematics presented at a recent Numeracy conference for the NSW Department of Education, attended by over four hundred teachers.

The Mathematics Proficiencies resource is now available on ACARA’s new Content Management System (CMS). ACARA’s Facebook page has received positive comments regarding the usability and usefulness of the resource.

Monitoring the Australian Curriculum (2015-2016)
This annual report is produced by ACARA's Curriculum team and will be published early in 2017. All state and territory authorities, together with numerous professional and other organisations, were invited to contribute their feedback on the ongoing implementation of the Australian Curriculum, with a particular focus on the use of the Achievement Standards and the General Capabilities. The 2015-2016 iteration will be complemented by a report focusing on international research and practices relevant to specific learning areas.

NAP sample program
The NAP and Humanities and Social Sciences teams have aligned the 2016 NAP-Civics and Citizenship test items to the revised F-10 Humanities and Social Sciences curriculum. Planning has begun in relation to the inclusion of History in the NAP Civics test for 2019.

The NAP-Science Literacy report for the 2015 year and the associated framework document are currently being reviewed by the NAP and Science teams and will be published later in 2016.

Processes for the development of the 2017 NAP-ICT Literacy test are underway.

NAPLAN – Literacy and Numeracy
The NAP and Curriculum teams continue to align NAPLAN to the literacy aspects of the Australian Curriculum: English and numeracy aspects of Australian Curriculum: Mathematics.

National Literacy and Numeracy Learning Progressions
The National Literacy and Numeracy Learning Progressions will enable teachers to locate a student’s current literacy and numeracy knowledge, understanding and skills in order to determine the learning that should follow. The Progressions amplify the detail of the Foundation to Year 10 Australian Curriculum and assist teachers to strengthen their understanding of the learning sequences for literacy and numeracy development.

In partnership with NSW, ACARA is leading the development of Version 1 of the Progressions during 2016 and 2017. Version 1 is based on the available evidence of students’ development of literacy and numeracy skills, this advice being provided through close consultation with researchers and experts in literacy and numeracy education.

Aspects of the learning progressions will be validated between August 2016 and June 2017 after analysis of existing literacy and numeracy student performance data, including NAPLAN results.

During Semester 1 of 2017, the first version of the National Literacy Learning Progressions will be trialled in a range of Australian schools, in partnership with state and territory school and curriculum authorities. The trial will focus on the clarity, coherence and usability of the Progressions and will guide revision and publication at the end of 2017. Version 2 of the National Literacy and Numeracy Learning Progressions will be finalised and considered by Education Council in December 2017.
OECD Education 2030
In 2015, the United Nations agreed to a set of goals under the 2030 agenda for sustainable development. Referred to as the 2030 goals, they apply to Australia as they do to the other members of the organisation. These goals include the provision of inclusive, equitable and high-quality education and the promotion of lifelong learning opportunities for all.

In August 2016, the Australian Curriculum, Assessment and Reporting Authority (ACARA) was invited by the Australian Government to take a national coordination role for Australia on the OECD’s Education 2030 project that relates specifically to the future of education and skills. Over the next four years, this project will provide an internationally validated, multi-dimensional framework of 21st century skills to support design, development and review of national curricula.

ACARA’s involvement in this international project aligns perfectly with our responsibility to monitor developments in research and international curriculum practice to inform national policy and the Australian Curriculum.

In 2016, the OECD project aims to deliver a number of outputs, including a draft conceptual framework for Education 2030, an analytical paper and an issues paper, a draft country survey that shows how academic disciplines and other domains are developed within school curricula and a stock-take of data and constructs used in existing large-scale OECD surveys. ACARA’s response to the country survey (Policy Questionnaire on Curriculum Redesign Curriculum Reference) has been submitted to the OECD for inclusion in the international material that will be considered at the next Informal Working Group meeting in Beijing later this year.

Primary education
ACARA’s Curriculum Specialist, General Capabilities joined the Curriculum team in late August. This new role gives emphasis to the place of the General Capabilities within Learning Areas across Foundation to Year 10. As a primary specialist, Danielle Cavanagh ensures that all Curriculum Specialists continue to be involved in supporting the implementation of the Australian Curriculum for students in Foundation to Year 6. The Primary Matters newsletter is undergoing a change in format and the next iteration will be released shortly.

Science, Technology, Engineering and Mathematics (STEM)
The Australian Curriculum resource portal now features support materials for Science, Technology, Engineering and Mathematics (STEM). Materials include the STEM Connections report, five illustrations of practice and STEM work samples.

ACARA’s Curriculum Specialists for Mathematics and Science participated in the recent Commonwealth Scientific and Industrial Research Organisation (CSIRO) STEM symposium. This was an opportunity for industry leaders, academics and teachers to avail themselves of the resources and initiatives that support STEM education.

The Curriculum Specialist, Technologies is presenting at the Leading Learning for the Future conference in Queensland and the Australian Curriculum Studies Association STEM symposium in Sydney later this month.

Student Diversity
A new role of Curriculum Specialist, Student Diversity has been established to support the work undertaken in the Curriculum and Assessment and Reporting units. This role will make a particular contribution to the development of NAPLAN test items and to working with school authorities and other stakeholders to enhance ways in which the Australian Curriculum can meet the needs of students from a range of backgrounds and of varying abilities.

Four videos have been made in collaboration with schools where the Australian Curriculum’s General Capabilities are being used to support the learning of students with disability. Feedback from the Students With Disability Advisory Group, ACARA’s Board and other stakeholders has been received and will inform final editing of the videos. They will be published on the Australian Curriculum website in December 2016.
Members of ACARA’s Curriculum team have had productive meetings with representatives of the Australian Association for the Education of the Gifted and Talented and specialist educators to consider ways in which the Australian Curriculum can support students.

**Technologies**

Work continues on the work samples for both Digital Technologies and Design and Technologies for Years 7–10. Annotations are complete for both subjects, and quality assurance and preparation for publication is progressing, with a planned publication date of 30 October 2016.

On 30 August, the Curriculum Specialist, Technologies presented the keynote at the *Criterion Implementing the Digital Technologies* conference in Brisbane. During Julie’s visit to Western Australia, she met with primary industry educators at a network meeting at the Perth Showground and visited a local primary school (one of the Primary Industries Education Foundation Australia Primezone schools). In October, ACARA will be presenting at the Australian Council for Computers in Education conference in Brisbane.

Since 2013, ACARA has been meeting with government bodies, industry and universities to discuss how best to support implementation of the Australian Curriculum: Technologies. The joint meeting for Digital Technologies and Engineering was held on 19 September. This will be followed by separate meetings in December. Some very useful connections have resulted from these meetings and ACARA continues to work with other countries on their curriculum.

**The Arts**

Work sample portfolios were published for F-6 in Dance, Drama, Media Arts and Music on 31 August 2016. Visual Arts work sample portfolios F-6 were published on 30 June 2016. The sourcing and annotating of samples involved a national specialist in each subject who acted as a mentor to ensure that the samples exemplified the Achievement Standards and promoted academic rigour. All samples were subject to a consultation process with each subject’s national professional teaching association, and adjustments were made in response to their feedback. This extensive consultation process has not only assisted in developing complex, accurate and interesting portfolios, but also a diverse range of samples that exemplify 21st century pedagogical practices.

The 7-10 work samples are currently being collected and annotated using the same process. The samples will be published in December 2016.

**Appendices**

*Appendix 1 – Curriculum Staff List*
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