

Australian Curriculum: Approaches to implementation

Desktop jurisdictional scan

Purpose

The purpose of this document is to provide an overview of the approaches to implementation of the Australian Curriculum across Australian states. It supports a comparison of Queensland's implementation approaches with New South Wales, Victoria and Western Australia. This overview does not relate to other curriculum approved by ACARA.

Prep–Year 2

Learning area	Queensland: Non-state schools	Queensland: Department of Education	New South Wales	Victoria	Western Australia
English	Teach and assess in each semester every year (p. 3).	<ul style="list-style-type: none"> Provide (teach, assess and report on) in every semester in Prep (p. 11). Provide (teach, assess and report on) in every semester in Years 1 and 2 (p. 11). 	<ul style="list-style-type: none"> The educational program must be based on and taught in accordance with the New South Wales Education Standards Authority (NESA) syllabus for the English Key Learning Area (KLA) (p. 43). Schools must have a course of study in the English KLA for each student in each year of schooling (p. 43). 	Must have a structured teaching and learning program in English at each year level (p.19).	<ul style="list-style-type: none"> Required (p. 9). Report student achievement (p. 12).
Mathematics	Teach and assess in each semester every year (p. 3).	<ul style="list-style-type: none"> Provide (teach, assess and report on) in every semester in Prep (p. 11). Provide (teach, assess and report on) in every semester in Years 1 and 2 (p. 11). 	<ul style="list-style-type: none"> The educational program must be based on and taught in accordance with the NESA syllabus for the Mathematics KLA (p. 43). Schools must have a course of study in the Mathematics KLA for each student in each year of schooling (p. 43). 	Must have a structured teaching and learning program in Mathematics at each year level (p. 19).	<ul style="list-style-type: none"> Required (p. 9). Report student achievement (p. 12).
Science	Teach and assess in each semester every year (p. 3).	<ul style="list-style-type: none"> Experience (teach and monitor) in at least one semester in Prep (p. 11). Provide (teach, assess and report on) in at least one semester every year in Years 1 and 2 (p. 11). 	<ul style="list-style-type: none"> The educational program must be based on and taught in accordance with the NESA syllabus for the Science and Technology KLA (p. 43). Schools must have a course of study in the Science and Technology KLA for each student in each year of schooling (p. 43). 	Learning program must draw on the curriculum area of Science (p. 20).	<ul style="list-style-type: none"> Required (p. 9). Strongly encouraged to report on in Prep (p. 12). Report student achievement in Years 1 and 2 (p. 12-13).
Health and Physical Education	Teach and assess in each semester every year (p. 3).	<ul style="list-style-type: none"> Provide (teach, assess and report on) in every semester in Prep (p. 11). Provide (teach, assess and report on) in at least one semester every year in Years 1 and 2 (p. 11). 	<ul style="list-style-type: none"> The educational program must be based on and taught in accordance with the NESA syllabus for the Personal Development, Health and Physical Education KLA (p. 43). Schools must have a course of study in the Personal Development, Health and Physical Education KLA for each student in each year of schooling (p. 43). 	Teaching and learning program includes substantial attention to Health and Physical Education (p. 19).	<ul style="list-style-type: none"> Required (p. 9). May choose to report in Prep (p. 12). Report student achievement in Years 1 and 2 (p. 12-13).
Humanities and Social Sciences	<ul style="list-style-type: none"> Teach and assess in each semester every year (p. 3). 	<ul style="list-style-type: none"> Experience (teach and monitor) in at least one semester in Prep (p. 11). 	<ul style="list-style-type: none"> The educational program must be based on and taught in accordance with the NESA syllabus for the Human 	Learning program must draw on the curriculum area of Humanities – History and Geography (p. 20).	<ul style="list-style-type: none"> Required (p. 9). May choose to report in Prep (p. 12).

	<ul style="list-style-type: none"> Teach and assess in at least one semester each year (p. 8). 	<ul style="list-style-type: none"> Provide (teach, assess and report on) in at least one semester every year in Years 1 and 2 (p. 11). 	<p>Society and Its Environment KLA (p. 43).</p> <ul style="list-style-type: none"> Schools must have a course of study in the Human Society and its Environment KLA for each student in each year of schooling (p. 43). 		<ul style="list-style-type: none"> Report student achievement in Years 1 and 2 (p. 12-13).
Languages	<ul style="list-style-type: none"> Schools are encouraged to implement languages as soon as possible in the primary years (p. 3 and p. 8). Schools maintain flexibility about which language/s should be learnt and when to introduce language learning into the curriculum in Prep–Year 6 (p. 3). 	Encouraged in Prep-Year 2 (p. 11).	<ul style="list-style-type: none"> Optional in Kindergarten to Year 6. Primary schools who do run languages programs are required to use a NESA syllabus (website). 	Learning program must draw on the curriculum area of Languages (p. 20).	<ul style="list-style-type: none"> Optional from Prep–Year 2 (p. 9). Where possible, schools should provide (p. 9). If provided: <ul style="list-style-type: none"> may choose to report in Prep (p. 12) report student achievement in Years 1 and 2 (p. 12-13).
Technologies	A school curriculum plan should demonstrate the implementation of both Digital Technologies and Design and Technologies (p. 3).	<ul style="list-style-type: none"> Experience (teach and monitor) in at least one semester in Prep (p. 11). Provide in at least one semester in the Year 1–2 band (p. 11). 	<ul style="list-style-type: none"> The educational program must be based on and taught in accordance with the NESA syllabus for the Science and Technology KLA (p. 43). Schools must have a course of study in the Science and Technology KLA for each student in each year of schooling (p. 43). 	Learning program must draw on the curriculum area of Technologies – Design and Technologies and Digital Technologies (p. 20).	<ul style="list-style-type: none"> Required (p. 9). All students will study both Technologies subjects from Pre-primary to the end of Year 8. May choose to report in Prep (p. 12) Report student achievement in Years 1 and 2 (p. 12-13).
The Arts	<ul style="list-style-type: none"> A school curriculum plan should demonstrate the implementation of each of the Arts subjects in a flexible way to allow school choice in the Arts subjects they deliver in each band (...) (p. 3). Schools may wish to implement The Arts learning area as integrated experiences with the reporting based on the learning area achievement standard rather than as individual subjects (p. 3). 	<ul style="list-style-type: none"> Experience (teach and monitor) in at least one semester in Prep (p. 11). Provide (teach, assess and report on) in at least one semester in the Year 1-2 band (p. 11). 	<ul style="list-style-type: none"> The educational program must be based on and taught in accordance with the NESA syllabus for the Creative Arts KLA (p. 43). Schools must have a course of study in the Creative Arts KLA for each student in each year of schooling (p. 43). 	Teaching and learning program includes substantial attention to The Arts (p. 19).	<ul style="list-style-type: none"> Required. All students will study at least two of the five Arts subjects (including at least one performance arts subject and one visual arts subject) from Pre-primary to the end of Year 8 (p. 9). It is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10 (p. 9). May choose to report in Prep (p. 12) Report student achievement in Years 1 and 2 (p. 12-13).

Year 3–Year 6

Learning area	Queensland: Non-state schools	Queensland: Department of Education	New South Wales	Victoria	Western Australia
English	Teach and assess in each semester every year (p. 3).	Provide (teach, assess and report on) in every semester every year (p. 11)	<ul style="list-style-type: none"> The educational program must be based on and taught in accordance with the NESA syllabus for the English KLA (p. 43). Schools must have a course of study in the English KLA for each student in each year of schooling (p. 43). 	Schools should provide a structured teaching and learning program in English at each year level (p. 20).	<ul style="list-style-type: none"> Required (p. 9). Report one grade as a minimum for each semester (p. 13).
Mathematics	Teach and assess in each semester every year (p. 3).	Provide (teach, assess and report on) in every semester every year (p. 11).	<ul style="list-style-type: none"> The educational program must be based on and taught in accordance with the NESA syllabus for the Mathematics KLA (p. 43). 	Schools should provide a structured teaching and learning program in Mathematics at each year level (p. 20).	<ul style="list-style-type: none"> Required (p. 9). Report one grade as a minimum for each semester (p. 13).

			<ul style="list-style-type: none"> Schools must have a course of study in the Mathematics KLA for each student in each year of schooling (p. 43). 		
Science	Teach and assess in each semester every year (p. 3).	Provide (teach, assess and report on) in at least one semester every year (p. 11).	<ul style="list-style-type: none"> The educational program must be based on and taught in accordance with the NESAsyllabus for the Science and Technology KLA (p. 43). Schools must have a course of study in the Science and Technology KLA for each student in each year of schooling (p. 43). 	Schools should provide a structured teaching and learning program in Science at each year level (p. 20).	<ul style="list-style-type: none"> Required (p. 9). Report one grade as a minimum for each semester (p. 13).
Health and Physical Education	Teach and assess in each semester every year (p. 3).	Provide (teach, assess and report on) in at least one semester every year (p. 11).	<ul style="list-style-type: none"> The educational program must be based on and taught in accordance with the NESAsyllabus for the Personal Development, Health and Physical Education KLA (p. 43). Schools must have a course of study in the Personal Development, Health and Physical Education KLA for each student in each year of schooling (p. 43). 	Schools should provide substantial attention to Health and Physical Education (p. 20).	<ul style="list-style-type: none"> Required (p. 9). Report one grade as a minimum for Health and one grade as a minimum for Physical Education each semester (p. 13).
Humanities and Social Sciences	<ul style="list-style-type: none"> Teach and assess in each semester every year (p. 3). Teach and assess in at least one semester each year (p. 8). 	Provide (teach, assess and report on) in at least one semester every year (p. 11).	<ul style="list-style-type: none"> The educational program must be based on and taught in accordance with the NESAsyllabus for the Human Society and Its Environment KLA (p. 43). Schools must have a course of study in the Human Society and its Environment KLA for each student in each year of schooling (p. 43). 	Schools should provide a Humanities program that includes in each two-year band of schooling History, Geography and Civics and Citizenship and, from Year 5, Economics and Business (p. 20).	<ul style="list-style-type: none"> Required (p. 9). Report one grade as a minimum for Humanities and Social Sciences each semester (p. 13). Civics and Citizenship is introduced at Year 3 (p. 9). Economics and Business is introduced from Year 5 (p. 9).
Languages	<ul style="list-style-type: none"> Schools are encouraged to implement languages as soon as possible in the primary years (p. 3 and p. 8). Schools maintain flexibility about which language/s should be learnt and when to introduce language learning into the curriculum in Prep-Year 6 (p. 3). 	<ul style="list-style-type: none"> Encouraged in Year 3–Year 4 (p. 11). Provide (teach, assess and report) in at least one semester in each year in Years 5 and 6 (p. 11). 	<ul style="list-style-type: none"> Optional in Kindergarten to Year 6. Primary schools who do run languages programs are required to use a NESAsyllabus (website). 	Schools should provide a Languages program (p. 20).	<ul style="list-style-type: none"> As a minimum, schools must offer in Years 3, 4, 5 and 6, compulsory Languages education in a minimum of one language (p. 9). The study of one Aboriginal and Torres Strait Islander language is acceptable (p. 9). Auslan is an acceptable alternative to the study of a language other than English (p. 9). Schools may offer different languages from those for which syllabuses are provided in the WA Curriculum and Assessment Outline (p. 9). Report one grade as a minimum each semester (p. 9).
Technologies	A school curriculum plan should demonstrate the implementation of both Digital Technologies and Design and Technologies (p. 3).	<ul style="list-style-type: none"> Provide (teach, assess and report) in at least one semester in the band (p. 11). 	<ul style="list-style-type: none"> The educational program must be based on and taught in accordance with the NESAsyllabus for the Science and Technology KLA (p. 43). Schools must have a course of study in the Science and Technology KLA for each student in each year of schooling (p. 43). 	Schools should provide a Technologies program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies (p. 20).	<ul style="list-style-type: none"> All students study both Technologies subjects from Pre-primary to the end of Year 8 (p. 9). Across a year, schools report one grade as a minimum for Design and Technologies and one grade as a minimum for Digital Technologies:

					<ul style="list-style-type: none"> – where subjects are taught concurrently during the year, two grades are required each semester. – where the subjects are taught in separate semesters, it is permissible to report on Design and Technologies in one semester and Digital Technologies in the other semester (p. 13).
The Arts	<ul style="list-style-type: none"> • A school curriculum plan should demonstrate the implementation of each of the Arts subjects in a flexible way to allow school choice in the Arts subjects they deliver in each band (...) (p. 3). • Schools may wish to implement The Arts learning area as integrated experiences with the reporting based on the learning area achievement standard rather than as individual subjects (p. 3). 	<ul style="list-style-type: none"> • Provide (teach, assess and report on) in at least one semester in the band (p. 11). • In Prep-Year 6 students are given opportunities to study all five Arts subjects across Prep to Year 6. There is flexibility for schools to develop programs of learning that may involve integrated units within The Arts (p. 13). 	<ul style="list-style-type: none"> • The educational program must be based on and taught in accordance with the NESA syllabus for the Creative Arts KLA (p. 43). • Schools must have a course of study in the Creative Arts KLA for each student in each year of schooling (p. 43). 	Schools should provide an Arts program that in Years 3–4 includes all five Arts disciplines and at Years 5–6 consists of at least two Arts disciplines, one from the Performing Arts and one from the Visual Arts (p. 20).	<ul style="list-style-type: none"> • All students will study at least two of the five Arts subjects (including at least one performance arts subject and one visual arts subject) from Pre-primary to the end of Year 8 (p. 9). • Across a year schools report one grade as a minimum in a performance arts subject and one grade as a minimum in a visual arts subject: <ul style="list-style-type: none"> – where subjects are taught concurrently during the year, two grades are required each semester – where the subjects are taught in separate semester it is permissible to report on a performance arts subject in one semester and a visual arts subject in the other semester (p. 13).

Year 7–Year 10

Learning area	Queensland: Non-state schools	Queensland: Department of Education	New South Wales	Victoria	Western Australia
English	<ul style="list-style-type: none"> • Teach, assess and report on each semester in each year of Years 7 and 8 (p. 9). • Teach, assess and report on each semester in each year of Years 9 and 10 (p. 10). • Year 10 – it may be appropriate for students who are not able to access the Australian Curriculum English and Mathematics to complete short courses in Literacy and Numeracy (p. 5). 	Provide (teach, assess and report on) in every semester every year in Years 7 to 10 (p. 12).	<ul style="list-style-type: none"> • During each year of schooling, schools must have courses of study for each student in the English KLA (p. 45). • Students study the Board-developed English syllabus substantially in each of Years 7–10 and complete at least 400 hours of English study by the end of Year 10. 	<ul style="list-style-type: none"> • Years 7–8: Schools should provide a structured teaching and learning program in English at each year level (p. 20). • Years 9–10: Schools will provide a structured teaching and learning program in English at each year level (p.22). 	<ul style="list-style-type: none"> • Required (p. 9). • Report one grade as a minimum for each semester (p. 13). • Students can demonstrate the minimum standard of literacy and numeracy for WACE by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.
Mathematics	<ul style="list-style-type: none"> • Teach, assess and report on each semester in each year of Years 7 and 8 (p. 9). • Teach, assess and report on each semester in each year of Years 9 and 10 (p. 10). 	Provide (teach, assess and report on) in every semester every year in Years 7 to 10 (p. 12).	<ul style="list-style-type: none"> • During each year of schooling, schools must have courses of study for each student in the Mathematics KLA (p. 45). • Students study the Board-developed Mathematics syllabus substantially in each of Years 7–10 and complete at least 400 hours of Mathematics study by the end of Year 10. 	<ul style="list-style-type: none"> • Years 7–8: Schools should provide a structured teaching and learning program in Mathematics at each year level (p. 20). • Years 9–10: Schools will provide a structured teaching and learning program in Mathematics at each year level (p. 22). 	<ul style="list-style-type: none"> • Required (p. 9). • Report one grade as a minimum for each semester (p. 13). • Students can demonstrate the minimum standard of literacy and numeracy for WACE by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

Science	<ul style="list-style-type: none"> • Teach, assess and report on each semester in each year of Years 7 and 8 (p. 9). • Teach, assess and report on each semester in each year of Years 9 and 10 (p. 10). 	Provide (teach, assess and report on) in every semester every year in Years 7 to 10 (p. 12).	<ul style="list-style-type: none"> • During each year of schooling, schools must have courses of study for each student in the Science KLA (p. 45). • Students study the Board-developed Science syllabus substantially in each of Years 7–10 and complete at least 400 hours of Science study by the end of Year 10. 	<ul style="list-style-type: none"> • Years 7–8: Schools should provide a structured teaching and learning program in Science at each year level (p. 20). • Years 9–10: Schools will provide a structured teaching and learning program in Science at each year level (p. 22). 	<ul style="list-style-type: none"> • Required (p. 9). • Report one grade as a minimum for each semester (p. 13).
Health and Physical Education	<ul style="list-style-type: none"> • In Years 7 and 8: <ul style="list-style-type: none"> – All students participate (p. 9) – Health and Physical Education is offered for at least one semester each year or two semesters across the band (p. 9). • Health and Physical Education is an elective in Year 10. 	Provide (teach, assess and report on) in at least one semester in each year in Years 7 to 10 (p. 12).	<ul style="list-style-type: none"> • Schools must timetable 300 hours of PDHPE to be studied substantially throughout each of Years 7–10. 	<ul style="list-style-type: none"> • Years 7–8: Schools should provide substantial attention to Health and Physical Education (p. 20). • Years 9–10: Schools will provide a Health and Physical Education program (p. 22). 	<ul style="list-style-type: none"> • Required (p. 9). • Report one grade as a minimum for Health and one grade as a minimum for Physical Education each semester (p. 13).
Humanities and Social Sciences	<ul style="list-style-type: none"> • In Year 7 schools implement Humanities and Social Science OR the individual subjects offered as electives (History, Geography, Civics and Citizenship, and Economics and Business) each semester. This means that a student will typically do HASS or History, or Geography or Economics and Business or Civics and Citizenship or any combination of these, over the two semesters (p. 9). <i>(NB The current version of the guidelines was written for v8.4 – this statement does not apply to v9.0).</i> • In Year 8 schools implement History for at least one semester and may offer the other subjects as electives (p. 9). • All students must complete not less than two semesters of a Humanities and Social Sciences subject in this band (p. 10): <ul style="list-style-type: none"> – In Year 9, schools should implement History for at least one semester and offer the other subjects (Geography, Economics & Business, Civics & Citizenship) as electives (p. 4). – In Year 10, Humanities and Social Sciences subjects are offered as electives (...) Students must study not less than two semesters of Humanities and Social Sciences across Years 9 and 10, one of which must be History (p. 4). 	<ul style="list-style-type: none"> • History - Provide (teach, assess and report on) in at least one semester in each year in Years 7 to 10 (p. 12). • Geography, Economics and Business and Civics and Citizenship: <ul style="list-style-type: none"> – Provide each of the subjects (teach, assess and report on) in at least one semester across Years 7 and 8 – Provide as electives in Years 9 and 10 (p. 12). 	<ul style="list-style-type: none"> • During each year of schooling, schools must have courses of study for each student in the Human Society and Its Environment KLA (p. 45). • The Board-developed syllabuses are to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage (website). 	<ul style="list-style-type: none"> • Years 7–8: Schools should provide a Humanities program that includes in each two-year band of schooling History, Geography and Civics and Citizenship and Economics and Business (p.20). • Years 9–10: Schools will provide a Humanities program that includes in this band of schooling History, Geography, Civics and Citizenship and Economics and Business (p. 22). 	<ul style="list-style-type: none"> • Required (p. 9). • Report one grade as a minimum for each semester (p. 13).
Languages	<ul style="list-style-type: none"> • In Years 7 and 8: <ul style="list-style-type: none"> – All students participate in Languages (p. 9) – Languages are encouraged (p. 9). • In Years 9 and 10, Languages are offered as electives (p. 4 and p. 10). 	<ul style="list-style-type: none"> • Provide (teach, assess and report on) in at least one semester in each year in Years 7 and 8 (p. 12). • Provide electives in Years 9 and 10 (p. 12). 	100 hours to be completed in one language in one Board-developed syllabus over one continuous 12-month period between Years 7–10 but preferably in Year 7 or Year 8 (website).	<ul style="list-style-type: none"> • Years 7–8: Schools should provide a Languages program (p. 20). • Years 9–10: Schools will provide a Languages program (p. 22). 	<ul style="list-style-type: none"> • In both Years 7 and 8: <ul style="list-style-type: none"> – compulsory Languages education in a minimum of one language (p. 9) – Must report one grade as a minimum each semester (p. 9).

					<ul style="list-style-type: none"> Years 9 and 10: Study of Languages is optional (p. 9).
Technologies	<ul style="list-style-type: none"> In Years 7 and 8: <ul style="list-style-type: none"> All students participate in Technologies (p. 9) schools offer both Technologies subjects for at least ONE semester each across the band. In Years 9–10: <ul style="list-style-type: none"> Schools need to provide electives in Technologies (p. 10). Schools need to determine how these electives will be provided across the band as all subjects do not need to be provided each semester across the band (p. 10). 	<ul style="list-style-type: none"> Provide (teach, assess and report on) Digital Technologies in at least one semester in Years 7 and 8. Provide (teach, assess and report on) Design and Technologies in at least one semester in Years 7 and 8 or provide one or more of the related subjects from the corporate subject list report in at least one semester in the Years 7 and 8 (p. 12). Provide electives in Years 9 and 10 (p. 12). 	The Board-developed Technology Mandatory syllabus is to be studied for 200 hours in Years 7–8 (website).	<ul style="list-style-type: none"> Years 7–8: Schools should provide a Technologies program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies (p. 20). Years 9–10: Schools will provide a Technologies program that includes in this band of schooling both Design and Technologies and Digital Technologies (p. 22). 	<ul style="list-style-type: none"> All students study both Technologies subjects from Pre-primary to the end of Year 8 (p. 9). Years 7 and 8: Across a year, schools report one grade as a minimum for Design and Technologies and one grade as a minimum for Digital Technologies: <ul style="list-style-type: none"> where subjects are taught concurrently during the year, two grades are required each semester. where the subjects are taught in separate semesters, it is permissible to report on Design and Technologies in one semester and Digital Technologies in the other semester (p. 9). In Years 9 and 10, the study of Technologies is optional (p. 9).
The Arts	<ul style="list-style-type: none"> In Years 7 and 8: <ul style="list-style-type: none"> All students participate in the Arts (p. 9) schools offer at least ONE of The Arts subjects for one semester across the band. In Years 9–10: <ul style="list-style-type: none"> Schools need to provide electives in The Arts (p. 10). Schools need to determine how these electives will be provided across the band as all subjects do not need to be provided each semester across the band (p. 10). 	<ul style="list-style-type: none"> Provide (teach, assess and report on) at least one of The Arts subjects in at least one semester in the Years 7 and 8 band (p. 12). Provide electives in Years 9 and 10 (p. 12). 	200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music. It is an expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years (website).	<ul style="list-style-type: none"> Schools should provide an Arts program that in Years 7–8 consists of at least two Arts disciplines, one from the Performing Arts and one from the Visual Arts (p. 20). Years 9–10: Schools will provide an Arts program that includes in this band of schooling learning in at least one Arts discipline (p. 22). 	<ul style="list-style-type: none"> All students will study at least two of the five Arts subjects (including at least one performance arts subject and one visual arts subject) to the end of Year 8 (p. 9). Across a year, schools report one grade as a minimum in a performance arts subject and one grade as a minimum in a visual arts subject: <ul style="list-style-type: none"> where subjects are taught concurrently during the year, two grades are required each semester where the subjects are taught in separate semesters it is permissible to report on a performance arts subject in one semester and a visual arts subject in the other semester (p. 13). In Years 9 and 10, the study of The Arts is optional (p. 9).

References

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