

### Foundation – Level 2

### Levels 3 and 4

### Levels 5 and 6

Communicating		
<b>Socialising</b>		
Communicate with teacher, peers and familiar adults in guided and free interactions that develop social and communicative skills	Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes	Interact with people for different purposes, using descriptive and expressive language to give opinions, talk about themselves and show interest in others
Participate in group learning activities that involve taking turns, playing action games, making choices or swapping and classifying items	Contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, using collaborative language	Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions
Participate in classroom routines and activities such as following directions, attracting attention, responding to questions and turn-taking	Adjusting and responding to language and behaviour for various purposes in the classroom and wider school community, for example by asking and responding to questions, and indicating understanding	Contribute to discussions and shared learning activities by asking and responding to questions to clarify or indicate comprehension, managing interactions and monitoring and evaluating their learning
<b>Informing</b>		
Identify specific points of information in simple Auslan texts and use the information to complete guided tasks	Collect, classify and paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community	Identify, summarise and compare information obtained from different types of Auslan texts or from their own data collection
Present information about self, family, people, places and things using signed descriptions and visual prompts	Conveying information about aspects of school, culture and community, using knowledge of the intended audience to modify content	Present information to describe, explain, persuade or report on different experiences or activities in ways likely to engage the intended audience
<b>Creating</b>		
Participate in a range of imaginative experiences and respond through drawing, telling with familiar signs and written words or enacting with constructed action	Engage with imaginative texts such as stories, games, poems or cartoons, to demonstrate comprehension and express enjoyment	Engage with different types of creative and imaginative texts by identifying important elements, discussing ideas, characters and themes and making connections with their own ideas and experience
Express imaginative experience through creative games, role-play and mime, using familiar signs, modelled language and constructed action	Create or adapt imaginative texts and expressive performances that feature favourite characters, amusing experiences or special effects	Create live or filmed performances that engage specific audiences and present imagined experiences, people or places
<b>Translating</b>		
Translate familiar words and phrases from Auslan into English and vice versa, using visual cues, signs and English words, noticing how signs and words differ	Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story or captions, noticing similarities, differences and instances of equivalence	Translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words or phrases may not readily correspond across the two languages
Create simple print or digital texts such as labels, posters, wall charts or cards that use both Auslan images and English words	Create bilingual versions of different types of texts, such as captioned recordings of Auslan phrases or classroom resources such as posters and digital displays	Create their own bilingual texts and learning resources to use themselves or to share with others, such as Auslan–English dictionaries, posts to websites, digital newsletters or school performances
<b>Identity</b>		
Explore ideas of identity, social groupings, relationship, space and place, and how these relate to the Deaf community	Consider how individual and community relationships combine to create family and social networks, influence social behaviours and contribute to a sense of belonging and identity	Create their own bilingual texts and learning resources to use themselves or to share with others, such as Auslan–English dictionaries, posts to websites, digital newsletters or school performances
		Reflect on how different language and cultural backgrounds and experiences influence perceptions of Auslan and of the Deaf community and also of the hearing community
<b>Reflecting</b>		
Notice similarities and differences between Auslan and spoken languages in relation to ways of interacting, sharing stories and playing games	Describe some ways in which Auslan and associated communicative behaviours are similar to or different from wider community spoken languages and forms of cultural expression	
<b>Understanding</b>		
<b>Systems of language</b>		
Recognise the main formational elements of handshape, movement and location in Auslan signs, and understand that a sign is the same as a spoken or written word even though it can be iconic	Identify and demonstrate how the formational elements of handshape and its orientation, movement, location and non-manual features can be arranged in signs which may be iconic, and explore ways of recording Auslan	Describe the elements of sign production, including non-manual features, and explore the processes of annotating Auslan with multimedia software and/or glossing or transcribing signed texts on paper
Recognise that signing happens in a finite space that can be used meaningfully within individual signs, learning in particular how depicting signs, some verbs, pronouns and enacting make use of spatial relationships	Observe that signers can include different information, including gestural overlays, within a single sign, and identify examples of signers using space grammatically through points, depicting signs and constructed action	Identify different types of verbs based on their ability to integrate space into the sign, and recognise types of depiction available to a signer, namely, entity, handling and SASS depicting signs and constructed action
Recognise that groups of words combine to make clauses and include nouns and pronouns (people, places, things), adjectives (qualities) and verbs (happenings, states); and distinguish between statements and questions based on non-manual features	Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features	Understand that the starting point of a clause gives prominence to the message, that clauses can be linked equally or unequally with conjunctions and connectives, and that signers can show as well as tell about an event to provide more detail
Understand that texts are made up of units of meaning, such as words, gestures or sentences/clauses and that different types of texts have particular features that help serve their purpose	Understand how signers make different language choices in different types of texts depending on the purpose and intended audience, and explore how space is used in Auslan for purposes of textual cohesion	Identify structures, language features and cohesive devices used in different types of texts, recognising that language choices reflect purpose, context and audience

Language variation and change		
Understand that all languages including signed languages vary and borrow words and signs from each other	Recognise that there is variation in Auslan use, for example in different locations or physical environments	Explore variation in terms of the impact of other languages on Auslan across contexts and over time
Language awareness		
Recognise that Auslan is a legitimate language, one of many languages used in Australia and around the world	Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of language vitality	Explore the current status and profile of Auslan and of the Deaf community in contemporary Australian society, considering issues such as language transmission, usage and documentation
Role of language and culture		
Understand that people use language in ways that reflect their culture, such as where and how they live, who they live with and what is important to them	Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan	Reflect on how communities’ ways of using language are shaped by and reflect cultural values and beliefs, and how these may be differently interpreted by users of other languages

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<p>Achievement Standard</p> <p>By the end of Level 2, students interact with the teaching team, class visitors and each other to share information about themselves, their families, friends, routines, pastimes and experiences. They use fingerspelling or sign names as appropriate and lexical adjectives or size and shape specifiers (SASS) depicting signs (DS) to describe the appearance and characteristics of family members, friends or teachers, for example, POSS1 BROTHER OLD++ TALL SKINNY or POSS3 SISTER FRECKLES. Students recount shared and personal experiences and favourite activities, using plain or indicating verbs that are modified, such as PRO1 GO-TO-right, PLAY-continuous, RETURN-left, or LAST-WEEK PRO1-plural VISIT NANNA. They sequence events correctly using time markers such as YESTERDAY, LAST-YEAR, TWO-DAYS-AGO. They use everyday social exchanges such as greeting, thanking and apologising, and express feelings through the use of NMFs and lexical signs. They compare likes, dislikes and preferences, for example, PRO1 LIKE APPLE DON'T-LIKE ORANGE. They use appropriate NMFs to ask and respond to a range of wh- questions and yes/no questions. They indicate agreement/disagreement or understanding/lack of understanding by using other NMFs. They follow directions for class routines, for example, PLEASE DS:line-up-facing-front, and give and follow instructions of two or more steps, using directional terms or DSs such as DS:turn-left T-JUNCTION DS:turn-right.</p> <p>Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing, and observing appropriate distance between signers. They recall and retell specific points of information from texts such as class messages, directions, introductions and ‘visual vernacular’ descriptions, and they recognise familiar fingerspelled words. They follow procedural texts involving several steps and retell them using list buoys. They view short Auslan stories and respond by identifying and comparing favourite elements, characters and events. They use features of constructed action (CA) such as shifting eye gaze, or head or body–head orientation when creating imagined texts, and use NMFs to modify manner or intensify adjectives, such as REMEMBER PRO1 JUMP-really-far-and-high. They identify themselves as members of different groups and describe their relationships with deaf, hard of hearing and hearing children, family members, and the community. They identify similarities and differences between how people interact and share stories in Auslan and in spoken languages.</p> <p>Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages. They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of signs, fingerspelling, NMFs and non-conventional gestures. They recognise and describe the main elements of Auslan signs: handshape, movement and location; and identify and categorise signs according to these. They recognise that some signs link to visual images, for example DRINK, ELEPHANT. Students know that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing, and that locations or orientations of signs can be modified meaningfully, for example to show who is involved in an event. They recognise that signers can tell with lexical signs or show with DSs and CA, and that clauses include a verb and sometimes nouns. They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture.</p>	<p>By the end of Level 4, students communicate with each other, the teaching team and others about aspects of their personal worlds, daily routines, preferences and pastimes at school and in the Deaf community. They show aspectual marking on verbs to indicate frequency when communicating about daily routines, for example pro3 tap-shoulder-repeatedly, and use modifications to show manner when describing actions and activities. They initiate and maintain interaction by using discourse markers such as fillers, checking and clarifying their understanding. They contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, for example, by giving and following directions, LIBRARY IN DS: turn-right AUSLAN DICTIONARY DS: fat-book SHELF++ THAT. PLEASE BRING-me, expressing preferences, asking for clarification and using persuasive language PLEASE POPCORN GIVE-me++ BEG? They use appropriate cultural protocols in different situations, for example, to gain the attention of a group, such as flashing lights, waving, multiple tapping or foot stomping in some contexts, waiting for eye contact or pauses in signing and walking between signers without interrupting them. They paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community. They recall specific points of information and recount main points in correct sequence EVERY MONDAY POSS1 CLASS LIST-BUOY-1 READING LIST-BUOY-2 MATHS LIST-BUOY-3 SWIMMING. They plan, rehearse and deliver short presentations about topics such as cultural activities or events in the Deaf community, with the support of materials such as photos, props, timelines or maps. They take into account the purpose and intended audience of a text. They view imaginative texts such as stories, poems and theatre performances, identifying how signers represent their own or others’ actions through constructed action (CA). They create simple imaginative texts of their own, using CA to represent their own or other people’s actions, thoughts, feelings or attitudes. They create signed class translations, for example, of repeated lines in familiar children’s stories, and simple bilingual texts for the classroom or school community, such as posters or bilingual picture dictionaries.</p> <p>Students identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride. They recognise that the single most unifying factor of the community is the use of Auslan; and they describe ways in which Auslan and associated communicative and cultural behaviours are similar to or different from wider community spoken languages and forms of cultural expression.</p> <p>Students demonstrate how the formational elements of handshapes and their orientation, movement, location and non-manual features can be arranged in signs, identifying, for example, whether a sign is body anchored or not, or is single, double or two-handed. They know the functions of different pointing signs, such as pronouns, determiners or locatives; and can identify examples of signers using a location to refer to a previous referent. They use metalanguage to talk about Auslan, using terms such as constructed action, depicting signs, indicating verbs, non-manual features, pointing signs and clauses. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space. They identify different ways that Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters. They know that culture is closely related to language and to identity and that it involves visible and invisible elements.</p>	<p>By the end of Level 6, students use Auslan to interact with people for a range of different purposes. They use descriptive and expressive language to share and compare experiences, ideas and opinions, such as THEATRE GOOD, LONG -really, LONG-really. They participate in class discussions and show interest and respect for others, for example by using active watching behaviours, signing clearly, pausing for others to respond, asking pertinent questions, making constructive comments, rephrasing, repeating and linking their own contributions. Students use non-manual features (NMFs) such as eye gaze to gain, hold or finish a turn when communicating in pairs or groups. They provide context for a new participant joining a conversation, PRO1 TALK-OVER MATH TEACHER. They use action-oriented language to make shared arrangements, organise events and complete transactions, negotiating roles, responsibilities and priorities and taking into account the views of others.</p> <p>Students locate, summarise and compare information from a range of sources. They present information on selected issues to inform, alert or persuade people, for example, by creating announcements to inform about an emergency or about a clean-up the environment appeal, or instructions for a computer game. They use a range of connectives to create textual cohesion. They view and compare expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture. They view and respond to different types of creative and imaginative texts, discussing ideas, characters and themes; and they identify how a signer has referred to the same referent in different ways, for example with a lexical noun then with a depicting sign (DS). They create and perform their own short imaginative texts based on a stimulus, concept or theme using space to track a character or location throughout a text. They translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words/signs/phrases require interpretation or explanation. They create bilingual texts and resources for their own language learning and to support interactions with non-signing people. They describe their connections with the Deaf community and how these contribute to their sense of identity. They reflect on differences between how signed language and spoken language users may be perceived, for example in relation to different protocols when joining interactions, taking turns, using names, or passing between people who are communicating with each other.</p> <p>Students describe a sign’s form in terms of all the elements and how they are put together, including types of NMFs. They recognise when a signer has established a location in space in a text and describe how this was done, for example through the use of points, non-body-anchored signs or fingerspelled words. They distinguish between the three types of DSs and what they represent and how they are used in clauses. They identify and describe how constructed action (CA) can be shown in different ways, for example, through a change in eye gaze, body, or head orientation, and by matching facial expressions and reference to another character. They identify how signers use space to track a referent through a text, for example by pointing back to an established location to refer to a noun or by modifying indicating verbs. They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing and hearing people such as CODAs or interpreters. Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded. Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions.</p>