

VELS Standards by Domain

Strand	Domain	Dimension
<u>Physical, Personal and Social Learning</u>	<u>Health and Physical Education</u>	Movement and physical activity Health knowledge and promotion
	<u>Interpersonal Development</u>	Building social relationships Working in teams
	<u>Personal Learning</u>	The individual learner Managing personal learning
<u>Discipline-based Learning</u>	<u>Civics and Citizenship</u>	Civics knowledge and understanding Community engagement
	<u>The Arts</u>	Creating and making Exploring and responding
	<u>English</u>	Reading Writing Speaking and listening
	<u>The Humanities</u>	
	<u>The Humanities – Economics</u>	Economics knowledge and understanding Economics reasoning and interpretation
	<u>The Humanities – Geography</u>	Geographical knowledge and understanding Geospatial skills
	<u>The Humanities – History</u>	Historical knowledge and understanding Historical reasoning and interpretation
	<u>Languages Other Than English (LOTE)</u>	Communicating in a language other than English Intercultural knowledge and language awareness
	<u>Mathematics</u>	Number Space Measurement, chance and data Structure Working mathematically
<u>Interdisciplinary Learning</u>	<u>Science</u>	Science knowledge and understanding Science at work
	<u>Communication</u>	Listening, viewing and responding Presenting
	<u>Design, Creativity and Technology</u>	Investigating and designing Producing Analysing and evaluating
	<u>Information and Communications Technology (ICT)</u> <u>Thinking Processes</u>	ICT for visualising thinking ICT for creating ICT for communicating Reasoning, processing and inquiry Creativity Reflection, evaluation and metacognition

Physical, Personal and Social Learning

Health and Physical Education

Standards are organised in two dimensions.

The ***Movement and physical activity*** dimension is reported on from level 1(Prep) and focuses on providing opportunities for challenge, personal growth, enjoyment and fitness. It develops students' confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue.

The ***Health knowledge and promotion*** dimension is reported on from level 3 (Grade 3) and examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the promotion of health. Students examine the factors that influence food selection and the role of nutrition on health growth and development.

Interpersonal Learning

Standards are organised in two dimensions and reported on from level 1 (Prep).

Learning in the ***Building social relationships*** dimension supports students to initiate, maintain and manage positive social relationships. Students practise social conventions and learn how to act in socially responsible ways. Strategies for understanding, managing and resolving conflict are also an important focus.

In the ***Working in teams*** dimension students develop the knowledge, skills and behaviours to cooperate with others to contribute to the achievement of group goals. The focus is not only task achievement, but also on contributing to, and reflecting on, the learning which occurs through being part of a team.

Personal Learning

Standards are organised in two dimensions and apply from level 3 (Grade 3).

The ***Individual learner*** dimension focuses on students exploring and practising skills and behaviours which support learning. They develop the ability to monitor their own learning by identifying learning strengths and areas requiring improvement. Students recognise the need to operate fairly within the classroom and learn to respect individual differences of class members. They develop confidence in making informed decisions about their learning.

The ***Managing personal learning*** dimension focuses on the successful management of personal learning. Students develop skills in goal setting and time and resource management and focus on task achievement. They increasingly develop the skills to work independently and develop strategies to manage their emotions and develop positive attitudes towards learning.

Civics and Citizenship

Standards are organised in two dimensions and student achievement is assessed from level 3 (grade 3).

The ***Civic knowledge and understanding*** dimension focuses on students developing knowledge and understanding of the Australian political, government and legal systems. They learn about equality before the law, freedom of speech, democratic representation, multiculturalism, social justice and respect for others. They learn about the contribution democracy has made to Australia's history and national identity and Australia's place in the world.

The ***Community engagement*** dimension focuses on the development of skills and behaviours students need to be an active participant in the community. Students are involved in decision making, voting and leadership, using their knowledge of rules and laws, and learning about concepts such as human rights and social justice. Students consider different perspectives and learn to justify their own opinions on local, national and global issues. They apply their knowledge and skills in a range of community-based activities.

Discipline Based Learning

The Arts

Standards are organised in two dimensions:

The ***Creating and making*** dimension focuses on ideas, skills, techniques, processes, performances and presentations and is assessed from level 1 (Prep). Students explore experiences, ideas, feelings and understandings through making, interpreting, performing, creating and presenting.

The ***Exploring and responding*** dimension is assessed from level 3 (Grade3). This dimension involves students in analysing and developing an understanding about their own and other people's work and expressing personal and informed judgments of art works.

English

In English, standards for assessing and reporting on student achievement apply from Level 1 (Prep) across three dimensions.

Reading involves students in reading and viewing a wide range of texts and media, including literary texts such as novels, short stories, poetry and plays as well as popular fiction and non-fiction works, newspapers and magazines, illustrations, posters and charts, film and television. Reading involves developing a love of reading and how to apply strategies for reading.

Writing involves students in the active process of planning, composing, editing and publishing a range of written pieces. Writing involves using appropriate language and learning to express ideas, issues, arguments, events, experience, character, emotion and information. It involves the development of knowledge about punctuation and grammar and text structure.

Speaking and listening refers to the various formal and informal ways oral language is used. It involves using appropriate oral language, body language and voice and developing active-listening strategies. Students learn the different ways to speak in everyday communication, group discussions, formal presentations and speeches, storytelling and negotiating.

The Humanities (Economics, Geography & History) - assessed from level 4 (Grade 5).

Economics

Standards are organised in two dimensions:

The ***Economic knowledge and understanding*** dimension focuses on students learning how their needs and wants are met within a market economy. Students begin to learn how to manage their personal finances and how to be informed consumers.

The ***Economic reasoning and interpretation*** dimension covers the nature of economic thinking as students solve problems which assist them in understanding the economy, society and environment. They learn to clarify and justify personal values and attitudes about economic issues.

Geography

Standards are organised in two dimensions:

The ***Geographical knowledge and understanding*** dimension covers the patterns of the physical world and the impact of humanity on the surface of the Earth. It focuses on concepts such as location, distance, distribution and scale as students learn to ask a series of geographical questions and follow an inquiry-based approach to understanding their world.

In the ***Geospatial skills*** dimension students read and interpret maps of different kinds and at different scales, including street directories, atlas maps and topographic maps.

History

Standards in the History domain are organised in two dimensions:

In the ***Historical knowledge and understanding*** dimension students learn the concept of time. Through studying the past they learn about change and its impact on people's lives to help them understand their present and shape their future.

The ***Historical reasoning and interpretation*** dimension focuses on the nature of historical thinking. Students learn to frame questions in the light of their own knowledge and experiences and to develop research and inquiry skills.

Mathematics

In Mathematics, standards are organised in five dimensions and reporting on student achievement applies from Level 1 (Prep). Standards for *Structure* are introduced from Level 3 (Grade 3) as this is a complex area of development.

The ***Number*** dimension focuses on developing students' understanding of counting, magnitude and order. This dimension includes students learning about fractions, decimals and solving problems using addition, subtraction, multiplication and division. Students explore solving equations mentally, by hand using written algorithms, and using calculators, spreadsheets or other methods of calculation.

The **Space** dimension focuses on developing students' understanding of shape and location. This includes identifying, drawing and constructing two and three-dimensional objects and understanding the ways in which shapes can be moved or transformed. Students learn about key spatial concepts including edge, surface, boundary, symmetry and similarity.

The **Measurement, chance and data** dimension focuses on students learning important common measures for money, length, mass, time and temperature, and probability – the measure of the chance or likelihood of an event. Other measures include area, volume and capacity, weight and angles.

Structure is about the processes that can be applied to solve equations or problems. It is the knowledge of being able to transfer information. (For example: beginning with $3 \times 5 = 15$ the student is able to transfer and expand this information to division, fractions and extended number facts, like $30 \times 5 = 150$, $1/5$ of $15 = 3$, $15 \div 5 = 3$)

Working mathematically focuses on developing students' sense of mathematical inquiry, problem posing and solving, modelling and investigation. It is the ability to articulate the thinking behind the solutions.

Science

Standards are organised in two dimensions:

The **Science knowledge and understanding** dimension focuses on building student understanding of the main concepts of science such as living things, matter, chemical change, energy, force, space and Earth.

The **Science at work** dimension focuses on students experiencing and researching how people work with and through science. Students learn to be curious and to use scientific understanding and processes to find answers to their questions.

Interdisciplinary Learning

The Interdisciplinary Learning strand identifies a range of knowledge, skills and behaviours which cross disciplinary boundaries and are essential to ensuring students are prepared as active learners and problem-solvers for success at school and beyond.

Communication

Standards in the Communication domain are organised in two dimensions:

The **Listening, viewing and responding** dimension focuses on developing student understanding of communication types and developing strategies to assist them to make meaning of a range of media and technologies so they can make an informed response.

The **Presenting** dimension involves students gaining the ability to present information in an appropriate manner by selecting the content and structure that will best convey meaning.

Design, Creativity and Technology

Standards are organised in three dimensions and are reported on from level 3:

In the ***Investigating and designing*** dimension, students undertake research and investigation to select and record creative methods of generating and recording design possibilities and options. They create a plan to outline the processes involved in making a product, and select and justify the option that best meets the requirements of the design brief.

Producing involves students in the appropriate selection and safe use of tools, equipment, materials and parts to produce a quality product or technological system. They reflect upon their progress and alter plans as appropriate.

In the ***Analysing and evaluating*** dimension, students compare the outcomes of design and production activities with earlier design work and planned intentions. Students also describe, analyse and evaluate the impact and value of their own and others' technological products on the individual, society and environment. This includes consideration of sustainability issues.

Information and Communications Technology

Standards are organised in three dimensions and are assessed from level 2.

In the ***ICT for visualising thinking*** dimension students use ICT tools to assist their thinking processes and reflect on the thinking strategies they use to develop understanding. Students use graphic organisers and ICT models to help structure their thinking processes and assist in constructing knowledge.

The ***ICT for creating*** dimension focuses on students using ICT tools to demonstrate their knowledge and understanding of the curriculum, manage their files to secure their contents, retrieve documents and plan the progress of extended tasks. They examine the ethical and legal implications of using ICT in a range of settings such as the home, school and the workplace.

The ***ICT for communicating*** dimension focuses on students using ICT to present ideas and information as they communicate with known and unknown audiences and support knowledge-building among teams.

Thinking Processes

Standards for assessing and reporting on student achievement apply from Level 3.

In the ***Reasoning, processing and inquiry*** dimension students learn to assemble and question information and develop opinions based on informed judgments.

In the ***Creativity*** dimension, students learn to seek innovative alternatives and use their imagination to generate possibilities. They learn to take risks with their thinking and make new connections.

In the ***Reflection, evaluation and metacognition*** dimension, students learn to reflect on what they know and develop awareness that there is more to know. They learn to question, evaluate and develop skills in planning, monitoring and evaluating their own thinking processes and strategies.