

Foundation – Level 2

Levels 3 - 6

Levels 7 - 10

Communicating		
Socialising		
Interact with each other, the teaching team and visiting respected community members, using language and gestures to greet and talk about self and family	Interact with peers, the teaching team and visiting respected community members about aspects of personal worlds, such as experiences at school, home, everyday routines, interests and activities	Engage with peers, the teaching team and visiting respected community members to exchange information about interests, experiences, plans and aspirations
Participate in guided group activities, such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning	Participate in guided tasks that involve following instructions, making things, cooperating with peers, planning for and conducting shared events, activities or school performances	Engage in activities that involve collaboration, planning, organising, promoting and taking action
Interact in classroom routines and respond to teacher instructions	Participate in everyday classroom activities and routines, such as responding to questions and requests, asking permission, requesting help	Interact in class activities that involve making suggestions, seeking clarification, praising or complimenting one another
Informing		
Discover key information about Country/Place by exploring Country/Place and listening to stories from respected community members	Gather, record and classify information from a range of sources from Country/Place, historical documents and contemporary resources	Investigate and summarise factual information obtained from a range of sources on a variety of topics and issues related to the Country/Place
Give factual information using simple statements, gestures and captions	Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams	Convey information about Country/Place events, experiences or topics of shared interest, using different modes of presentation
Creating		
Participate in shared listening to, viewing and reading of texts and respond through singing, miming, play-acting, drawing, action and movement	Listen to, read and view different real and imaginative texts, identifying and making simple statements about key elements, characters and events, and interpreting cultural expressions and behaviours	Interpret and respond to texts by sharing personal reactions, comparing themes, describing and explaining aspects of artistic expression and how these relate to land, sky, sea, water, people, plants, animals and social and ecological relationships
Create and present shared stories, songs and performances, using familiar words and patterns and support materials	Create and present real and imaginative texts suitable for a particular audience, using familiar expressions and modelled language	Create a range of spoken, written and multimodal texts to entertain others, involving real or imagined contexts and characters
Translating		
Translate frequently used words and phrases, using visual cues and resources such as word lists	Translate simple texts from the language to English and vice versa, identifying elements which require interpretation rather than translation and involve cultural references	Translate and interpret texts from the language to English and vice versa, comparing their versions and considering how to explain elements that involve cultural knowledge or understanding
Create simple oral, print or multimodal bilingual texts for the classroom environment, such as captions, signs, labels and wall charts	Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, captions for images and displays, photo stories	Create bilingual texts for the wider community collaboration with others
Identity		
Describe aspects of self, such as family, school/class and language/s spoken, considering how these contribute to their sense of identity	Explore their own sense of identity, including elements such as family, friends, interests, membership of groups, and consider markers of identity that may be important across all cultures	Consider and discuss their own and each other's ways of communicating and expressing identity, reflecting on how the language links the local, regional and national identity of its speakers with the land
Reflecting		
Notice how using different languages involves some different ways of communicating and behaving	Notice and describe ways in which the language and associated communicative behaviours are similar or different to other known languages and cultures	Participate in intercultural interactions and consider own reactions when engaging with respected community members and resources
Understanding		
Systems of language		
Learn the different sounds of the language and link these to written symbols and conventions	Distinguish and produce the speech sounds of the language, understanding how these are represented in writing	Understand and explain the sound patterns in spoken language and use developing phonemic awareness to represent these patterns in written form
Recognise the function of different word types and understand basic elements of language structures	Expand vocabulary in the language through word-formation processes and recognise and use simple language structures	Expand vocabulary and understand and use a range of vocabulary sets and grammatical structures that are available in the language
Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages	Understand that texts such as stories, paintings, songs and dances have distinct purposes and particular language features	Discuss the purpose and roles of various spoken, written and visual texts in the language
Identify elements of the kinship system and its links to place and natural species	Recognise how kin relationships link people, Place and story	Investigate how the kinship system functions to integrate personal and community histories and relationships
Language Variation and Change		
Recognise that different words and language forms are used to address and communicate with people according to relationship and context	Understand that speakers vary language forms according to kin relationship and context of situation	Discuss variations in language use that reflect different social and cultural contexts, purposes and relationships
Notice that languages borrow words from each other	Recognise that languages change over time	Describe and reflect on how languages change over time and influence one another
Language Awareness		
Recognise that the language is part of the broader regional and national language diversity	Explore the language situation of language communities and the diversity of language contexts in	Investigate and compare the ecology of Aboriginal and Torres Strait Islander languages to Indigenous languages in other countries, and consider issues such as language policy, language rights, language

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	Australia	loss, advocacy, reform and multilingualism
Understand that language belongs to communities, and that language learning requires the application of respectful and appropriate behaviour	Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined	Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages
Role of language and culture		
Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them	Explore connections between identity and cultural values and beliefs and the expression of these connections in Aboriginal and Torres Strait Islander languages	Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge
Role of language building		
Recognise that learning Aboriginal and Torres Strait Islander languages can provide language revival benefits to communities	Identify available resources and protocols to be followed when building language	Explore language building processes and protocols in communities
Build the resources of the language by creating, performing and recording new texts, and by creating new contexts for its use	Understand how the language has been recorded in the past, and how this affects language building processes	Investigate and explain techniques used to build language, considering challenges involved and understanding their role as contemporary documenters of language
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Achievement Standard		
<p>By the end of Level 2, students interact with the teaching team, respected community members to talk about themselves and family, using familiar modelled language and gestures. They use appropriate protocols when interacting with respected community members and community speakers, such as appropriate forms of address, terms of respect and behaviour. They use movement, gestures and modelled questions and responses to participate in guided group activities, for example, collaborating to adapt and perform action songs. They interact in familiar classroom exchanges, using routine classroom language, movement, gesture and action, for example when requesting objects, responding to simple questions, following instructions. They identify key information about Country/Place, under the guidance of respected community members. They use simple statements, gestures and written captions to demonstrate their understanding of Country/Place, for example, by naming bush foods, animals, plants and natural objects, and by classifying and labelling these into culturally appropriate categories. They identify places in the local area which have names in the language. They respond to texts such as stories, songs, dance and visual art through singing, miming, play-acting, drawing, action and movement. They demonstrate their understanding by identifying key animals, birds and other characters or by retelling/describing elements of images, performances or stories. Students use familiar words, patterns and support materials to create and present shared stories, songs and performances. They translate and explain the meaning of symbols, words, simple phrases and gestures used in everyday contexts and situations. They create simple bilingual texts for the classroom environment. They identify markers of their own identity, such as family, school/class membership and language/s spoken, and compare these to the importance of Place, family and relationships in Aboriginal and Torres Strait Islander communities. Students identify similarities and differences in the ways people communicate and behave in different languages and cultures</p> <p>Students are familiar with most sounds in the target language and can link these to written symbols and writing conventions. They use metalanguage to describe basic structures of the language, recognising that some elements may have fallen into disuse and be unknown today. They understand that messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as respected community members' story-telling, or through song, dance and visual design. Students identify elements of the kinship system when appropriate, and recognise that Aboriginal and Torres Strait Islander peoples have their own personal relationships with Place, natural species and phenomena. They identify which stories belong to which natural features, including animals and plants. They know that different words are used to address and communicate with different people, depending on relationship and situation. They identify words in the language that have been borrowed from other languages. They recognise that many different languages are spoken at their school, in their local community, and in other parts of Australia. They identify how language use reflects where and how they live and what is important to them. Students identify the importance of learning Aboriginal and Torres Strait Islander languages, including the benefits to communities of language revival. They recognise that new words can be formed from within the language itself and work with the community language team to build resources for the language, such as new games and songs.</p>	<p>By the end of Level 6, students use familiar language and modelled sentence patterns to share information about aspects of their personal worlds, such as their family and friends, interests, everyday routines and activities. They interact appropriately with respected community members and community speakers and apply principles and protocols of cultural safety when interacting with Country/Place and engaging with cultural material such as artefacts, works of art, texts and performances. Students ask and respond to simple questions, request help, repetition or clarification, and respond to questions and requests using rehearsed phrases and sentences. Whenever possible they use the language to interact and collaborate in games and other activities, including the use of hand signs as appropriate. They interact with Country/Place to gather information and knowledge and demonstrate their understanding of Country/Place, for example, by explaining the origins and meanings of Aboriginal and Torres Strait Islander names of streets, parks, public institutions and social programs. They label, order and classify natural objects, animals and plants, by making simple statements about key features. They identify features of landforms, infrastructure and built environment, identifying places which have special significance to community. Students listen to, read and view a range of resources in the language, such as historical documents, stories, photos, images and art works, and demonstrate understanding of content by locating, recording and interpreting key words and phrases, and locating key points of information. They present information they have obtained that relates to language, culture, environment and community personalities, using short sentence structures, familiar vocabulary, photos and concrete materials. They demonstrate understanding of stories, songs, visual design and performance, for example by mapping sites, landforms and features through which a travelling story or songline passes, or by selecting and writing simple modelled statements to describe main characters and events. They create their own texts and works of art to tell a story, incorporating illustrations and visual props, significant symbols and techniques appropriate to Country/Place.</p> <p>Students use simple, formulaic language to retell excerpts from stories and to create new songs and stories, understanding their role in helping to build a community of learner-speakers who use the language. They apply their knowledge of grammar and vocabulary to translate short texts, such as word lists, labels, songs and historical texts, explaining culture-specific concepts and expressions that do not translate easily into English. They create bilingual texts for the classroom and school community that explain words and associated cultural ideas. Students identify markers of identity across cultures, and recognise the importance of language, Country/Place and culture to the identity of Aboriginal and Torres Strait Islander peoples. They reflect on their own cultural identity in light of their experience of learning the language, considering how their ideas and ways of communicating are influenced by their own cultural backgrounds.</p> <p>Students know that the language has its own pronunciation, spelling and grammar. They apply this knowledge to predict the sound, spelling and meaning of new words. They use metalanguage for language explanation, for making comparisons with English forms and other known languages, for reflecting on the experience of learning the language and culture, and for explaining the purpose and techniques of language building. They describe different ways of communicating in Aboriginal and Torres Strait Islander languages, for example, through story, song, sign language and artistic expression. Students know that language use varies according to age, relationships and situation, and they identify and explain kin terms in particular Aboriginal or Torres Strait Islander languages</p>	<p>By the end of Level 10, students use the language to initiate, sustain and extend interactions, and to exchange information about interests, experiences and aspirations. They use spontaneous language wherever possible to participate in activities that involve taking action, collaborating, planning, organising and negotiating. They use culturally appropriate norms and skills, and respect protocols when engaging with and learning from visiting respected community members. When interacting in the classroom, they make suggestions, seek clarification, praise or compliment each another. Students use language where possible to locate, analyse and summarise factual information from a range of sources such as historical documents, respected community members. They demonstrate their understanding of Country/Place, for example, by explaining the origin, meaning and significance of local place names and features, or by presenting texts and stories about the Country/Place and associated social and cultural events, using language as much as possible and different modes of presentation. Students view, listen to, and share personal responses to a range of texts, such as songs, stories, films and other modes of artistic expression, and demonstrate understanding by identifying and explaining main ideas, key themes and sequences of events. They explain how artistic expression relates to land, water, sea, sky, people, animals, plants and social and ecological relationships. They use expressive language, gestures, and supporting materials to create a range of spoken, written and multimodal texts, for example, art work to convey messages using symbols and techniques appropriate to Country/Place, or narrations of real or imagined journeys involving a variety of characters, places and events. Students apply culturally appropriate and ethical behaviour and lexical and grammatical resources to interpret and translate texts to and from the language; and they explain culture-specific concepts, practices and expressions that do not easily translate. They co-create bilingual texts to inform the wider community about aspects of the language and culture. They reflect on how their own biography shapes their sense of identity and ways of communicating, and discuss the role that language and culture play in the identity and well-being of Aboriginal and Torres Strait Islander peoples. They explain how particular policies and practices have impacted on Aboriginal and Torres Strait Islander peoples' sense of identity, for example, through language loss and separation from Country/Place, family and community.</p> <p>Students explain and use the sound system of the language, and a range of available vocabulary sets and grammatical structures when speaking and writing. They use metalanguage to explain sound and writing systems and grammatical structures in the language. They analyse the purpose and role of a range of spoken, written and visual texts, for example, declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. Students explain the importance of the kinship system in regulating relationships and behaviour in Aboriginal and Torres Strait Islander communities. They explain how and why language use is adjusted to suit different social and cultural contexts, purposes and relationships, for example, expressions used with respected kin. They explain how languages change over time and influence one another, for example, by describing the history and impact of contact languages, including creoles, pidgins and Aboriginal Englishes. Students make comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy and rights, language loss, advocacy and reform, and language revival. They identify the role of language in passing on knowledge, and explain how communities' ways of thinking, behaving and shaping worldviews influence how language is used. They investigate language revival efforts in their own community and neighbouring regions, and identify resources and processes that are available to build language, for example, lexical and grammatical resources. Students explain protocols for filling</p>

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	<p>where it is appropriate. They provide examples of how languages change over time. They recognise that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can give some historical reasons for this. They explain the current situation of the language they are learning, including details about what is known about it, its current usage, generational differences and revival plans. They explain the importance of maintaining, strengthening and reviving Aboriginal and Torres Strait Islander languages for specific communities and for the broader Australian community. They demonstrate their understanding of the link between language, culture, Country and Place by working with the community language groups to develop a short 'Welcome to Country/Place' and/or 'Acknowledgement of Country/Place' to present at formal school functions or community events. Students describe language building efforts in their community. They explain protocols for language building, such as consulting and involving language owners. They identify contemporary and historical language materials that may assist communities with language building efforts and the challenges involved in using these. They understand their own role in helping to build a community of language-learner speakers and in the development of new language resources. They explain how the language was recorded in the past, by whom and for what purpose, and can give reasons for some different spellings of words within the language. Students know that the language is primarily oral and explain the importance of story and story-telling in transmitting language and culture. They recognise that ownership of songs, stories, dances and designs is determined by traditional kinship and other social groupings, place, History and Journey. They know that language in its various forms carries Indigenous knowledge in the context of Country/Place.</p>	<p>language gaps and extending semantic domains, including those required for borrowing from other languages, creating words by analogy and drawing from within existing resources of the language. They explain various techniques that can be used to build language, such as analysing historical sources or interviewing existing speakers, and identify associated challenges. Students reflect on their role as contemporary documenters of language, and recognise the importance of intergenerational collaboration in reviving and maintaining languages.</p>