

Communicating		
<b>Socialising</b>		
Participate in simple interactions with their peers and teachers using high-frequency signs, non-manual features and gestures to talk about self, family and class activities	Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes	Share ideas and feelings about people they know, their daily lives, social activities and the school community
Participate in guided group activities such as signing games and simple tasks using repeated language structures, facial expressions and gestures	Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions	Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions
Develop interaction and communication skills for participation in regular class routines and activities	Respond to questions, directions and requests, using non-manual features and simple questions and statements to ask for help, to indicate understanding or agreement and to negotiate turn-taking	Communicate appropriately while involved in shared learning activities by asking and responding to questions, managing interactions, indicating understanding and monitoring learning
<b>Informing</b>		
Identify specific points of information in simple Auslan texts relating to people, places and things and use the information to complete guided tasks	Organise and summarise key points of information obtained from different types of Auslan texts	Collect, classify and paraphrase information from a variety of Auslan texts used in school and community contexts
Present information about self, family, school and significant objects, using modelled signs and formulaic phrases	Present information associated with their home, school and community activities and routines, using signed descriptions and visual prompts	Convey information in different formats to suit different audiences and contexts
<b>Creating</b>		
Participate in the shared viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or familiar signs	Engage with different types of imaginative texts, identifying favourite elements, characters and events and responding through modelled signing, actions and drawing	Engage with a range of creative and imaginative texts, identifying and discussing ideas and characters and making connections with their own experiences
Express imaginative ideas and visual thinking through the use of familiar signs, mime and gestures, with a focus on emotions, appearance and actions	Create simple texts that demonstrate imagination and playfulness, using familiar signs, gestures, modelled language and visual supports	Create or reinterpret simple imaginative texts that involve favourite characters or humorous situations, using a range of signs, gestures and supporting props to convey events, characters or settings
<b>Translating</b>		
Translate words used in everyday contexts from Auslan into English and vice versa	Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story, noticing which ones are difficult to interpret	Translate familiar texts from Auslan to English and vice versa, noticing which words or phrases require interpretation or explanation
Create simple print or digital texts such as labels, posters, wall charts or cards that use Auslan images and English words	Create bilingual versions of texts such as English captioned recordings of Auslan phrases	Create their own bilingual texts and learning resources such as electronic displays, websites or digital newsletters
<b>Identity</b>		
Describe aspects of themselves, such as membership of family and their school/class and languages they use, considering how these different elements contribute to their sense of identity	Consider how their ways of communicating and responding to each other shape and reflect their sense of identity	Demonstrate understanding of the nature of identity in relation to themselves and to members of the Deaf community
<b>Reflecting</b>		
Notice what is similar to or different from their own language and culture when interacting with stories, games and different forms of artistic expression in Auslan and from Deaf culture	Describe ways in which communicating and behaving when using Auslan are similar to or different from their use of their own language(s) and forms of cultural expression	Reflect on how language and cultural background influence perceptions of other languages and communities, and on their experience of learning and communicating in Auslan
<b>Understanding</b>		
<b>Systems of language</b>		
Recognise that meaning can be expressed through English words or Auslan signs and that signs have set handshapes, movements and locations, and identify and reproduce them independently	Identify the movement and location of different signs and notice how they combine with handshape to form signs, and understand that Auslan can be videoed and transcribed to assist learning	Identify and describe elements of sign production, including handshape and its orientation, movement, location and non-manual features, and explore the processes of annotating Auslan videos or reading and transcribing glossed texts
Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space	Understand how space is used in Auslan to show who is involved in an event through the meaningful location of nouns and verbs, the use of depicting signs and enacting	Understand that signs can include different information, including a gestural overlay, identify types of depicting signs and how signers establish spatial locations and show constructed action
Recognise that groups of words are combined to make a clause and that Auslan has word classes such as nouns, adjectives or verbs, and distinguish between statements and questions	Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features	Develop understanding of the important role of non-manual features in adverbs and joining clauses, and know that spatial relationships in Auslan are typically expressed with depicting signs
Understand that texts are made up of units of meaning such as groups of words or sentences and that different types of texts have different features that help serve their purpose	Understand how signers make different language choices in different types of texts and compare this with English versions of text types, and notice how texts build cohesion	Identify and use language features of different types of Auslan texts and understand that texts are made cohesive through language choices
<b>Language variation and change</b>		
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
<b>Language awareness</b>		
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
<b>Role of language and culture</b>		
Notice 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 languages are shaped by, reflect and strengthen cultural values and beliefs and how these may be differently interpreted by users of other languages

Foundation – Level 2	Levels 3 and 4	Levels 5 and 6
<p>Achievement Standard</p> <p>By the end of Level 2, students interact with teachers and each other to talk about themselves, their families, friends and immediate environment. They follow instructions to complete action-based activities such as signing games or transactional activities, using repeated constructions, gestures and affective non-manual features (NMFs). They interact in familiar classroom routines by responding to requests, such as DS:line-up PLEASE, LOOK-AT-me PRO1. Students ask and respond to simple questions and distinguish between statements and questions. They express likes, dislikes and feelings using lexical signs and affective NMFs. They recognise and produce fingerspelled names for roll call and games and produce modelled signs, phrases and sentence patterns in familiar contexts. They use culturally appropriate protocols, such as maintaining eye contact and responding to and gaining attention by waving or tapping a shoulder or table. They identify specific information in signed texts, such as the properties of colour, number, size or shape, and describe people and objects, for example, PRO3 5-YEARS-OLD, PRO1 HAVE 2 BROTHER, or THAT BALL BIG.</p> <p>Students demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence shared events using familiar signs and visual prompts. They view short imaginative and expressive texts such as stories and nursery rhymes, demonstrating understanding through drawing, gesture, modelled signs or English. They use fixed handshapes in creative ways, for example to create amusing sequences of signs to enact movements, and portray characteristics through the use of constructed action. They identify similarities and differences in ways they interact when communicating in English and in Auslan.</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 whole signs, gestures or fingerspelling. They identify and categorise signs according to handshape and they recognise major types of path movements. They know that some signs link to the appearance of a referent, for example PEN, HOUSE, and that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing. They know that locations of signs can be modified to change meaning, for example when pointing to people. They recognise the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture and know that sign order is flexible in Auslan.</p>	<p>By the end of Level 4, students participate in classroom routines and structured interactions with teachers and peers. They communicate about daily routines, interests and pastimes; recount personal experiences and classroom events; and describe people, experiences or activities using simple depicting signs, such as DS:run-around-oval THEN DS:sit-in-circle. They express preferences, follow directions and ask for clarification or help. They play games that involve making choices, exchanging information and negotiating turn-taking. They use non-manual features to indicate understanding, interest or lack of interest. They use culturally appropriate protocols, such as gaining attention by waving, tapping or pointing to alert third parties and maintain eye contact when communicating, for example PRO2 MEAN or ... RIGHT PRO1? They identify, summarise/paraphrase and retell key points of information in signed texts such as announcements, directions for a game or presentations by visitors, for example PRO1 FIRST YOUR-TURN. They recount in correct sequence the main points of an event or favourite elements of a signed story, using modified indicating verbs, such as POSS1 FAVOURITE PART PRO3 TAKE MONEY THEN RUN-that direction. They present routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions. They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled language and visual supports. They translate high-frequency signs/words and expressions in simple texts. They reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan.</p> <p>Students compare fingerspelling with written English, noticing that it can be used for whole words or for parts of words. They recognise that there are signs that have no single English word equivalent, and know that signs can be displaced in space for different purposes, such as to show locations or different participants in a verb. They know that signing involves telling, depicting or enacting. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space. They identify different ways 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 involves both visible and invisible elements.</p>	<p>By the end of Level 6, students discuss aspects of their daily lives, social activities and school experience and respond to each other’s comments. They describe relationships and characteristics of people and objects and express feelings and preferences, for example, POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD. They negotiate with each other to plan, organise and complete learning tasks and activities, using statements such as PRO1 DON'T-WANT DRAW, PRO1 WANT TAKE-PHOTO, THANKYOU PRO2 EXPLAIN CLEAR, or THAT FIRST IMPORTANT THAT SECOND. They follow more complex instructions and directions involving several steps. They compare experiences, routines, interests and activities, using signs associated with time, sequence and location. They follow protocols when interacting with each other or with interpreters or visitors to the classroom, for example by interrupting conversations appropriately or providing context for a new participant joining a conversation. They paraphrase the content of selected signed texts, such as community announcements, and relay the information to others. They plan, rehearse and deliver short presentations, taking into account context, purpose and audience. They respond to creative and imaginative texts, for example by discussing ideas and characters, shadowing signed elements of theatrical or cinematographic texts that use handshapes, and by making connections with their own experiences. They create or reinterpret simple imaginative texts using elements of constructed action (CA), such as body shift, eye gaze and head orientation change. They modify non-manual features and lexical signs to indicate manner. They translate familiar texts from Auslan to English and vice versa, identifying which words or phrases require interpretation or explanation.</p> <p>Students discriminate between body-anchored and non-body-anchored signs, and recognise how non-body-anchored signs can modify their locations meaningfully. They know that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or others, and that spatial relationships between objects are typically expressed with depicting signs in Auslan. 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, for example, by glossing and the use of technology such as ELAN. 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>