



Australian Education Union

Submission to the

Department of Education Review of the

Australian Curriculum

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Introduction

The Australian Education Union has approximately 190,000 members across Australia and represents teachers and other education workers in primary, secondary and special schools, and the early childhood, TAFE and adult provision sectors. The great majority of its school-based members are engaged in the very early stages of the implementation of the Australian Curriculum. As such the AEU is uniquely placed to represent and articulate the views of teachers and educators on the realities and experiences relating to the development and initial rollout of that curriculum.

The AEU accordingly takes the opportunity to make this submission to the Donnelly-Wiltshire Review of the Australian Curriculum.

This submission will make some general observations around the issues outlined in the Review's Terms of Reference and will make more specific comments and draw some conclusions around the implications of these Terms of Reference later in this document.

Principles of curriculum development in a liberal democracy

We believe that it is essential to begin such a discussion by having regard to what principles should underlie the development of curriculum which will affect the schooling and futures of the 3.3 million school students in Australian schools. We suggest that these principles should cohere with the principles of modern, liberal democracy, the interests of the nation and most importantly sustain each of those equally important 3.3 million school children.

We believe also that these principles should have regard to the heritage of curriculum development in Australia and in its states and territories.

We assert the following principles as a synthesis of the best of past practice and the soundest way forward in future considerations:

1. The interests of school students are the paramount value. Curriculum should serve their immediate and long-term needs;
2. The school curriculum encapsulates what a society believes its future citizens should know and be able to do;
3. The school curriculum is also the means through which all students, irrespective of their background, are provided with access to the worlds of work and further study;
4. A school curriculum should articulate with and progress social and economic objectives.
5. A school curriculum cannot be owned by any individual group, political party, regime or tendency. Its success is predicated on consensus. It must be owned by society and the community in general;
6. Accordingly, the building of a curriculum, and in particular a national curriculum, needs to be a shared and unhurried enterprise and ensure that all contingent

stakeholders are involved in the development process. This should include parents, practicing teachers, academics, teacher employers, political and bureaucratic leaders of systems, community and industry representatives along with teachers' organizations including unions;

7. The curriculum needs to have regard to the pluralism of the nation and respect for pluralist values within a liberal democracy;
8. As such, the curriculum must allow for a national framework of learning but be so designed that all systems and communities of education may develop teaching programs from it consistent with the plurality of philosophies and belief systems within the nation;
9. All involved in the development and review of curriculum need to manifest an understanding that curriculum statements and documents are not, and never have been in Australia's liberal democratic heritage, prescriptive diktats. Rather they are tools for the purpose of building often diverse teaching programs across Australia's school systems;
10. All engaged in the processes must also know, understand and value the unique features of Australia's education history which has been part of the national settlement since the first Public Instruction Acts were drafted in the 1870's.

The construction of the Australian curriculum thus far

The Donnelly-Wiltshire Review has been tasked with four Terms of Reference for its work.

The first two Terms of Reference are:

- *The Review of the Australian curriculum will evaluate the development and implementation of the Australian Curriculum.*
- *The reviewers will consider the robustness, independence and balance of the Australian Curriculum, including*
 - *The process of curriculum shaping, development, monitoring, evaluation and review.*
 - *The curriculum content from Foundation to year 12 for subjects developed to date, with a particular focus on the curriculum for English, mathematics, science, history and geography.*

Members of the Australian Education Union and its branches and associated bodies have been actively engaged in all of the processes outlined in these Terms of Reference and feel especially well-placed to submit their experiences and professional judgments.

The Australian Curriculum has been an evolutionary process germinating from the endorsement by the Ministerial Council of the Melbourne Declaration of 2008. It grew into a consensual project seeking to set out the core knowledge, skills and general capabilities important for all Australian students.

Hence, it was engaged in a historic national project. However, it was recognised that in the end, as the ACARA website described it, “Education Authorities in each state and territory have responsibility for implementation of the Australian Curriculum and for supporting schools and teachers”.

The development of the Australian Curriculum took many years to even arrive at the national, consensual support for the four Foundation to Year 10 Statements. Along this path there were thousands of submissions, comments, critiques and contributions from teachers, parents, educators and community members.

The AEU, for one, made constant and detailed submissions and representations. It had distinct unease at some of the directions and processes. Some of its advice was heeded. Some of it was not. That is the way matters unfold in a democracy.

The curriculum was negotiated at the same time with all state and territory governments reflecting the full parliamentary spectrum of parties. There were pauses in development whilst issues were debated and eventually resolved. Some jurisdictions had greater willingness to move towards implementation than others but eventually final drafts were endorsed as documents that could be used as a basis for state and territory syllabuses, statements and possible teaching programs.

Not only was the full range of parliamentary parties represented across the nation in the political endorsement of the first phase of the Australian Curriculum but the Board of ACARA itself represented a compendium of educational systems and leaders. They were the appointees of the full range of governments and political persuasions across the states and territories of the nation. It is perhaps instructive to document here the positions occupied by the ACARA Board which endorsed the Australian Curriculum being referred to the Ministerial Council for final approval. They are:

- President, Board of Studies, NSW
- Deputy Secretary, Tasmanian Department of Education
- Executive Director, Catholic Education Commission, NSW
- Former Assistant Director General, Curriculum, Queensland Department of Education and Training
- Chief Executive Officer, Victorian Curriculum and Assessment Authority
- Chair, School Curriculum and Standards Authority, West Australia
- Principal Partner, Aquasia
- Former Curriculum Adviser, Education Services Australia Ltd
- Former Chief Executive, Association of Independent Schools of South Australia
- Executive Director, Teaching and Learning Services, South Australian Department for Education and Child Development
- Acting Deputy Chief Executive, School Education and Training Operations, Northern Territory Department of Education and Children’s Services.

This is a range of organisations and individuals of a measured and inclusive nature which when coupled with the composition of the Ministerial Council which placed their seal on the first phase of the Australian Curriculum places the unfortunate and intemperate nature of the commentary used in launching this Review in its proper context.

It also places that element of the Terms of Reference that seeks to critique the “robustness, independence and balance of the Australian Curriculum” in a curious quest. Perhaps at no time in Australia’s education history has such, “robustness, independence and balance” been manifest.

The first phase of the Australian Curriculum rollout reflected the diverse parentage of its development and the variegated and federal nature of education authorities in Australia. The ACT was prepared to introduce the four core subjects (English, Mathematics, Science and History) in 2011 whilst other jurisdictions joined in more gradually over 2012 and 2013 with NSW commencing some partial implantation in 2014.

Hence, it is accurate to observe that the Australian Curriculum had not even been implemented in each state and territory when the Donnelly-Wiltshire Review of this curriculum was proclaimed.

The current national situation

The 2014 school year began with both the first day in which the Australian Curriculum was dawning in all jurisdictions and systems and with the unwelcome pall that had been cast over that introduction by the untimely and disturbing nature of the announcement of the Donnelly-Wiltshire Review in the school holidays. In all states and territories the school year began with a newly-sprung uncertainty about where teaching programs might be headed. And this latter-day intervention was hatched after years of consultation and professional discussion and preparation for the emergence of a curriculum for the nation.

All Branches and affiliated organisations of the AEU reported that many teachers were confounded by the announcement and attendant commentary by those responsible for the Review. It was doubly unhelpful and unsettling for school communities to read that the reviewers felt confident in being able to draft a preliminary report prior to even the end of the first school term of 2014 and that a final report could be made flesh by the middle of the year. Continuing with the theme of profound unhelpfulness the suggestion that consequent change could be wrought in time for the 2015 school caused further bewilderment.

Students, teachers, parents and communities deserve better than this treatment.

The reality for school communities is that there has been years of preparation and anticipation for the introduction and gradual implementation of the Australian Curriculum.

All government and non-government school systems have been preparing for the Australian Curriculum for a considerable time. All government school systems have put in place professional training courses to equip teachers to develop teaching programs informed by the Australian Curriculum. Parents and students have been advised of developments and what has been in prospect.

As one example, the Association of Independent Schools developed its Support for Schools suite of services and activities which included face to face courses, in-school consultancies, online activities, conferences and projects.ⁱ

In Queensland, the Government and the Queensland Studies Authority (QSA) provided advice to all schools, “in collaboration with state, independent and Catholic schools sectors” which gave detailed advice on time allocations, timetabling and programming, entitlements and guidance for preparation.ⁱⁱ Teachers in Queensland gain advice and guidelines about implementation, assessment and reporting from the QSA.

In Victoria, the Australian Curriculum informs the AusVELS (Victorian Essential Learning Standards) approach which incorporates the ACARA documents within the curriculum framework first developed for the VELs. AusVELS uses an eleven level structure that aligns with the design of the Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

In Western Australia support has been rolled out and as in other jurisdictions the status of the Australian Curriculum materials was placed in its proper context. The Western Australia Department of Education indicated in its advice to teachers that,

“The K-10 syllabuses are advisory materials. The syllabuses detail content of each year of schooling and phase of development from kindergarten to Year 10...”

When using these advisory materials, teachers will continue to make professional judgements about when to introduce content based on students’ prior learning and achievement.”ⁱⁱⁱ

Such advice was given across the nation in various forms.

This makes the breathless commentary associated with the launch of the Review appear more than mildly absurd. Instead of the Australian Curriculum being a uniform, finite, totally prescriptive assault on western values and standards and orthodoxy and our way of life it is being used by all teachers and systems as a programming tool to develop teaching programs which adhere to the curriculum requirements of the local jurisdiction whilst also allowing content and philosophical emphases which are in accord with school communities.

In South Australia, the Government and the Department for Education and Child Development (DECD) produced, in the middle of 2013, a consolidated and detailed document covering all elements required as the Australian Curriculum developed a South Australian manifestation.

This document also made it plain that:

“These guidelines acknowledge that specific decisions about how to organise learning are best made by teachers and schools. They are intended to provide the parameters within which schools can make local decisions that reflect the school’s context. The importance of this flexibility is recognised in the design and development of the Australian Curriculum.

Schools are able to decide how best to deliver the curriculum, drawing on integrated approaches where appropriate and using pedagogical approaches that take account of students’ needs, interests and the school and community context.

DECD schools have the flexibility within the context and parameters of the policy and these guidelines to provide a curriculum that reflects their local context and recognises the learning entitlement of all students”.^{iv}

(As a typical case study of how systems have prepared schools for the introduction of the Australian Curriculum the South Australian DECD document is reproduced at Appendix One).

In New South Wales, there has been a very considered prior discussion of the content of the Australian Curriculum and a gradual phasing-in of the four revised Kindergarten-Year 10 syllabus areas which are informed by the Australian Curriculum documents, produced iteratively by ACARA.

In July 2012, all schools in NSW received a memorandum jointly developed and signed by the NSW Board of Studies, the Association of Independent Schools of NSW, the Catholic Education Commission NSW and the NSW Department of Education and Communities. This joint memorandum indicated that revised NSW syllabus and support materials would arrive in schools by the end of 2012; that 2013 was to be a year of familiarisation for all schools and systems and that implementation would commence in 2014. All of the sectors agreed on the process and the timeline. (This communication is reproduced as Appendix Two).

From its early conceptualisation in 2008 and through the thousands of submissions and hundreds of meetings and forums and consequent redrafts and revisions the development of the Australian Curriculum has in fact been an exemplary study of how curriculum should be developed in a modern liberal democracy.

Quo vadis?

Instead of the contumely heaped upon the process and eventual final products of this historic movement it should be honoured. Indeed, the third Term of Reference of the Donnelly-Wiltshire Review and the associated ill-considered comments made around its launch assume a profound deficit in the curriculum shaping process. It will be extraordinary if the Review can conclude anything but praise for what has been achieved.

The essential reality is that the Donnelly-Wiltshire Review is a very troubled operation.

Indeed the Terms of Reference and the existence of a review with such scope seem to sit as a strange counterpoint to the recent remarks of one avid commentator who made plain that:

“Under the Australian constitution and based on the fact that we have a federal system of government, school education is a responsibility of the states and not the Commonwealth Government”.^v (Kevin Donnelly)

Whilst intellectual consistency might be desirable in discussions to do with 3.3 million children and their educational futures, moderation in expression is certainly essential. And here the Review and the reviewers have profound problems with issues of “independence and balance” as their own Terms of Reference phrase it.

In the very week that the Review was announced *The Australian*^{vi} newspaper, not a rabid left-wing organ, shared some of the observations made by the reviewers in the recent past.

One of the reviewers had lambasted a “cultural left national curriculum” whilst the other had already been on record as declaring the national curriculum a “failure” and had similarly uncovered “the astounding devaluation of the book” in modern teaching which occasioned some surprise and alarm to the great majority of teachers across the nation who daily delve into their school’s bookrooms.

The problem of “robustness, independence and balance” for the Review itself was exacerbated when other media coverage^{vii} reminded the public of Dr Donnelly’s assertion that, “The cultural left has taken the long march through the education system and enforced its biased, ideological world view on schools”.

This précis of Dr Donnelly’s ideological world view also reminded readers of his disdain for multiculturalism, his production of educational materials for a tobacco firm, his contempt for homosexuals and his deep connections with the political Right. All of this is of course perfectly acceptable in a western, liberal democracy but they scarcely equip one to form one half of a duumvirate with a sweeping brief and Terms of Reference such as they have been assigned.

Rather, it is to be hoped that anyone entrusted with such an important area for review had the capacity for moderation in thought and expression, a respect for truth and academic method and an open mind.

There is no evidence of this with Dr Donnelly.

His assertion regarding the history curriculum that, “Anyone reading the two syllabus documents, covering kindergarten to year 10 and years 11 and 12, can be left in no doubt that schools across Australia will soon be forced to teach a new-age and politically correct view of history and Australia’s place in the world”^{viii} is simply and demonstrably untrue.

Further, his claims that in modern teaching “The grand narrative associated with the rise of Western civilization, the classics associated with our literary heritage and the belief that science and technology are beneficial and central to overcoming poverty and disease have all been replaced with vacuous and mundane subjects like studying the local community, the life of Princess Di and the dangers of global warming” is profoundly ignorant and a libel against the teaching profession.

Such polemics have no place in true intellectual deliberations and such a polemicist is scarcely fit to cast judgement on the “robustness, independence and balance” of those engaged, from a plurality of backgrounds and persuasions, in seeking to build worthwhile curriculum for the nation’s children.

Similarly, when the same commentator-reviewer would insist^{ix} on compelling all children to study the Bible as part of the Australian Curriculum he reveals an ignorance of Australia’s education history. One need only glance overseas to discover what unfolds when the overly zealous seek to impose the teaching of a holy book as a mandated element of a school curriculum. Certainly, children may have the Bible as part of the curriculum in faith schools and they have done so in this country for over two centuries.

As part of the great education settlement in the colonies of the latter part of the nineteenth century it was agreed that public systems of education would eschew instruction of a dogmatic and specific kind. Part of the guarantee of freedom *of* religion in this country was to be based on freedom *from* religion in teaching programs. And part of respect for all citizens' belief systems was the guarantee that one religious tradition was not to be privileged by the state over another. This is simply basic to the finely-honed and successful western, liberal tradition of Australia and in particular, its public school system.

Some conclusions

The Donnelly-Wiltshire Review might sadly become merely a sideshow in Australia's history and the regrettable tenor of its launch suggests perhaps a lack of aforethought in the manner and timing of its launch.

At least 50 per cent of the reviewing panel appears to have animus towards public education, an insufficient grasp of the implications of academic method and a complete disrespect for the enormity of what has been achieved thus far in building a consensus around the Australian Curriculum. The other 50 per cent of the panel has some hard choices to make if his intellectual reputation is not to be sullied by association, permanently.

A grand coalition of forces across the full intellectual and political spectrum has been engaged at all levels in constructing this curriculum and they have done so in an unhurried and collaborative fashion. Along this path, the AEU, its constituent branches and bodies and thousands of its teacher members have been involved and engaged. At times, this input has been heeded and at other times different counsel prevailed. Again, this is what occurs in a successful, liberal democracy.

Schools and systems and jurisdictions of a sweeping breadth have been a part of its development. It is now unfolding in a pluralist fashion where teaching programs can be developed from it in a myriad of ways consistent with the different philosophies, priorities and needs of school communities and systems.

The Australian Curriculum is but a few weeks old. The nation's education systems and leaders and teachers are now moving behind it having prepared for some years for this moment.

To have the initial achievement of this Australian Curriculum derailed by a duumvirate acting contrary to what fact and objective analysis would teach them would be a grand disservice to the students of Australia and the future of the nation.

If the eventual recommendations emanating from the Review merely reveal a willful continuation of tendentious thought and an obdurate mindset, it will be recorded in history as that sideshow.

Australia deserves better than an education show trial.

ⁱ See www.aisnsw.edu.au/Services/AustralianCurriculum/Pages/Support Accessed January 31, 2014

ⁱⁱ See www.qsa.qld.edu.au/downloads/publications Accessed January 31, 2014

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- iii See www.det.wa.edu/curriculumsupport/k10syllabus/detcms/portal Accessed January 31, 2014
- iv Guidelines for the implementation of the Australian Curriculum in DECD schools: Reception-Year 10 DECD
- v “The battle for education control” June 10, 2013 The Drum www.abc.net.au/unleashed/4744284.html
Accessed January 13, 2014
- vi *The Australian* January 10, 2014
- vii “Education reviewer tarred by tobacco past” *Sun Herald* January 12, 2014 p7
- viii “History channeled: left-wing bias in teaching” The Drum May 31 2010
www.abc.net.au/unleashed/34718.html Accessed January 13, 2014
- ix “The Bible deserves a place in the national curriculum” The Drum December 31 2011
www.abc.net.au/unleashed/3750156.html

APPENDIX ONE

Guidelines for the implementation of the Australian Curriculum in DECD schools: Reception–Year 10

This guideline is applicable to: all DECD employees.

These guidelines are available at <http://www.decd.sa.gov.au/teachingandlearning/pages/Years10/curric/>

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27/05/13	0.2	Revised unedited version with consultation feedback included
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18/07/13	1.0	Final version

TITLE

Guidelines for the implementation of the Australian Curriculum in DECD schools: Reception–Year 10

PURPOSE

The 'Guidelines for the implementation of the Australian Curriculum in DECD Schools: Reception–Year 10' are to be read in conjunction with the '[Curriculum, Pedagogy, Assessment and Reporting Policy for Reception–Year 10](#)'¹ (ie mandated requirements). Together the policy and guidelines provide direction to Department for Education and Child Development (DECD) schools about expectations of what will be taught, assessed and reported.

SCOPE

These **guidelines** provide information, including links to advice and exemplars for principals and leaders, about how to manage the [Australian Curriculum](#)² implementation process. They provide information on:

- how the Australian Curriculum is organised
- learning area/subject time allocations and timetabling considerations
- expected timelines for familiarisation and implementation of learning areas/subjects
- other curriculum documents
- pedagogical approaches
- assessment and reporting of student learning.

Additional guidance is provided about managing learning transitions across different sites and using the Australian Curriculum with multi-age and composite classes to help schools fulfil policy requirements.

In addition to the Australian Curriculum, DECD schools will also use the Child Protection Curriculum and the Aboriginal Cultural Studies resource to design their teaching and learning. However, these guidelines focus primarily on the Australian Curriculum.

¹ DECD (2013) 'Curriculum, Pedagogy, Assessment and Reporting Policy for Reception–Year 10', available at <http://www.decd.sa.gov.au/teachingandlearning/pages/Yearsr10/curric/>

² ACARA Australian Curriculum, available at <http://australiancurriculum.edu.au/> (accessed 14 June 2013)

These guidelines acknowledge that specific decisions about how to organise learning are best made by teachers and schools. They are intended to provide the parameters within which schools can make local decisions that reflect the school's context. The importance of this flexibility is recognised in the design and development of the Australian Curriculum.

Schools are able to decide how best to deliver the curriculum, drawing on integrated approaches where appropriate and using pedagogical approaches that take account of students' needs, interests and the school and community context ([The Shape of the Australian Curriculum](#), p.13).³

DECD schools have the flexibility within the context and parameters of the policy and these guidelines to provide a curriculum that reflects their local context and recognises the learning entitlement of all students.

The guidelines are also informed by the learning principles provided by the [South Australian Teaching for Effective Learning \(TfEL\) Framework](#)⁴ which supports teachers in how to design teaching and learning.

In the past, introduction of new curriculum has traditionally focussed on the 'what': that is, the content of the new curriculum. Numerous research studies ([OECD/CERI 2008](#)⁵; [TALIS 2007](#)⁶) and studies of neuroscience provide evidence that the 'how' is also important: how we engage students in the learning; how we interest them in the learning in the first place; how we help them make sense of what they are exploring and developing understanding about; and how they see it as part of their lives.

³ ACARA (October 2012) 'The Shape of the Australian Curriculum v.4', available at www.acara.edu.au/verve/resources/The_Shape_of_the_Australian_Curriculum_v4.pdf (accessed 21 April 2013)

⁴ DECS (2010) *South Australian Teaching for Effective Learning (TfEL) Framework*, available at http://www.learningtolearn.sa.edu.au/tfel/files/links/DECS_SA_TfEL_Framework_gu_4.pdf (accessed 13 June 2013)

⁵ OECD/CERI (2008) 'Understanding the Brain: the Birth of a Learning Science', *Paper delivered at the OECD/CERI International Conference Learning in the 21st Century: Research, Innovation and Policy*, available at www.oecd.org/site/educeri21st/40554190.pdf (accessed 16 April 2013)

⁶ OECD (2009) 'Teaching and Learning International Survey (TALIS)', *Creating Effective Teaching and Learning Environments: First Results from TALIS*, OECD, available at www.oecd.org/dataoecd/17/51/43023606.pdf (accessed 16 April 2013)

This is why the focus that DECD is taking with the introduction of the Australian Curriculum is on quality teaching and learning: it is how teachers use and deliver the curriculum that makes the difference to students' engagement, intellectual challenge and achievement. Building on over a decade of work that puts the students at the centre of our work, we are bringing together the curriculum (the 'what') and pedagogy (the 'how') through Learning Design.

The Australian Curriculum in this process provides the frame of reference for 'what' we want our students to learn and the [South Australian Teaching for Effective Learning \(TfEL\) Framework](#) provides the learning principles that inform 'how' we design and implement quality teaching and learning.

The achievement standards of the Australian Curriculum require teachers to design assessment and make judgements of students' achievements against these common reference points.

OBJECTIVES

A key function of DECD is to lead and manage South Australia's public education system.

The 'Guidelines for the implementation of the Australian Curriculum in DECD schools: Reception–Year 10' derive from and give expression to the South Australian Government priority of '[Every chance for every child](#)'⁷ and the benefit that is stated in DECD's '[Brighter Futures... From Blueprint to Action](#)'⁸ strategy: higher standards of achievement for children and young people. The government priority underpins high quality public education and care for South Australian children and the delivery of a world-class primary and secondary education in all areas of the curriculum.

GUIDELINE DETAILS

The Australian Curriculum is being developed by the [Australian Curriculum, Assessment and Reporting Authority \(ACARA\)](#)⁹ to enable all young Australians to develop the personal qualities and skills required for them to function as active individuals and citizens in the 21st century. The development is guided by a commitment by the Council of Australian Governments (COAG) to the

⁷ DECD (2012) 'Every chance for every child', available at www.decd.sa.gov.au/docs/documents/1/EveryChanceforEveryChild.pdf (accessed 1 May 2013)

⁸ DECD (2013) 'Brighter Futures... From Blueprint to Action', available at www.decd.sa.gov.au/docs/documents/1/BrighterFuturesFBTA.pdf (accessed 1 May 2013)

⁹ Australian Curriculum, Assessment and Reporting Authority (ACARA): <http://acara.edu.au/>

[‘2008 Melbourne Declaration on Educational Goals for Young Australians’](#)¹⁰. The goals of the Declaration are:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- successful learners
- confident and creative individuals
- active and informed citizens.

The Melbourne Declaration emphasises the importance of knowledge, skills and understandings as students engage in 21st century learning. The general capabilities and cross-curriculum priorities which underpin this learning include a strong focus on literacy and numeracy skills as a cornerstone for learning. This is supported through [‘Great start—Strong foundations—Powerful learners: A Numeracy and Literacy Strategy from Birth to 18’](#)¹¹, designed to support all students to achieve their potential in the curriculum.

The ‘Guidelines for the implementation of the Australian Curriculum in DECD schools: Reception–Year 10’ provide a foundation to guide the work of all schools in providing curriculum that all students should learn as they progress through school. This includes time allocations for learning areas which acknowledge that some learning areas have more prominence than others at particular year levels. To ensure rigorous and comprehensive assessment of student progress in the curriculum, achievement is based on the professional judgement of teachers that focuses on assessment *for* learning in order to inform teaching; assessment *as* learning to allow students to reflect on progress; and assessment *of* learning against the achievement standards.

Curriculum is the planned teaching and learning program constructed by educators to achieve agreed educational outcomes. The curriculum describes a learning entitlement for all students and includes the core knowledge, understanding, skills, capabilities and priorities.

For those learning areas/subjects of the Australian Curriculum that are not yet endorsed for teaching by the Australian Education Ministers, schools will be guided in planning, teaching, assessing and reporting using the [South Australian Curriculum, Standards and Accountability](#)

¹⁰ MCEETYA (2008) ‘Melbourne Declaration on Educational Goals for Young Australians’, available at www.mceecdya.edu.au/verve/_resources/national_declaration_on_the_educational_goals_for_young_australians.pdf (accessed 21 April 2013)

¹¹ DECD (2013) ‘Great start—Strong foundations—Powerful learners: A Numeracy and Literacy Strategy from Birth to 18’, available at <http://www.decd.sa.gov.au/docs/documents/1/NumeracyLiteracyStrategy.pdf> (accessed 13 June 2013)

[\(SACSA\) Framework](#)¹². It is expected that by the beginning of 2017 all Australian Curriculum learning areas/subjects will be fully implemented (ie used to plan, teach, assess and report) in all DECD schools.

5.1 Implementing the Australian Curriculum

The Australian Curriculum sets out what students are expected to learn and an expectation of the quality of learning. Each education jurisdiction in Australia is responsible for the implementation of the Australian Curriculum.

5.1.1 Organisation of the Australian Curriculum

Attachment 1 demonstrates the organisation of the Australian Curriculum—the learning areas/subjects—across Reception–Year 12. The learning areas of English, Mathematics, Science, History, and Health and Physical Education are to be taught to students in each year from Reception to Year 10. When considering Attachment 1, it is important to note the following:

- the year levels for the compulsory learning areas/subjects (solid colour)
- the year levels for which curriculum is developed but is optional (striped)
- the formal learning areas that begin in later years (ie Civics and Citizenship in Year 3 and Economics and Business in Year 5)
- the learning areas/subjects that have an achievement standard for each year and those that have an achievement standard for a two year band.

DECD schools have the flexibility to plan a whole school approach to structuring the quality delivery of all learning areas. Ideas to help schools have the essential conversations about planning to deliver the Australian Curriculum can be found in '[Leading Learning: Making the Australian Curriculum work for us](#)'¹³.

5.1.2 Learning area time allocations

For Foundation (Reception)–Year 10, the Australian Curriculum is written so that it should not take up more than 80 per cent of the total teaching time available in schools. The remaining teaching time allows schools to consider local contexts and focus areas.

¹² DECS (2001) South Australian Curriculum, Standards and Accountability (SACSA) Framework, available at <http://www.sacsa.sa.edu.au/splash.asp> (accessed 13 June 2013)

¹³ DECD (2013) 'Leading Learning: Making the Australian Curriculum work for us', available at <http://www.acleadersresource.sa.edu.au/> (accessed 13 June 2013)

ACARA has provided curriculum writers with indicative times to guide them in the relative emphasis they should give to each learning area/subject as they write the curriculum. These indicative times are not intended to assign teaching time for the learning areas/subjects, but are purely a guide to indicate to writers the approximate proportion of the curriculum they should write for. The indicative times that ACARA has identified to writers are shown in **Attachment 2** for Foundation (F) to Year 10 and are published in ACARA's '[Curriculum Design Paper Version 3](#)',¹⁴.

The relative emphasis given to each of the eight learning areas varies across the stages of schooling. Apart from the English, Mathematics, Science, History, and Health and Physical Education learning areas, students in Years 9 and 10 will have the flexibility to choose whether to continue learning in other areas, depending on the subjects a school decides to offer students and the subjects that students choose.

DECD schools have the flexibility to make local decisions to guide these 'optional' choices. Within the parameters of the '[Curriculum, Pedagogy, Assessment and Reporting Policy for Reception–Year 10](#)', schools are able to make learning areas/subjects compulsory, even though the curriculum may be identified by ACARA as being optional, provided they are able to deliver the requirements of the Australian Curriculum.

ACARA's indicative times may be used by schools to assist in determining the proportional time they allocate to learning areas. However, these times are not mandated by DECD and in some learning areas in some year levels the **DECD guaranteed minimum teaching times** are greater than those indicated to writers by ACARA. The guaranteed instruction times must be adhered to by DECD schools according to the following table:

English / literacy	R–7	300 minutes / 5 hours per week
Mathematics / numeracy	R–7	300 minutes / 5 hours per week
Science	R–3	90 minutes / 1½ hours per week
	4–7	120 minutes / 2 hours per week

¹⁴ ACARA (March 2012) 'Curriculum Design Paper V.3', available at www.acara.edu.au/verve/resources/Curriculum_Design_Paper_version_3_%28March_2012%29.pdf (accessed 16 April 2013)

Note in particular that these DECD guaranteed minimum times are greater than the ACARA indicative times in:

- Year 7 English
- R–7 Mathematics
- R–7 Science.

DECD schools have the flexibility to make decisions about their allocated teaching times for learning areas whilst adhering to the DECD guaranteed minimum teaching times for English/literacy, Mathematics/numeracy and Science in R–7 (as stated in '[CE Circ 09:25 Primary Science, Mathematics and Literacy Strategies](#)')¹⁵.

It is possible to meet the DECD guaranteed minimum times, for example, for English/literacy in a number of ways, particularly by focusing on the literacy required to engage with other learning area/subjects. Another option is to dedicate some of the unallocated time to the teaching of English. These options can also be applied to meeting the DECD guaranteed minimum times for Mathematics/numeracy and Science.

DECD schools have flexibility to determine how they ensure each student's learning entitlement is provided under the Australian Curriculum.

Note that the indicative times for Languages are based on an average percentage time of 5% of the curriculum per year from Reception–Year 6 and 8% of the curriculum in Years 7–10.

5.1.3 Timetabling considerations

The organisation of the school day and timetable plays a significant role in supporting the delivery of the curriculum and impacts upon resource requirements. A variety of factors will influence local decisions about the organisation of the school day and line structures. The information in **Attachment 3** is provided to assist sites to explore potential timetabling arrangements to meet the student learning entitlement described in the Australian Curriculum.

The hours per week and hours per year information provided in Attachment 3 are based on a 40 week school year and calculated using 1600 minutes of instruction time per week (320 minutes per day/5 hours and 20 minutes per day) and the ACARA indicative percentages.

¹⁵ DECS (2009) 'CE Circ 09:25 Primary Science, Mathematics and Literacy Strategies', available at www.decd.sa.gov.au/mediacentre/files/links/link_115478.pdf (accessed 12 June 2013)

DECD schools have the flexibility, within the policy requirements, to organise the school day and determine how the curriculum is delivered according to the local school context and the needs of their students, guided by the [South Australian Teaching for Effective Learning \(TfEL\) Framework](#) and the [Curriculum, Pedagogy, Assessment and Reporting Policy for Reception–Year 10](#).

Examples of decisions that schools might have to make about how they structure the curriculum to provide the learning program at the school include:

- how they structure the whole curriculum, including approaches for the delivery of learning areas (eg the Humanities and Social Sciences or Arts subjects) in learning programs
- how they use non-instruction time (NIT) in R–7 to manage the required teaching and learning
- how student learning, assessment and reporting at the Year 7/8 transition point is managed for learning areas/subjects that have one achievement standard for the Year 7–8 band
- what curriculum choices they offer students at Years 9 and 10.

Exemplars are provided to show how some schools are approaching this curriculum planning, and to provide ideas to schools that can inform their own decisions.

5.1.4 Expectations for implementation

DECD is responsible for supporting schools to implement the Australian Curriculum in ways that value teachers' professional knowledge; that reflect the local contexts; and that take account of students' family, cultural and community backgrounds. Special interest schools and those delivering an alternative curriculum (for example, the International Baccalaureate) will put Australian Curriculum into their teaching and learning program, as outlined by ACARA in ['Alternative Curriculum Recognition'](#).¹⁶

The recommended **timeline for familiarisation and implementation of the Australian Curriculum** in Reception–Year 10 in DECD schools is outlined in **Attachment 4**. It is based on a year of familiarisation with a learning area/subject before teachers are expected to plan, teach, assess, and report to parents on students' achievements in relation to the Australian Curriculum achievement standards. This timeline also takes account of the desirability of a seamless transition for students who commence learning the Australian Curriculum in 2013 to continue to do so throughout their senior secondary years, noting, however, that the SACE Board of South Australia has yet to confirm timelines for the integration of the Australian Curriculum subjects into the SACE.

¹⁶ ACARA Alternative Curriculum Recognition, available at www.acara.edu.au/curriculum/alternative_curriculum_recognition.html (accessed 21 April 2013)

All areas of the R–10 Australian Curriculum will be fully implemented in all schools with all teachers planning, teaching, assessing and reporting on all Australian Curriculum learning areas:

- **for Years R–7 by the end of 2016, and**
- **for Years 8–10 by the end of 2015.**

Secondary schools with specialist teachers and fewer learning areas affecting individual teachers can be expected to move ahead faster than primary schools.

Teaching and Learning Services will align support strategies to the recommended timeline for familiarisation and implementation outlined in Attachment 4.

Principals' line managers and implementation officers are keen to know about their school plans for familiarisation and implementation to move toward achieving the timeline. Principals are asked to complete '**Attachment 5: Site plans for familiarisation and implementation of the R–10 Australian Curriculum**'. If the site plan follows the recommended timeline, minimal additional information is required. Implementation officers will organise to collect these completed forms during their cluster and site visits by the end of Term 4 2013.

DECD schools have the flexibility in how to prepare for implementation of the Australian Curriculum by undertaking a range of activities, including familiarisation, piloting, trialling and professional learning, in some or all of the learning areas in order to support teachers to prepare for using the Australian Curriculum to design quality teaching and learning programs.

5.1.5 Exceptional circumstances

For some schools, there may be exceptional circumstances, for example, concerning the teaching of Languages. If Languages are already being taught, the Australian Curriculum versions will be implemented in a continuous way. However, where a language has not previously been taught, where teacher expertise is not currently available, and if the recommended timeline poses significant challenges to individual schools, schools may negotiate with and seek approval from the principal's line manager for an extension to this timeline. In these exceptional circumstances, principals will indicate on **Attachment 5** the strategies they will put in place to enable full implementation of the R–10 Australian Curriculum by the end of 2017.

All extensions must ensure that all eight learning areas of the Australian Curriculum are delivered (ie planned, taught, assessed and reported) by the end of 2017.

Implementation officers will organise to collect these completed forms during their cluster and site visits by the end of Term 4 2013.

5.2 Other curriculum documents

The **Keeping Safe: Child Protection Curriculum** (KS: CPC) and the **Aboriginal Cultural Studies** resource are expected to be used by teachers as they design quality teaching and learning within the eight learning areas of the curriculum. There is no expectation for additional reporting and assessing against the Keeping Safe: Child Protection Curriculum or the Aboriginal Cultural Studies resource.

5.2.1 Keeping Safe: Child Protection Curriculum

The DECD [Child Protection in Schools, Early Childhood Education and Care Services](#) policy (December 2011)¹⁷ states that children and young people will engage with curriculum which explicitly teaches them about the nature of personal safety and wellbeing; their rights to personal safety and wellbeing; help seeking and self-protecting behaviours; and their responsibilities to the safety and wellbeing of others. The policy explicitly states that:

(6.12) All children and young people in DECD preschools and schools will access approved child protection curriculum.

(6.13) The approved child protection curriculum will be taught by staff who have received training in its use.

(6.14) The approved child protection curriculum will be reviewed in response to emerging evidence about child abuse and violence prevention programs.

The Keeping Safe: Child Protection Curriculum (KS: CPC) is an evidence-based, best practice curriculum, developed collaboratively with child protection specialists, teachers, educational leaders, and other professionals. The curriculum is divided into separate documents for each band level, with a supporting document for learners from culturally and linguistically diverse backgrounds.

¹⁷ DECD (2011) 'Child Protection in Schools, Early Childhood Education and Care Services' policy, available at www.decd.sa.gov.au/docs/documents/1/ChildProtectioninSchoolsE.pdf (accessed 16 April 2013)

To implement the Keeping Safe: Child Protection Curriculum, teachers must participate in a full day training course conducted by the Principals Australia Institute. A review is currently underway to align the curriculum with the *Early Years Learning Framework*, the Australian Curriculum and the *South Australian Teaching for Effective Learning (TfEL) Framework*. This is due for completion in 2013. A refresher course will be developed to incorporate this alignment. It is expected that all staff delivering the curriculum will undertake the refresher course. Visit

<http://www.decd.sa.gov.au/teachingandlearning/pages/pandp/Childprotection/> for further details

A supporting document is also being developed for students with special needs.

5.2.2 Aboriginal Cultural Studies resource

DECD is ensuring the inclusion of Aboriginal culture and history in the school curriculum through a curriculum resource developed with the involvement of Aboriginal people. These materials will be available on Scootle from Term 3 2013, providing access to the resource for all Australian teachers.

The Aboriginal Cultural Studies resource supports the [Australian Curriculum cross-curriculum priority Aboriginal and Torres Strait Islander histories and cultures](#)¹⁸ and is aligned to the relevant Australian Curriculum learning areas.

The [SA Strategic Plan](#)¹⁹ requires that all schools provide Aboriginal Cultural Studies in the school curriculum by 2016, with the involvement of Aboriginal people in design and delivery. DECD is currently exploring avenues for employing Aboriginal cultural specialists to support teachers in using the Aboriginal Cultural Studies resource by 2016. Schools across the state are expected to use the materials to enhance the programs already in place or to introduce Aboriginal Cultural Studies across the curriculum at one or more year levels.

5.3 Pedagogical approaches

The Australian Curriculum provides the frame of reference for **what** students learn and the [South Australian Teaching for Effective Learning \(TfEL\) Framework](#) provides the learning principles that inform **how** teachers design quality teaching and learning. The TfEL Framework describes the DECD position on pedagogy for all schools. It supports the collaborative work of teachers by

¹⁸ Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority, available at www.australiancurriculum.edu.au/CrossCurriculumPriorities/Aboriginal-and-Torres-Strait-Islander-histories-and-cultures (accessed 14 June 2013)

¹⁹ SA Strategic Plan (Target 27), available at <http://saplan.org.au/pages/download-the-plan>

providing a common frame of reference for reflecting on the quality of teaching and learning. Developing a whole school approach to pedagogy provides a focus for building individual student engagement, challenge and achievement for all students and school-wide improvement. The Framework is described over four domains. Domain 1: Learning for effective teaching describes school leaders' work with staff to create learning opportunities about quality teaching and learning. The remaining domains describe how teachers create learning opportunities with students:

- Domain 2: Create safe conditions for rigorous learning
- Domain 3: Develop expert learners
- Domain 4: Personalise and connect learning.

Learning Design brings together the 'how' and the 'what' of quality teaching by posing six questions that guide teachers to design teaching and learning. These six questions provide a process to support and scaffold thinking so that teachers can work collaboratively with their peers to design intentional, challenging and responsive teaching and learning. The questions that teachers consider are:

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

Resources have been developed to support leaders to help their teachers to design intentional learning whilst teaching the Australian Curriculum. These resources are available on the '[DECD Australian Curriculum Leaders' resource—Getting started](http://www.decd.sa.gov.au/teachingandlearning/pages/Leadersresource/44209/)'²⁰ and the '[Leading Learning: Making the Australian Curriculum work for us](http://www.acleadersresource.sa.edu.au/)'²¹ websites.

5.4 Assessment and reporting

Under current national agreements, all schools are required to provide parents and carers twice a year with plain language reports on student progress and achievement, using grades A–E or an

²⁰ DECD (2012) 'Australian Curriculum Leaders' resource—Getting started', available at <http://www.decd.sa.gov.au/teachingandlearning/pages/Leadersresource/44209/> (accessed 13 June 2013)

²¹ DECD (2013) 'Leading Learning: Making the Australian Curriculum work for us', available at <http://www.acleadersresource.sa.edu.au/> (accessed 13 June 2013)

equivalent scale, clearly defined against the Australian Curriculum achievement standards. For those learning areas/subjects not yet implemented, schools should report using the [South Australian Curriculum, Standards and Accountability \(SACSA\) Framework](#). At this stage, there is no requirement for schools to assign A–E grades or word equivalents in reporting on students in the Reception year.

DECD schools have the flexibility, in consultation with parents/the school community, in designing the format and style of school reports in the context of their teaching and learning programs.

The Australian Curriculum achievement standards provide a basis for identifying current levels of student achievement; monitoring progress; providing feedback; and measuring and reporting on performance. This ensures that assessment and reporting practices are explicitly centred on the improvement of student learning.

The [South Australian Teaching for Effective Learning \(TfEL\) Framework](#) supports teachers to design learning to maximise student engagement, challenge and achievement. The focus on the six Learning Design questions includes effective assessment practices, which help teachers to customise learning to the needs of their students and to provide evidence about the quality of student learning.

DECD schools have flexibility in planning learning, with teachers being responsible for designing effective assessment tasks, and assessing and reporting on student progress and achievement.

The DECD Guidelines, '[Reporting on Australian Curriculum: Guidelines for DECD schools, R-10, v 1.0](#)'²² can be used to support this process, as can the portfolios of work samples on the Australian Curriculum website.

5.5 Managing learning transitions

There are significant transition points that impact on DECD schools' implementation of the Australian Curriculum. These include:

- preschool to school
- primary to secondary school.

²² DECD (March 2012) *Reporting on Australian Curriculum: Guidelines for DECD Schools R-10 V1.0*, available at <http://www.decd.sa.gov.au/assessment/pages/Guidelines/>

5.5.1 Preschool to school

Schools need to consider and plan for the transition of students from preschool settings, where curriculum is planned using the [*Early Years Learning Framework \(EYLF\)*](#)²³, to the Reception year, where the [*Foundation level of the Australian Curriculum*](#)²⁴ describes the learning entitlement for Reception students. Although Reception teachers use the available Australian Curriculum (and SACSA for the other learning areas) to plan their teaching and learning programs, they also need to consider the EYLF and individual assessment information provided by the preschool.

Knowing about the EYLF helps Reception teachers understand children's prior learning experiences and what their students bring to school. The EYLF has five outcomes:

- 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.

These five outcomes describe the key learning and dispositions expected to be developed during a child's time at preschool. When making decisions about how best to engage each child in learning, Reception teachers need to consider information from the five outcomes.

5.5.2 Primary to secondary school

In the transition from primary to secondary school, schools will need to collaborate and plan for Australian Curriculum learning areas/subjects which are written over two year bands. These include:

- The Arts
- Languages
- Health and Physical Education
- Technologies.

The **Year 7–8 band** is often taught across different school sites (eg Year 7 in primary, Year 8 in secondary). Where student learning in the Years 7–8 band involves different sites, it will be

²³ DEEWR (2009) *Early Years Learning Framework (EYLF)*, available at http://foi.deewr.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_foundation_level_of_the_australian_curriculum.pdf (accessed 12 June 2013)

²⁴ Foundation level of the Australian Curriculum: <http://www.australiancurriculum.edu.au/FoundationYear>

important where possible for all sites involved to communicate and plan together so that repetition of curriculum content is avoided and so that student assessment information is available to inform reporting. This may require communication about:

- which site is teaching which aspects of the content and achievement standards, and
- the format of assessment information that will inform articulated assessment and reporting for individual students.

Where a pathway for second language learners includes an option for the **language to begin at Year 7**, in DECD schools these language studies will begin at Year 8 (ie at the start of secondary school). Secondary schools, together with their feeder primary schools, will need to agree on the languages and the language pathways offered in their primary and secondary schools so that students and their families are clear about what is available to be learned in each context.

DECD schools have flexibility in deciding how they will communicate, negotiate and agree on what they plan across school sites according to what works best for these contexts.

5.6 Multi-age and composite classes

The Australian Curriculum, in the '[Shape of the Australian Curriculum v4.0](#)', recognises that teachers and schools are best placed to make decisions about how to organise learning. In many schools there are students at multiple year levels in one classroom and challenges may arise when teachers have to consider the year level structure of the Australian Curriculum when working with these classes.

Whatever the arrangement used to group students, every classroom has a diverse range of students in terms of their prior knowledge, interests, abilities and aspirations. Teachers, therefore, need to design learning experiences based on the information in these guidelines to provide opportunities that engage, challenge and support this diversity of students. This is the case whether the classroom consists of Reception–Year 7 students; whether there are two or three consecutive year levels, such as Years 8–10; or whether the classroom is made up of students from the same year level.

DECD schools have flexibility in how to organise quality learning for every student in each of these classroom contexts, with teachers required to intentionally consider what they want students to learn; how they will connect the curriculum to what the students bring to the learning; and how they will teach, assess and report the students' learning to continue to move each student forward.

The resource '[Leading Learning: Making the Australian Curriculum work for us](#)' has been developed to support leaders' work with teachers to design learning experiences across multiple year levels. This resource draws out the big ideas and concepts of each learning area that enable teachers to design learning experiences and assessment tasks that allow students across multiple year levels to demonstrate their learning. Additional information about teaching the Australian Curriculum in multi-age classes can be found in the '[DECD Australian Curriculum Leaders' resource—Getting started](#)' and in the document '[Teaching in multi-age and composite classes](#)'²⁵.

5.7 Support to schools

Teaching and Learning Services will continue to support schools by providing:

- implementation officers to support school leaders
- updated information from ACARA, including curriculum development timelines; familiarisation and implementation requirements; information on learning area/subject teaching times
- resource development and professional learning that links the Australian Curriculum to the [South Australian Teaching for Effective Learning \(TfEL\) Framework](#) and Learning Design
- online Professional Learning Communities for leaders, and resources for use in professional learning, including collaborative moderation/teacher judgement
- exemplars for curriculum structures and implementation planning, such as approaches for the delivery of the four Humanities and Social Sciences (HASS) subjects; the five Arts subjects and for Languages. These exemplars will be added to over time so that there are examples from all learning areas.
- Outreach Education Australian Curriculum referenced programs, materials and experiences for out of school learning
- general resources and advice that leaders can use with their staff
- DECD reporting guidelines and support for assessment, including developing processes and materials to promote high quality assessment practices in schools.

Nationally provided support materials include:

- Australian Curriculum online: www.australiancurriculum.edu.au/
- digital resources for all learning areas via Scootle: www.scootle.edu.au/ec/p/home

²⁵ DECD (2012) Teaching in multi-age and composite classes, available at <http://dlb.sa.edu.au/ac/mod/resource/view.php?id=45> (accessed 13 June 2013)

Support materials from other jurisdictions which are available to all schools include:

- ACT (*From Every Chance to Learn to The Australian Curriculum K–10*): [www.det.act.gov.au/ data/assets/pdf file/0016/173104/ECTL Bridging Document.pdf](http://www.det.act.gov.au/data/assets/pdf_file/0016/173104/ECTL_Bridging_Document.pdf)
- NSW (NSW syllabuses for the Australian curriculum): <http://syllabus.bos.nsw.edu.au/>
- Queensland (Australian Curriculum in Queensland): www.qsa.qld.edu.au/20753.html
- Victoria (AusVELS Resources and Support): www.vcaa.vic.edu.au/Pages/foundation10/curriculum/index.aspx
- Western Australia (Curriculum Support): <http://det.wa.edu.au/curriculum/support/detcms/portal/>

ROLES AND RESPONSIBILITIES

Party / Parties	Roles and responsibilities
ACARA	The Australian Curriculum Assessment and Reporting Authority (ACARA) is responsible to the Standing Council on School Education and Early Childhood (SCSEEC comprises all Australian State and Territory Education Ministers) for developing the Australian Curriculum and achievement standards F(R)–12.
DECD	<p>The Department for Education and Child Development (DECD) leads and manages South Australia's public education system and is responsible for implementing the curriculum in government schools, education centres and units.</p> <p>The Teaching and Learning Services directorate provides advice and support to leaders that enables them to advance quality teaching and learning in DECD schools and successful post-school pathways for every young person.</p>
Principals/ leaders	<p>Principals/leaders are responsible for:</p> <ul style="list-style-type: none"> • developing and putting into effect plans and processes that enable the requirements of these DECD guidelines to be met at their site • working with staff members to develop their skills for planning quality teaching and learning programs that maximise student engagement, intellectual challenge and achievement.

Teachers	<p>Teachers are responsible for:</p> <ul style="list-style-type: none"> • using the Australian Curriculum for planning, teaching, assessing and reporting on all learning areas as they are implemented • using the South Australian Curriculum, Standards and Accountability Framework for planning, teaching, assessing and reporting on all other learning areas • using the South Australian Teaching for Effective Learning (TfEL) Framework to design and teach learning programs that engage and improve the achievement of each and every student • using the Australian Curriculum achievement standards, or SACSA outcomes and standards until the Australian Curriculum is fully implemented, as the reference point for assessing, monitoring and reporting on student achievement • working in professional learning communities with other educators, students, families and communities. • creating and maintaining a safe and positive learning environment.
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MONITORING, EVALUATION AND REVIEW

These guidelines will be reviewed annually or more frequently if required, as part of the monitoring and evaluation process for the DECD implementation of the Australian Curriculum. The review will be informed by data gathered from the monitoring and evaluation process, from the DECD Australian Curriculum Advisory Groups, and from consultation with other stakeholders.

The phased development of the Australian Curriculum over several years will result in gradual changes to curriculum, assessment and reporting. Guidelines and policies will be updated as new learning areas are implemented, and as assessment and reporting practices using the achievement standards are reviewed and refined.

DEFINITIONS AND ABBREVIATIONS

Term	Meaning
Australian Curriculum	Australian Curriculum developed by ACARA for use in all states and territories as agreed by Education Ministers.
F	Foundation – the term used by ACARA to denote the first year of schooling. The Foundation year Australian Curriculum is designed for students between 5 and 6 years old in this first year. 'Reception' is the equivalent term used by DECD to denote the first year of schooling.
Phase 1	Subjects or learning areas of the Australian Curriculum resulting from the first phase of development by ACARA (ie English, Mathematics, Science, History).
Phase 2; phase 3	Subjects or learning areas of the Australian Curriculum resulting from the second or third phase of development by ACARA, ie Humanities and Social Sciences (Geography; Civics and Citizenship; Economics and Business); The Arts; Languages; Health and Physical Education; Technologies.
SACSA	South Australian Curriculum, Standards and Accountability Framework , developed by DECS, which, over time, is being replaced by Australian Curriculum learning areas/subjects

ASSOCIATED DOCUMENTS

This document should be read in association with the:

- 'Curriculum, Pedagogy, Assessment and Reporting Policy for Reception–Year 10':
<http://www.decd.sa.gov.au/teachingandlearning/pages/Yearsr10/curric/>
- Australian Curriculum: www.australiancurriculum.edu.au/.
- South Australian Teaching for Effective Learning (TfEL): www.learningtolearn.sa.edu.au/tfel/.
- 'Reporting on Australian Curriculum: Guidelines for DECD Schools R–10, V1.0':
www.decd.sa.gov.au/assessment/pages/Guidelines/

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- SA Strategic Plan (Target 27), available at <http://saplan.org.au/pages/download-the-plan> (accessed 13 June 2013)

Attachment 1 (page 1 of 2)

Organisation of the Australian Curriculum – the ‘whole’ Australian Curriculum

Learning areas and subjects		Year level											Achievement standards	
		R	1	2	3	4	5	6	7	8	9	10		11*
English													Literature English English as an Additional Language Essential English	Each year
Mathematics													Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics	Each year
Science													Biology Chemistry Earth and Environmental Science Physics	Each year
Humanities and Social Sciences													Ancient History Modern History	Each year
													Curriculum not yet endorsed	Each year
														Each year
														Each year



Compulsory



Optional



Australian Curriculum
not yet developed



No Australian
Curriculum

*SACE Board will integrate into
SACE prior to delivery into schools

Attachment 1 (page 2 of 2)

Organisation of the Australian Curriculum – the 'whole' Australian Curriculum

Learning areas and subjects		Year level										Achievement standards		
	R	1	2	3	4	5	6	7	8	9	10	11	12	
The Arts	Dance													FIR-2 then 2 year band
	Drama													
	Media Arts													
	Music													
	Visual Arts													
Languages														FIR-2 then 2 year band
Health and Physical Education														FIR then 2 year band
Technologies	Design and Technologies													FIR-2 then 2 year band
	Digital Technologies													



Compulsory



Optional



Australian Curriculum not yet developed



No Australian Curriculum

*SACE Board will integrate into SACE prior to delivery into schools

Attachment 2

ACARA indicative time allocations for curriculum writers

Learning area	Subject	Year level										
		F	1	2	3	4	5	6	7	8	9	10
English		27%	27%	27%	22%	22%	20%	20%	12%	12%	12%	12%
Mathematics		18%	18%	18%	18%	18%	16%	16%	12%	12%	12%	12%
Science		4%	4%	4%	7%	7%	7%	7%	10%	10%	12%	12%
Humanities and Social Sciences	History	2%	2%	2%	4%	4%	4%	4%	5%	5%	5%	5%
	Geography	2%	2%	2%	4%	4%	4%	4%	5%	5%	5%*	5%*
	Economics and Business						2%	2%	2%	2%	5%*	5%*
	Civics and Citizenship				2%	2%	2%	2%	2%	2%	2%*	2%*
The Arts		4%	4%	4%	5%	5%	5%	5%	8%	8%	8%*	8%*
Health and Physical Education		8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%
Languages		equivalent to 5% per year							8%	8%	8%*	8%*
Technologies	Design and Technologies	2%	2%	2%	4%	4%	6%	6%	8%	8%	4%*	4%*
	Digital Technologies										4%*	4%*
Percentage of total time allocated		72%	72%	72%	79%	79%	79%	79%	80%	80%	49%	49%
Percentage of total time unallocated		28%	28%	28%	21%	21%	21%	21%	20%	20%	51%	51%

* Learning area/subject is optional at this year level. Schools may choose to make the learning area/subject part of the core curriculum.

Source: ACARA's Curriculum Design Paper Version 3

www.acara.edu.au/verve/resources/Curriculum_Design_Paper_version_3_%28March_2012%29.pdf

(accessed 16 April 2013)

Attachment 3 (page 1 of 3)

Australian Curriculum time allocations for learning areas/subjects

For any year of schooling, R–10, the Australian Curriculum is written so that it should not take up more than 80% of total teaching time available in schools.

Hours per week and hours per year are based on a 40 week school year and calculated using 1600 minutes per week teaching time and the ACARA indicative percentage times.

Learning area	R	Year level										
		1	2	3	4	5	6	7	8	9	10	
English	DECD guaranteed minimum teaching times		← 300 mins per week English/Literacy →									
	ACARA % guide for writers	27%	27%	22%	22%	20%	20%	12%	12%	12%	12%	
	Minutes per week	432	432	352	352	320	320	192	192	192	192	
	Hours per week	7.2	7.2	5.9	5.9	5.3	5.3	3.2	3.2	3.2	3.2	
	Hours per year	288	288	235	235	213	213	128	128	128	128	
Mathematics	DECD guaranteed minimum teaching times		← 300 mins per week Mathematics/Numeracy →									
	ACARA % guide for writers	18%	18%	18%	18%	16%	16%	12%	12%	12%	12%	
	Minutes per week	288	288	288	288	256	256	192	192	192	192	
	Hours per week	4.8	4.8	4.8	4.8	4.3	4.3	3.2	3.2	3.2	3.2	
	Hours per year	192	192	192	192	170.7	170.7	128	128	128	128	
Science	DECD guaranteed minimum teaching times		← 50 mins per week → 120 mins per week →									
	ACARA % guide for writers	4%	4%	4%	7%	7%	7%	10%	10%	12%	12%	
	Minutes per week	64	64	64	112	112	112	160	160	192	192	
	Hours per week	1.1	1.1	1.1	1.9	1.9	1.9	2.7	2.7	3.2	3.2	
	Hours per year	42.7	42.7	42.7	74.7	74.7	74.7	106.7	106.7	128	128	

☒ Compulsory
 ☐ Optional
 ☐ No Australian Curriculum

Attachment 3 (page 2 of 3)

Australian Curriculum time allocations for learning areas/subjects




Learning area		R	Year level									
			1	2	3	4	5	6	7	8	9	10
Humanities and Social Sciences	History	ACARA % guide for writers	2%	2%	4%	4%	4%	4%	5%	5%	5%	5%
		Minutes per week	32	32	64	64	64	64	80	80	80	80
		Hours per week	0.5	0.5	1.1	1.1	1.1	1.1	1.3	1.3	1.3	1.3
		Hours per year	21.3	21.3	42.7	42.7	42.7	42.7	53.3	53.3	53.3	53.3
	Geography	ACARA % guide for writers	2%	2%	4%	4%	4%	4%	5%	5%	5%	5%
Humanities and Social Sciences	Geography	Minutes per week	32	32	64	64	64	64	80	80	80	80
		Hours per week	0.5	0.5	1.1	1.1	1.1	1.1	1.3	1.3	1.3	1.3
		Hours per year	21	21	42.7	42.7	42.7	42.7	53.3	53.3	53.3	53.3
		ACARA % guide for writers			2%	2%	2%	2%	2%	2%	2%	2%
	Civics and Citizenship	Minutes per week			32	32	32	32	32	32	32	32
Economics and Business	Economics and Business	Hours per week			0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
		Hours per year			21	21	21	21	21	21	21	21
		ACARA % guide for writers										
		Minutes per week										
	Economics and Business	Hours per week										
The Arts	Dance	ACARA % guide for writers	4%	4%	5%	5%	5%	5%	8%	8%	8%	8%
		Minutes per week	64	64	80	80	80	80	128	128	128	128
		Hours per week	1.1	1.1	1.3	1.3	1.3	1.3	2.1	2.1	2.1	2.1
		Hours per year	42.7	42.7	53.3	53.3	53.3	53.3	85.3	85.3	85.3	85.3
	Drama	ACARA % guide for writers										
The Arts	Drama	Minutes per week										
		Hours per week										
		Hours per year										
		ACARA % guide for writers										
	Media Arts	ACARA % guide for writers										
The Arts	Media Arts	Minutes per week										
		Hours per week										
		Hours per year										
		ACARA % guide for writers										
	Music	ACARA % guide for writers										
The Arts	Music	Minutes per week										
		Hours per week										
		Hours per year										
		ACARA % guide for writers										
	Visual Arts	ACARA % guide for writers										
The Arts	Visual Arts	Minutes per week										
		Hours per week										
		Hours per year										
		ACARA % guide for writers										
	Visual Arts	ACARA % guide for writers										

 Compulsory
  Optional
  No Australian Curriculum

Attachment 3 (page 3 of 3)

Australian Curriculum time allocations for learning areas/subjects

Learning area	R	Year level									
		1	2	3	4	5	6	7	8	9	10
Languages (average per year)	ACARA % guide for writers	5%	5%	5%	5%	5%	5%	8%	8%	8%	8%
	Minutes per week	60	60	60	60	60	60	128	128	128	128
	Hours per week	1.3	1.3	1.3	1.3	1.3	1.3	2.1	2.1	2.1	2.1
	Hours per year	53.3	53.3	53.3	53.3	53.3	53.3	85.3	85.3	85.3	85.3
Health and Physical Education	ACARA % guide for writers	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%
	Minutes per week	128	128	128	128	128	128	128	128	128	128
	Hours per week	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1
	Hours per year	85.3	85.3	85.3	85.3	85.3	85.3	85.3	85.3	85.3	85.3
Technologies Design and Technologies Digital Technologies	ACARA % guide for writers	2%	2%	4%	4%	6%	6%	8%	8%	4%	6%
	Minutes per week	32	32	64	64	96	96	128	128	64	84
	Hours per week	0.5	0.5	1.1	1.1	1.6	1.6	2.1	2.1	1.1	1.1
	Hours per year	21	21	42.7	42.7	84.0	84.0	85.3	85.3	42.7	42.7
Allocated time	ACARA % guide for writers	72%	72%	70%	70%	70%	70%	80%	80%	40%	48%
	Minutes per week	1152	1152	1264	1264	1264	1264	1280	1280	784	784
	Hours per week	19.2	19.2	21.1	21.1	21.1	21.1	21.3	21.3	13.1	13.1
	Hours per year	768	768	843	843	843	843	854	854	523	523
Unallocated time	ACARA % guide for writers	28%	28%	21%	21%	21%	21%	20%	20%	51%	51%
	Minutes per week	448	448	336	336	336	336	320	320	816	816
	Hours per week	7.5	7.5	5.6	5.6	5.6	5.6	5.3	5.3	13.6	13.6
	Hours per year	259	259	224	224	224	224	213	213	544	544

 Compulsory
  Optional
  No Australian Curriculum

Attachment 4

Recommended timeline for familiarisation and implementation of the F(R)-10 Australian Curriculum in DECD schools, pending endorsement by the Standing Council on School Education and Early Childhood

	Learning area		Familiarisation	Implementation
Primary (years R–7)	Mathematics, Science		2011	2012
	English, Humanities and Social Sciences – History		2012	2013
	Learning area		Familiarisation	Implementation
	Humanities and Social Sciences – Geography, Civics and Citizenship, Economics and Business		2014	2015
	The Arts – Dance, Drama, Visual Arts, Music, Media Arts		2014	2015
	Health and Physical Education		2015	2016
	Technologies – Digital Technologies, Design and Technologies		2015	2016
	Learning area	Year level	Familiarisation	Implementation
Secondary (years 8–10)	Mathematics, Science	8	2012	2013
	English, Humanities and Social Sciences – History	9	2012	2014
		10	2012	2015
	Learning area		Familiarisation	Implementation
	Humanities and Social Sciences – Geography, Civics and Citizenship, Economics and Business		2014	2015
	The Arts – Dance, Drama, Visual Arts, Music, Media Arts		2014	2015
	Health and Physical Education		2014	2015
Technologies – Digital Technologies, Design and Technologies		2014	2015	
Work studies (optional)		2014	2015	
	Languages (years R–10)		Familiarisation	Implementation
Languages (years R–10)	Chinese, Italian, French, German, Indonesian, Japanese, Korean and Spanish		2014	2015
	A Framework for Aboriginal Languages and Torres Strait Islander Languages		2014	2015
	Arabic, Modern Greek and Vietnamese		2014	2015
	Schools without a current Languages program		2015	2016

Attachment 5

Site plans for familiarisation and implementation of the R-10 Australian Curriculum

All areas of the R-10 Australian Curriculum will be fully implemented in all schools with all teachers planning, teaching, assessing and reporting on all Australian Curriculum learning areas:

- for Years R-7 by the end of 2016, and
- for Years 8-10 by the end of 2015.

Please complete the following information for your site to support this regional requirement. If the site plan follows the recommended timeline, please check the appropriate box, below.

If the site has exceptional circumstances, the principal may negotiate with and seek approval from their line manager for an extension. Principals should check the appropriate box and indicate the strategies that will be put in place to enable full implementation of the R-10 Australian Curriculum by the end of 2017.

Implementation officers will organise to collect these completed forms during their cluster and site visits **by the end of Term 4 2013.**

Please attach additional information if more space is required.

An electronic version is available at: www.decd.sa.gov.au/teachingandlearning/pages/Yearsr10/curric/

School _____

The school will:

- ☐ use the recommended familiarisation and implementation timeline for **primary** years
- ☐ use the recommended familiarisation and implementation timeline for **secondary** years
- ☐ negotiate an alternative timeline for the following reasons.

Reasons for the need to negotiate an alternative timeline

Strategies planned to enable full implementation of the R-10 Australian Curriculum by end of 2017

Principal's name _____

Line manager signature _____ Date _____

APPENDIX TWO

31 July 2012

**BOARD OF STUDIES NSW
ASSOCIATION OF INDEPENDENT SCHOOLS OF NSW
CATHOLIC EDUCATION COMMISSION NSW
NSW DEPARTMENT OF EDUCATION AND COMMUNITIES**

MEMORANDUM TO PRINCIPALS

Update on the Implementation of Australian Curriculum in NSW

• **K–10 Preparing for English, Mathematics, Science and History**

The Board of Studies anticipates that NSW K–10 syllabuses in English, Mathematics, Science and History for the Australian curriculum will be ready for publication in September 2012. Support materials to accompany the syllabuses will be published from September to December 2012.

Teachers will be able to familiarise themselves with syllabuses and support materials throughout 2013.

Implementation of the new syllabuses will begin from 2014.

Education sectors have agreed on the following timeline for implementation.

Kindergarten to Year 6

	2011–12	2013	2014	2015	2016
ENGLISH	Syllabus and Support Material Development Release Materials by December 2012 Sectors plan implementation support	Familiarisation and Planning	K–6		
MATHEMATICS			Optional	K–6	
SCIENCE			Optional	K–6	
HISTORY				Optional	K–6

Years 7–10

	2011–12	2013	2014	2015
ENGLISH	Syllabus and Support Material Development Release Materials by December 2012 Sectors plan implementation support	Familiarisation and Planning	7, 9	8, 10
MATHEMATICS			7, 9	8, 10
SCIENCE			7, 9	8, 10
HISTORY			7, 9	8, 10

- **Senior Secondary**

The Board of Studies NSW will continue to coordinate the formal NSW response to consultation on ACARA's senior secondary draft curriculum in English, Mathematics, Science (Biology, Chemistry, Earth and Environmental Science and Physics) and History (Ancient and Modern). Details of the consultation can be found on the Board's website at:

www.boardofstudies.nsw.edu.au/australian-curriculum/11-12-eng-maths-sci-hist.html

The consultation is considering Australian curriculum content for feedback to ACARA. Course structure, syllabuses, achievement standards, Higher School Certificate assessment and credentialling, will be determined by the Board of Studies.

- **Further Development and Incorporation of Australian Curriculum**

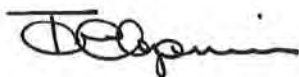
Phases 2 and 3 of Australian curriculum include Geography, Languages, the Arts, Health and Physical Education and Technologies. The Board of Studies will continue to coordinate the formal NSW response to Phases 2 and 3 as the draft Australian curriculum becomes available.

The Board will follow its regular cycle of curriculum evaluation and review which will identify priorities for curriculum renewal.

When a current syllabus or learning area is identified for renewal the Board will take the opportunity to incorporate Australian curriculum content.

In all cases, all schools are required to implement current approved NSW Syllabuses until otherwise advised by the Board.

This process will enable NSW education sectors and schools to determine the priorities and pace of curriculum renewal in NSW.



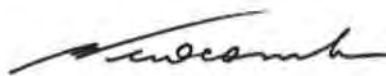
Tom Alegounarias
President
Board of Studies NSW



Dr Michele Bruniges AM
Director-General of the NSW Department of
Education and Communities and
Managing Director of TAFE NSW



Dr Brian Croke
Executive Director
Catholic Education Commission



Dr Geoff Newcombe
Executive Director
Association of Independent Schools of NSW