

NTSDE

'Education Wherever You Are'



NT School of Distance Education



# 2026 Subject Handbook

### 2026 Subject Handbook

For enrolment information please view our website

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### Our vision

Create an inclusive learning community that inspires students to achieve their educational goals, aspirations and potential as global citizens.

**WEBSITE:**  
[www.ntsde.nt.edu.au](http://www.ntsde.nt.edu.au)



**INSTAGRAM:**  
[www.instagram.com/ntsde\\_edu/](https://www.instagram.com/ntsde_edu/)



**FACEBOOK:**  
<https://www.facebook.com/NTSDE2/>



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## Contents

Explanations of Acronyms, Terms and Symbols used in this Handbook .....	4
Welcome to the NTSDE Subject Handbook .....	6
Pathways .....	7
NTSDE Instructional Model .....	8
Enrolment and Resulting Timelines .....	9
NTSDE Careers .....	12
Open Access College .....	12
NTSDE Re-engagement Program .....	12
NTCET Information .....	13
The Northern Territory Certificate of Education and Training .....	14
Stage 1 compulsory requirements .....	15
Stage 2 compulsory requirements .....	15
Additional credits required to gain an NTCET .....	15
Requirements to gain an Australian Tertiary Admission Ranking .....	15
NTCET Completion Pathway .....	16
HEAL Project .....	17
Overview .....	18
HEAL Pathways .....	20
HEAL Project structure 2026 .....	21
Operation .....	22
NTSDE Pedagogical Framework .....	24
Learning Area Subject Lists .....	25
Arts Pathways .....	26
Business Enterprise and Technology Pathways .....	28
English Pathways .....	30
Health and Physical Education Pathways .....	32
Humanities and Social Sciences Pathways .....	34
Mathematics Pathways .....	36
Science Pathways .....	38
Flexible Learning Pathways .....	40
Self-Directed and Cross-Disciplinary Learning .....	42
Exploring Identities and Futures .....	43
Cross-Disciplinary .....	43
Community Connections .....	43
Community Learning .....	43

# Explanation of Acronyms, Terms and Symbols used in this Handbook

## Explanations of Acronyms and Terms

<p><b>ATAR</b> Australian Tertiary Admissions Ranking - used for entrance to universities.</p> <p><b>CODES</b> Year 10 and HEAL subject codes begin with a 0 Stage 1 subject codes begin with a 1 Stage 2 subject codes begin with a 2</p> <p><b>DET</b> Department of Education and Training.</p> <p><b>DUAL ENROLLED</b> A student who is enrolled in two or more schools (one being NTSDE) to accommodate their specific circumstances.</p> <p><b>DUAL SCHOOL</b> A student's main school in addition to NTSDE (their Home School). e.g. Katherine High School and NTSDE.</p> <p><b>EAL/D</b> English as an Additional Language or Dialect.</p> <p><b>EIF</b> Exploring Identities and Futures.</p> <p><b>HEAL</b> The HEAL Project is a program that focuses on building students' literacy, numeracy and ICT skills.</p> <p><b>HOME SCHOOL</b> The school responsible for enrolling students at NTSDE.</p> <p><b>IOLs</b> Interactive Online Learning sessions.</p> <p><b>LMS</b> Learning Management System.</p> <p><b>MOODLE</b> Moodle is the online LMS which holds NTSDE's online courses.</p>	<p><b>NAPLAN</b> National Assessment Program - Literacy and Numeracy. An annual assessment for students in Year 3, 5, 7 and 9.</p> <p><b>NT</b> Northern Territory</p> <p><b>NTCET</b> Northern Territory Certificate of Education and Training - the senior secondary school certificate awarded to students who successfully complete their senior secondary studies in the NT.</p> <p><b>NTSDE</b> Northern Territory School of Distance Education.</p> <p><b>OAC</b> Open Access College.</p> <p><b>PD</b> Professional Development.</p> <p><b>PLC</b> Professional Learning Community</p> <p><b>SACE</b> South Australia Certificate of Education.</p> <p><b>SATAC</b> South Australian Tertiary Admissions Centre.</p> <p><b>TAS</b> Tertiary Admission Subjects - subjects identified by universities which may be used to gain an ATAR.</p> <p><b>THIRD TEACHER</b> Physical learning environment, which includes word walls, classroom protocols, student timetables, etc.</p> <p><b>VET</b> Vocational Education and Training - nationally recognised training which can count towards the completion of the NTCET.</p>
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## Explanations of Symbols



This symbol indicates that practical tasks (e.g. cooking, playing sports and doing science experiments) is a vital part of the subject.



This symbol indicates that a Casio fx-CG50AU graphics calculator is used by NTSDE teachers and it is the recommended calculator for students to use for the subject.



This symbol indicates the subject has a written exam.



This symbol indicates the subject has an electronic exam.



This symbol indicates the subject has a prerequisite, please refer to this link: <https://lms.ntschoools.net/course/index.php?categoryid=23>. Then, select **i** to view the subject's prerequisite.



# Welcome to the NTSDE Subject Handbook

The information contained in this handbook is produced in good faith and is considered accurate at the time of publication; however, changes do occur. Prospective students and, where relevant, parents, supervisors or Home School Coordinators, are strongly advised to ensure they meet prerequisite and enrolment requirements. Discuss subject selections with the NTSDE Coordinators prior to completing a student enrolment form.

The NTSDE website has the latest version of the Subject Handbook. Changes in subject offerings which occur from time to time will be reflected in this version - [www.ntsde.nt.edu.au](http://www.ntsde.nt.edu.au)

## Pathways

Please note some subjects require prerequisite knowledge, informed by students EAL/D Level and Year 9 NAPLAN scores.

### Pathway

#### Student cohort

EAL/D Below Level 1 - EAL/D LEVEL 4  
NAPLAN results indicate student **Needs additional support.**

### Pathway

HEAL subjects - to NTCET completion. May include VET, Learning On Country and community based subjects.

### Pathway

#### Student cohort

EAL/D LEVEL 4 Achieved +  
NAPLAN results indicate student is **Developing.**

### Pathway

Stage 1 Essential Maths, Stage 1 Essential English and similar academic level subjects to NTCET completion.  
May include VET.

### Pathway

#### Student cohort

NAPLAN results indicate student is **Strong.**

### Pathway

NTCET completion.  
May include VET.

### Pathway

#### Student cohort

NAPLAN results indicate student is **Exceeding.**

### Pathway

ATAR and NTCET completion.  
May include VET.

Where NTSDE can, we will assist Home Schools to identify opportunities for students to gain NTCET credits from Learning On Country, community and cultural activities.

# NTSDE Instructional Model

NTSDE is an online education provider, and Flipped Classroom Pedagogy informs our course design and delivery. Schools, parents and guardians enrolling students at NTSDE need to support their students to meet the requirements listed below.

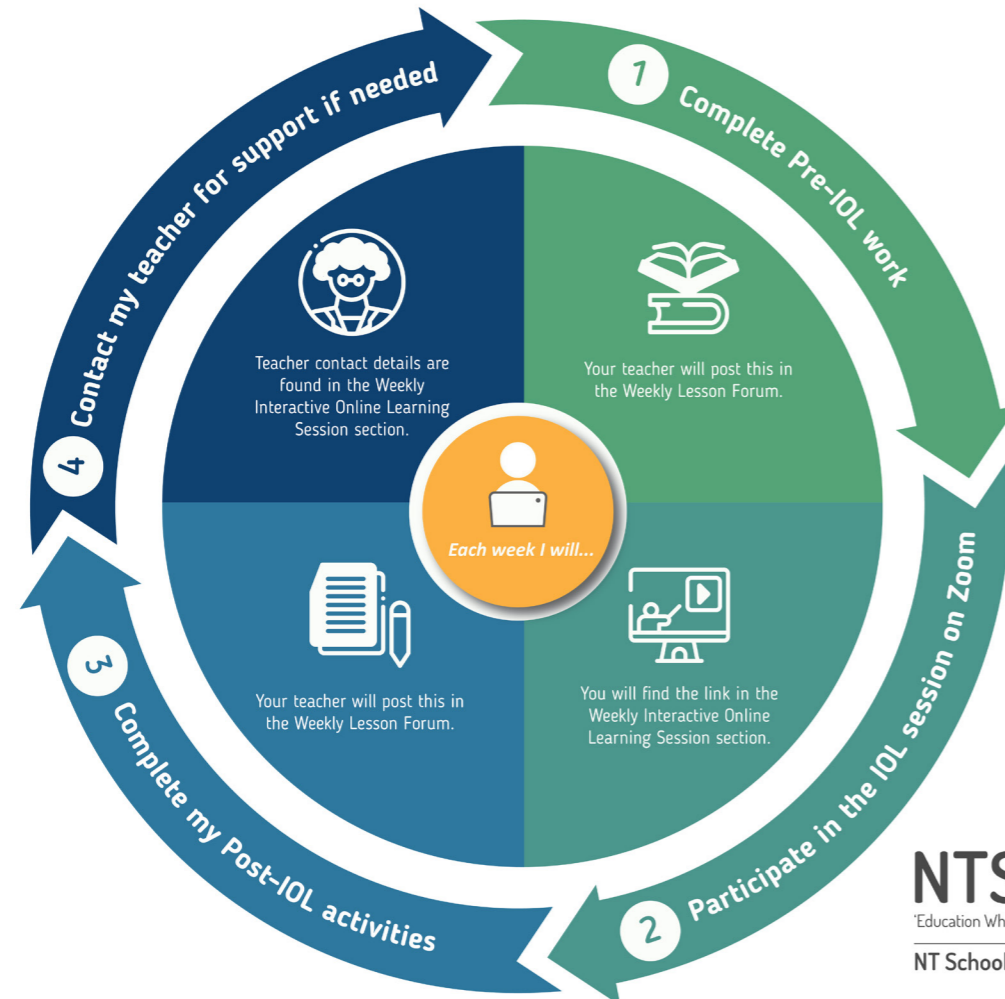
For students to achieve their best, it is expected they adhere to the following aspects of our Instructional Model, which align with online Flipped Classroom Pedagogy:

- log onto their Moodle course independently within 48 hours of enrolment to access course content, available 24/7.
- to maximise their learning opportunity, attend their weekly interactive IOLs and submit work by due dates.
- engage in their Moodle course to complete Pre and Post IOLs content.

NB: students who do not have the technology/ resources to support the above in 2026, NTSDE will work with the Home School to manage access to courses and ensure SACE standards are met.

## INSTRUCTIONAL MODEL EXPECTATIONS AT NTSDE (ONLINE FLIPPED CLASSROOM PEDAGOGY)

### Weekly Online Flipped Learning Cycle



## Enrolment and Resulting Timelines

### 1. PURPOSE

NTSDE has enrolment and resulting processes and timelines in place, which are aimed at assisting students to successfully gain NTCET completion in a timely manner. To support this, we restrict students to only enrol in a **maximum of four subjects**, unless there are exceptional circumstances.

### 2. STANDARD ENROLMENT CUT-OFF DATES

Subject enrolments in each semester will be accepted until the cut-off dates as shown in the table below.

Cut-off Dates	Semester 1, 2026	Semester 2, 2026
Year 10 and Stage 1	Wednesday, Week 3, Term 1	Wednesday, Week 3, Term 3
Stage 2 20 credit subjects	Wednesday, Week 3, Term 1	
Stage 2 10 credit subjects	Wednesday, Week 3, Term 1 10 credit options to be finalised at the end of Semester 1, 2026	

### 3. LATE ENROLMENT OPTIONS FOR STAGE 2 SUBJECTS

Semester 1 and 2, 2026	
Stage 2 Enrolment (after cut-off date)	By negotiation and individually case-managed by coordinators and student support officers.

#### 4. LATE ENROLMENT OPTIONS FOR STAGE 1 SUBJECTS

For students enrolling after the standard cut-off dates.

Semester 1, 2026 First Round			
Subjects Available	Enrolments Open	Enrolments Close	Schools Online Resulting
Stage 1 Information Processing and Pub A (1IPR10ALJ) Stage 1 Essential Mathematics A (1MEM10ALJ) Stage 1 Essential English A (1ETE10ALJ) Stage 1 Health and Wellbeing A (1HEW10ALJ) Stage 1 Food and Hospitality A (1FOH10ALJ) Stage 1 Integrated Learning Driver Education (1ILN10DLJ)	Monday, Week 4, Term 1, 2026	Friday, Week 7, Term 2, 2026	June, 2026

Semester 1, 2026 Second Round			
Subjects Available	Enrolments Open	Enrolments Close	Schools Online Resulting
Stage 1 Information Processing and Pub A (1IPR10ALD) Stage 1 Essential English B (1ETE10BLD) Stage 1 Essential Mathematics B (1MEM10BLD) Stage 1 Health and Wellbeing A (1HEW10ALD) Stage 1 Food and Hospitality A (1FOH10ALD) Stage 1 Integrated Learning Driver Education (1ILN10DLD)	Monday, Week 8, Term 2, 2026	Friday, Week 7, Term 4, 2026	December, 2026

Semester 2, 2026 / Semester 1, 2027 Third Round			
Subjects Available	Enrolments Open	Enrolments Close	Schools Online Resulting
* Stage 1 Essential English A (1ETE10ACJ) * Stage 1 Essential Mathematics A (1MEM10ACJ)	Monday, Week 8, Term 4, 2026	Friday, Week 3, Term 1, 2027	June, 2027

\*For students that are repeating a compulsory subject to improve their grade to a C- or better and who require minimal support.

#### 5. RESULTING TIMELINE

All subjects are resulted as per SACE procedures and timelines. Specific due dates will be advised by the subject teacher to ensure timely course completion.

#### 6. ACCESSING MOODLE

Moodle is our classroom and students are expected to attend class every week.

**Moodle Key:** Students are required to access their Moodle courses within 48 hours of enrolment to finalise their enrolment. If students have not accessed their Moodle course within 48 hours, they risk their enrolment being withdrawn.

#### 7. PENDING

Eligible students will be resulted with a P (Pending) in the Stage 1 compulsory subjects (English, EIF and Mathematics), to allow extra time to gain a successful result by the end of the semester of enrolment.

##### Pending extensions

Due dates for submission of work for Stage 1 compulsory subjects may be extended to a negotiated date depending on each student:

- Tuesday, Week 10, Term 2, Semester 1, 2026
- Tuesday, Week 10, Term 4, Semester 2, 2026.

Pending will only be considered if one of the following requirements are met:

- the student has successfully completed at least 50% of course summative assessment requirements at the Stage 1 cut-off date as per the SACE guidelines
- the student is classified as an NTCET Completer

#### 8. WITHDRAWAL

Whenever possible and practical, students will remain enrolled in a subject to gain an A - E credit at the end of a semester.



## NTSDE Careers

NTSDE aims to provide students with the latest information that will help them make decisions about their future careers and their life beyond school.

Students and parents can access the NTSDE careers website at [www.ntsdecareers.com.au](http://www.ntsdecareers.com.au) for a wide range of information and resources.

Students / parents / schools should contact their NTSDE Coordinator with any queries.

NTSDE has a Careers Hub and appointments with career counsellors are available on request, email: [ntsde.careers@education.nt.gov.au](mailto:ntsde.careers@education.nt.gov.au)

## Open Access College

NT students are able to enrol in distance education subjects at the OAC, South Australia, when they are not available through NTSDE.

NT schools wishing to enrol students in distance education subjects not available through NTSDE are required to apply online through OAC's website: [www.openaccess.edu.au/](http://www.openaccess.edu.au/)

On receipt of these enrolments, OAC will forward copies to the NTSDE Coordinators to confirm that the student is eligible to study the nominated subject, as it is not available through NTSDE.

Enrolment, conditions and cut off dates for OAC Stage 1 and Stage 2 subjects are available on their website.

## NTSDE Re-engagement Program

For students to qualify for this program, they need to be currently enrolled in an NT school.

This program targets students who are disengaged from their current school, i.e. they have not engaged in learning for an extended period and may be at risk of dropping out of school. This program will provide our Dual Schools with another option for supporting at-risk students.

At the end of the first semester, the student's engagement and progress will be reviewed to ascertain whether they continue with NTSDE or return full time to their Home School.

# NTCET Information



# The Northern Territory Certificate of Education and Training

## WHAT IS THE NTCET?

The NTCET is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

## WHAT DOES THE NTCET DO FOR STUDENTS?

The NTCET has been designed to meet the needs of students, families, higher and further education providers, employers and the community.

## HOW DO STUDENTS GAIN THE NTCET?

The certificate is based on two stages of achievement which are Stage 1, usually completed in Year 11, and Stage 2, usually completed in Year 12. Students who successfully complete the requirements are awarded the NTCET.

Each subject or course successfully completed earns 'credits' towards the NTCET, with a minimum of 200 credits required for students to gain the certificate.

- Students receive a grade from A - E for each subject at Stage 1.
- Students receive a grade from A+ - E- for each subject at Stage 2.
- Students receive credits for achieving VET competencies as part of a certificate course.

Stage 1 (compulsory)	Stage 1 or Stage 2 (electives)		Stage 2 (compulsory)	
10 Exploring Identities and Futures 1EIF10A	10	10	10	10
10 Literacy from a range of English subjects (20 credits)	Subjects from a range of options (100 credits)		Subjects from a range of options (60 credits)	
10	10	10	10	10
10 Numeracy from a range of Maths subjects	10	10	10	10

## STAGE 1 COMPULSORY REQUIREMENTS

### MINIMUM 40 CREDITS

To achieve the NTCET, students must, as a minimum, complete the following requirements with a C- grade or better:

- EIF (10 credits at Stage 1)
- Literacy - from a range of English subjects (20 credits at Stage 1 or Stage 2)
- Numeracy - from a range of Mathematics subjects (10 credits at Stage 1 or Stage 2).

## STAGE 2 COMPULSORY REQUIREMENTS

### MINIMUM 60 CREDITS

To achieve the NTCET, students must, as a minimum, complete 60 credits at a C- grade or better:

- Stage 2 subjects totalling at least 60 credits
- VET courses that have Stage 2 status, totalling at least 60 credits
- or a combination of Stage 2 subjects and VET credits.

## ADDITIONAL CREDITS REQUIRED TO GAIN AN NTCET

As well as the above Stage 1 and Stage 2 compulsory requirements, students must complete another 100 credits at the Stage 1 or Stage 2 level of which 40 must be at a C- grade or better and 60 credits can be at E- grade or better.

## REQUIREMENTS TO GAIN AN AUSTRALIAN TERTIARY ADMISSION RANKING

### ATAR

To obtain an ATAR students must:

- Qualify for the NTCET
- Comply with the rules regarding precluded combinations
- Comply with the rules regarding counting restrictions
- Complete at least 90 credits of study in TAS and Recognised Studies at Stage 2 in a maximum of three attempts
- Of the 90 credits of study, a minimum of 60 credits must be from 20 credit TAS and an additional 20 credits can be from Recognised Studies.

More information can be found at [www.satac.edu.au/](http://www.satac.edu.au/)



# HEAL Project

## NTCET COMPLETION PATHWAY

For the successful completion of the NTCET, NTSDE **recommends** that students need to achieve the milestones below, to maximise their success and provide greater flexibility at Year 12:

- **Year 10** – by the end of Year 10, students have completed a minimum of 40 NTCET credits.
- **Year 11** – by the end of Year 11, students have completed a minimum of 140 NTCET credits which includes the completion of at least one Stage 2 20 credit subject.
- **Year 12** – by the end of Year 12, students have completed a minimum of 200 NTCET credits, that meet the NTCET guidelines.



# HEAL Project

## OVERVIEW

The HEAL Project is a program that focuses on building the literacy, numeracy and ICT skills of students. It is an intervention program that is highly structured to support EAL/D learners to achieve **EAL/D Level 4 Achieved**. It is our belief that by students achieving **EAL/D Level 4 Achieved** they have the required literacy to navigate independently the responsibilities of family, community and work.

Course materials and learning content are age and culturally appropriate to enable students who have low levels of literacy, numeracy and ICT skills to engage in the learning. Content focused on building student capabilities, so they can support their families, contribute to community, complete their NTCET and continue their education post their secondary schooling.

The HEAL Project is conducted over two-years with Home School teachers working in partnership with NTSDE teachers. The provision of the teaching and learning program, content, assessment and reporting is the responsibility of NTSDE staff, releasing Home School staff to focus on differentiating their support of students in their classrooms and providing additional scaffolding for students as required.

When students enrol in the HEAL Project, the expectation is that they commit to engaging in the project in the online environment, and commit to the following:

- complete Pre-IOLs learning and activities in Moodle
- participate in the IOLs (30-60 minutes per week)
- complete Post IOLs activities in Moodle

The HEAL Project is delivered in partnership with the Home School and provides the following:

- a structured online program that includes all content and assessments
- support and assistance to complete online diagnostics
- assessment and reporting of student EAL/D growth
- collaboration meetings with Home School teacher to establish next steps in learning for each student
- opportunities to co-create, contextualise and differentiate learning materials and strategies
- resources to support the provision of quality teaching and learning in Home Schools (Third Teacher packs).



HEAL course material provides differentiated support for students with different learning needs within a single class. They are designed to support remote schools who have multiple year levels (senior years) in the same classroom.

The project has been developed as an intervention strategy for secondary students who do not have the required literacy, numeracy and ICT skills to be successful in VET and SACE subjects.

Once students reach the required **EAL/D Level 4 Achieved** they will have the required literacy to be successful in SACE Stage 1 subjects, the skills to successfully transition to an NTCET Pathway and the necessary literacy skills to navigate life beyond school independently.

For HEAL enrolments to be confirmed the following preconditions need to be met:

### Students

- EAL/D level must be lower than Level 4 Achieved or low literacy resulted in PAT or NAPLAN testing
- be enrolled in Year 9 or 10
- must enrol in all four subjects
- be prepared to learn in an online environment

### Schools

- commit to a minimum of 12 months
- minimum of eight weeks schedule of classes in a structured timetable each term
- support students to learn in an online environment (NTSDE Instructional Model)
- have School Council support for adopting HEAL for a minimum of 12 months
- include the partnership with NTSDE in Annual School Improvement Plan
- improvement agenda focus on NTCET completions and improving student literacy (so not over committing to VET programs, excursions, and events).

# HEAL Pathways

The HEAL Project is a two-year program and students will work towards building their capabilities to successfully complete the following subjects:



If students complete work in the above subjects, at the end of each year all student work submissions will be moderated to see if they have met any of the performance standards in the following Stage 1 courses. If students have met the performance standards for any of the following Stage 1 subjects, they may receive a result and 10 credits that will contribute to their NTCET pattern.

- Stage 1 Integrated Learning - Literacy
- Stage 1 Essential English
- Stage 1 Essential Mathematics
- Stage 1 Health and Wellbeing

Once students have achieved **EAL/D Level 4 Achieved** they will transition to an NTCET pathway.

Each student's NTCET pathway will vary according to student participation and aspirations, it is anticipated that on completion of the above HEAL subjects students will continue on to complete VET certificates and SACE subjects that are relevant to their individual communities and contexts.

Many schools already have local programs in place and our hope is that the HEAL Project supports these programs by improving the literacy, numeracy and ICT skills of all students. NTSDE can support Home Schools to use student learning from local programs to gain NTCET credits.

The sequence for the two-year program is shown below.

HEAL - Year 1		HEAL - Year 2	NTCET - Year 3
HEAL Literacy	HEAL Literacy	Transition to NTCET Pathway	
HEAL English	HEAL English		
HEAL Numeracy	HEAL Numeracy		
HEAL Health	HEAL Health		
(The four subjects have the same literacy focus to maximise student progress.)			
New content for each year	New content for each year		

# HEAL Literacy Focuses 2026

	Term 1	Term 2	Term 3	Term 4
<b>Sprint 1</b> Weeks 1 - 5	<b>Word Knowledge</b> Students will learn the meaning of new words and use them in speaking, reading and writing.	<b>Grammar Knowledge</b> Student will learn to build sentences using words and word groups.	<b>Word Knowledge</b> Students will learn how words are connected by meaning, such as opposites, similar words and word groups.	<b>Grammar Knowledge</b> Students will learn the difference between formal and informal language and when to use each one.
<b>Sprint 2</b> Weeks 6 - 10	<b>Text Knowledge</b> Students will learn how texts are organised and use this structure to understand and create texts.	<b>Visual Knowledge</b> Students will learn how visual elements help us understand texts.	<b>Text Knowledge</b> Students will learn why different texts are written.	<b>Visual Knowledge</b> Student will learn how visual elements help make meaning from texts.
<b>Subject specific vocabulary</b> will be taught in each subject for each topic.				

# HEAL Assessment Schedule 2026

	Term 1	Term 2	Term 3	Term 4
<b>Literacy</b>	Week 4 - Formative 1 Week 8 - Formative 2 Week 10 - Summative Assessment Task 1	Week 4 - Formative 1 Week 8 - Formative 2 Week 10 - Summative Assessment Task 2	Week 5 - Formative 1 Week 9 - Formative 2	Week 4 - Formative 3 Week 6 - Summative Assessment Task 3
<b>English</b>	Week 3 - Formative 1 Week 5 - Formative 2 Week 8 - Formative 3 Week 9 - Summative Assessment Task 1	Week 3 - Formative 1 Week 5 - Formative 2 Week 8 - Formative 3 Week 9 - Summative Assessment Task 2	Week 3 - Formative 1 Week 5 - Formative 2 Week 8 - Formative 3 Week 9 - Summative Assessment Task 3	Week 2 - Formative 1 Week 4 - Formative 2 Week 6 - Formative 3 Week 7 - Summative Assessment Task 4
<b>Numeracy</b>	Week 5 - Formative 1 Week 9 - Formative 2 Week 10 - Summative Assessment Task 1	Week 4 - Formative 1 Week 8 - Formative 2 Week 10 - Summative Assessment Task 2	Week 3 - Formative 1 Week 6 - Formative 2 Week 8 - Formative 3 Week 10 - Summative Assessment Task 3	Week 3 - Formative 1 Week 5 - Formative 2 Week 7 - Summative Assessment Task 4
<b>Health</b>	Week 5 - Formative 1 Week 8 - Formative 2 Week 10 - Summative Assessment Task 1	Week 4 - Formative 1 Week 8 - Formative 2 Week 10 - Summative Assessment Task 2	Week 5 - Formative 1 Week 10 - Formative 2	Week 4 - Formative 3 Week 6 - Summative Assessment Task 3

# Operation

NTSDE has established expectations for the Home School, the Home School teacher, the NTSDE teacher and the Third Teacher (learning environment), to ensure the project is delivered as intended. These expectations are unpacked with the Home School Coordinator and NTSDE Coordinator prior to enrolment in the HEAL Project. By enrolling in the HEAL Project, Home Schools are committing to the following expectations outlined in the matrix below.

## Home School

For students to be successful the Home Schools will have the following:

### TIMETABLE

- clear, structured routine
- consistent
- visible on the wall

### BLOCKS OF TIME FOR HEAL

- weekly online session for each subject
- online session clearly identified on timetable

### TIME ALLOCATION

- four hours / week Literacy
- four hours / week English
- four hours / week Numeracy
- four hours / week Health

**NOTE:** This includes time for each IOLs

### RESOURCES – STUDENTS HAVE:

- laptops
- headsets
- dedicated HEAL space
- active ePass
- access to emails, Compass, Zoom and Moodle

### DEDICATED

- teacher / support in each class / HEAL lesson

### COMPASS

- use Compass to access student data

### HOME SCHOOLS WILL:

- host NTSDE staff for Contact Visits to receive PD and support

### COMMITMENT TO PROGRAM

- one term to complete each unit
- formative tasks due as per Compass
- summative tasks due as per Compass.

## Home School Teacher

For students to be successful the Home School teacher will:

### TIMETABLE

- have class timetable visible on the wall
- unpack the class timetable with the students
- stick to the timetable

### KNOW

- content of each HEAL subject
- students EAL/D Levels

### TEACH

- the HEAL Project using the structure and access resources through Moodle
- students to work in Moodle to access resources, complete activities and upload work independently
- students to participate in the IOLs each week on individual laptops with headsets
- encourage students to be communicating with their NTSDE teacher through online forums
- annotate student work and provide feedback to students as students are completing their assessments.

### UNPACK WITH STUDENTS

- how to access and navigate Compass, Moodle and their laptop
- Learning Intentions and Success Criteria
- content of each subject
- formative assessment requirements
- summative assessment requirements
- performance standards
- subject timelines
- space, laptops and headphones ready for weekly IOLs for student with NTSDE teachers

### ATTEND

- online clarifying PLC Week 1 and Week 6 of each term to:
  - › go through Sprint content
  - › share practice
  - › establish Compass, Moodle and HEAL expectations
- online moderation sessions
- weekly / fortnightly meetings with NTSDE teacher

## NTSDE Teacher

For schools, teachers and students to be successful the NTSDE teacher will:

### RELATIONSHIPS

- organise weekly / fortnightly meeting with Home School teacher via Zoom
- participate in the online PLC sessions
- travel to Home School as arranged

### PROFESSIONAL DEVELOPMENT

- present online PLC sessions
- participate in moderation
- deliver any required support to Home Schools while on Contact Visits.
- provide clarifying sessions regarding marking to SACE performance standards.

### TEACHING AND LEARNING

- deliver weekly IOLS (can be 60 minute or two 30 minute sessions)
- develop Moodle courses

### CONTENT AND RESOURCES

- unpack course material and Moodle content with students and Home School teacher, including the Third Teacher packs
- ensure students have access to required ICT

### ASSESSMENT AND REPORTING

- collect evidence to give students EAL/D level and utilise data
- monitor Moodle Analytics to identify student engagement and differentiated strategies
- complete Traffic Light Reports and Semester Reports
- enter assessment tasks and due dates on Compass
- enter results on Compass and Moodle
- enter chronicles on Compass as required.
- monitor teacher declarations are signed for submitted assessment tasks.

### COMMITMENT TO PROGRAM

- formative tasks completed per subject timeline
- summative task completed per subject timeline
- have a **primary focus** on improving student literacy
- have a **secondary focus** on maximising student pathways to NTCET

## Third Teacher

For students to be successful the classroom environment needs the following on the walls:

### ROOM

- adequate space to accommodate the number of students, where disruptions and distractions can be kept to a minimum
- appropriate desks and chairs
- appropriate ICT connectivity

### ICT

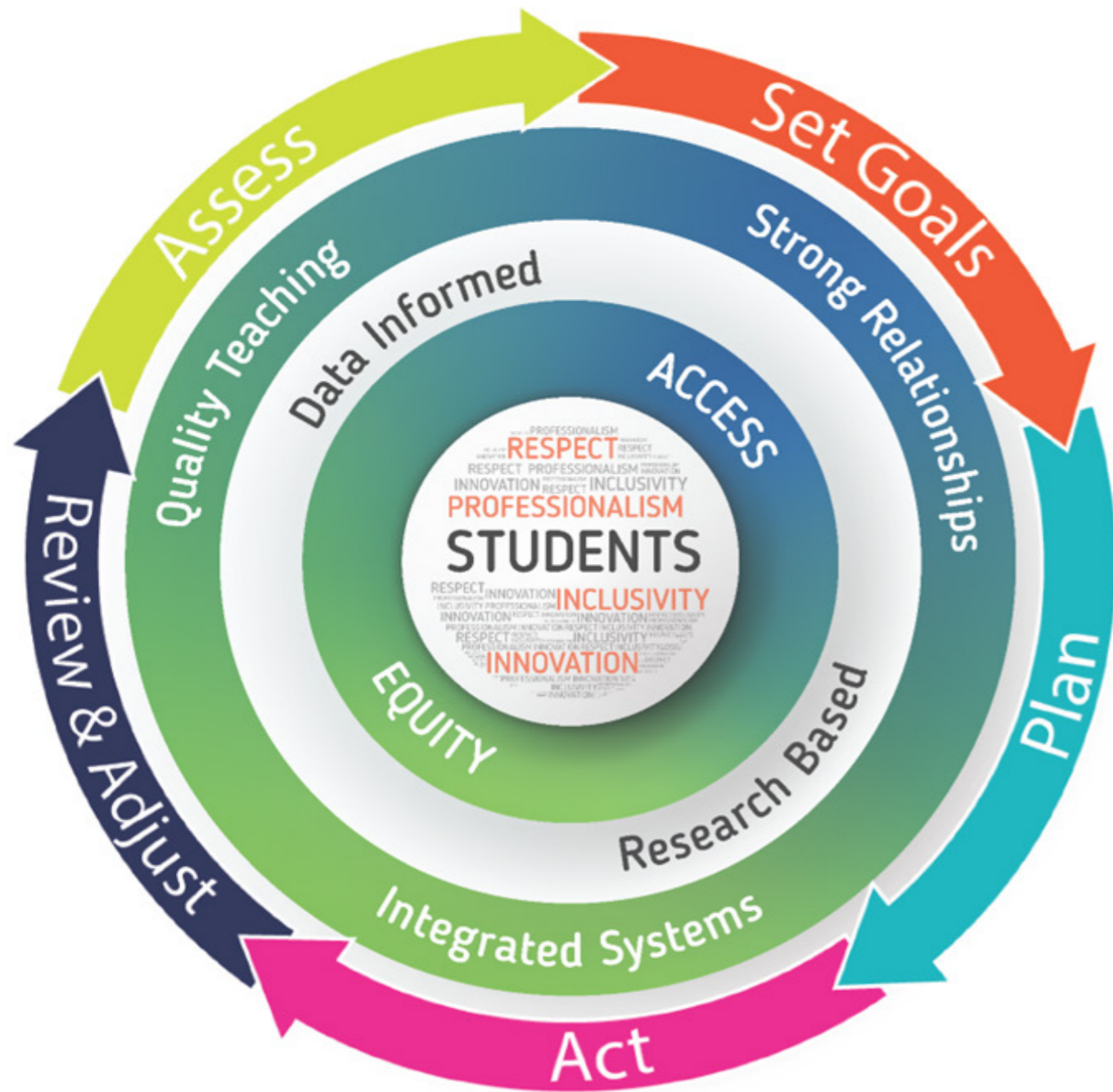
- individual laptops
- headsets
- active ePass
- access to emails, Compass, Moodle, Zoom and other required software

### VISUAL RESOURCES

- subject timeline for all HEAL subjects so students can see what they are required to do and when. e.g. due dates, tracking for formative and summative assessments
- NTCET patterns for each student up on the wall with student photos
- student profiles clearly visible
- photo and contact details of all NTSDE teachers
- culturally appropriate material are visible in classroom
- classroom routines and expectations are clearly visible
- word walls are visible, used and referred to often
- student work visible
- Third Teacher packs with current subject materials is visible, used and often referred to.

## Vision

Create an inclusive learning community that inspires students to achieve their educational goals, aspirations and potential as local and global citizens.



**Quality Education Wherever You Are!**

# Learning Area Subject Lists



FURTHER INFORMATION ABOUT STUDYING SACE SUBJECTS CAN BE FOUND HERE:  
[WWW.SACE.SA.EDU.AU/STUDYING/SUBJECTS](http://WWW.SACE.SA.EDU.AU/STUDYING/SUBJECTS)



FURTHER INFORMATION ABOUT STUDYING THE F-10 AUSTRALIAN CURRICULUM, CAN BE FOUND HERE:  
[V9.AUSTRALIANCURRICULUM.EDU.AU](http://V9.AUSTRALIANCURRICULUM.EDU.AU)

## STUDYING WITH NTSDE

Students typically progress through a three-year learning journey with NTSDE. The below defines what each year studying with NTSDE looks like:

### FIRST YEAR STUDENT

- Will focus on completing their compulsory subjects or enrolling in Australian Curriculum Year 10 subjects if they are on a ATAR Pathway. When a student is re-engaging with school, subjects that align with their personal interests may be prioritised over compulsory subjects.

### SECOND YEAR STUDENT

- Will focus on achieving 140 credits by the end of their second year that includes at least one Stage 2 20 subject and may or may not include VET credits.

### THIRD YEAR STUDENT

- Will focus on achieving 200 credits by the end of their third year, commencing transition to work programs/ opportunities and are encouraged to commence part time work and undertake work placements where possible.

# Arts Pathways



- › ART CONNECTIONS
- › CREATIVE ARTS
- › MUSIC
- › VISUAL ARTS

## Arts Pathways

### 1ST YEAR

<b>1CVA10A Stage 1 Creative Arts A</b> 10 Credit › Semester 1		<b>1CVA10B Stage 1 Creative Arts B</b> 10 Credit › Semester 2	
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### 2ND YEAR

<b>1CVA10A Stage 1 Creative Arts A</b> 10 Credit › Semester 1		<b>1CVA10B Stage 1 Creative Arts B</b> 10 Credit › Semester 2	
<b>1VAA10A Stage 1 Visual Arts A - Photography</b> 10 Credit › Semester 1 or 2		<b>1VAA10B Stage 1 Visual Arts B - Drawing</b> 10 Credit › Semester 1 or 2	
<b>1VAD10A Stage 1 Visual Arts A - Design</b> 10 Credit › Semester 1 or 2			
<b>1MXE10A Stage 1 Music Experience A</b> 10 Credit › Semester 1		<b>1MXE10B Stage 1 Music Experience B</b> 10 Credit › Semester 2	
<b>1MVD10A Stage 1 Music Advanced A</b> 10 Credit › Semester 1		<b>1MVD10B Stage 1 Music Advanced B</b> 10 Credit › Semester 2	
<b>2CVA20A Stage 2 Creative Arts A</b> 20 Credit › Full Year			

### 3RD YEAR

<b>2PRC20A Stage 2 Art Connections A</b> 20 Credit › Full Year or Block		<b>2CVA20A Stage 2 Creative Arts A</b> 20 Credit › Full Year	
<b>2MEB10A Stage 2 Music Performance Ensemble A</b> 10 Credit › Semester 1		<b>2MSO10A Stage 2 Music Performance - Solo A</b> 10 Credit › Semester 1	
<b>2MEX20A Stage 2 Music Explorations A</b> 20 Credit › Full Year		<b>2MSI20A Stage 2 Music Studies A</b> 20 Credit › Full Year	

**KEY** More information can be found on pages 5 and 7.

- Student cohort EAL/D Below Level 1 - EAL/D Level 4. NAPLAN results indicate student **Needs additional support**.
- Student cohort EAL/D Level 4 Achieved + NAPLAN results indicate student is **Developing**.
- Student cohort NAPLAN results indicate student is **Strong**.
- Student cohort NAPLAN results indicate student is **Exceeding**.

- Practical tasks are a vital part of the course.
- This subject has a prerequisite.
- This subject has a written exam.

# Business Enterprise and Technology Pathways



- > ACCOUNTING
- > DIGITAL TECHNOLOGY
- > DRIVERS ED
- > DRONES
- > GAME ARCHITECTURE
- > INDUSTRY CONNECTIONS
- > WORKPLACE PRACTICES

## Business Enterprise and Technology Pathways

### 1ST YEAR

**1IES10A Stage 1 Game Architecture A**

10 Credit > Semester 1 or 2



### 2ND YEAR

**1WPS10A Stage 1 Workplace Practices A**

10 Credit > Semester 1 or 2



**1AC010A Stage 1 Accounting A**

10 Credit > Semester 1 or 2



**1ILN10D Stage 1 IL Driver Education D**

10 Credit > Semester 1 or 2



**1IPR10A Stage 1 Information Processing and Publishing A**

10 Credit > Semester 1 or 2



**1IES10A Stage 1 Game Architecture A**

10 Credit > Semester 1 or 2



**1DGT10A Stage 1 Digital Technologies A**

10 Credit > Semester 1



**1DCS10A Stage 1 Drones A**

10 Credit > Semester 1 or 2



### 3RD YEAR

**2WPA20A Stage 2 Workplace Practices A**

20 Credit > Full Year



**2PRC20D Stage 2 Drone Connections D**

20 Credit > Full Year



**2IES20A Stage 2 Game Production A**

20 Credit > Full Year



**2ACO20A Stage 2 Accounting A**

20 Credit > Full Year



**2IDC20W Stage 2 Workplace Practices Connections W**

20 Credit > Full Year or Block



**2ICA20A Stage 2 Industry Connections A**

20 Credit > Block



**2STC20A Stage 2 Game Architecture Connections A**

20 Credit > Full Year



#### KEY More information can be found on pages 5 and 7.

Student cohort EAL/D Below Level 1 - EAL/D Level 4. NAPLAN results indicate student **Needs additional support.**

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Student cohort NAPLAN results indicate student **is Strong.**

Student cohort NAPLAN results indicate student **is Exceeding.**



Practical tasks are a vital part of the course.

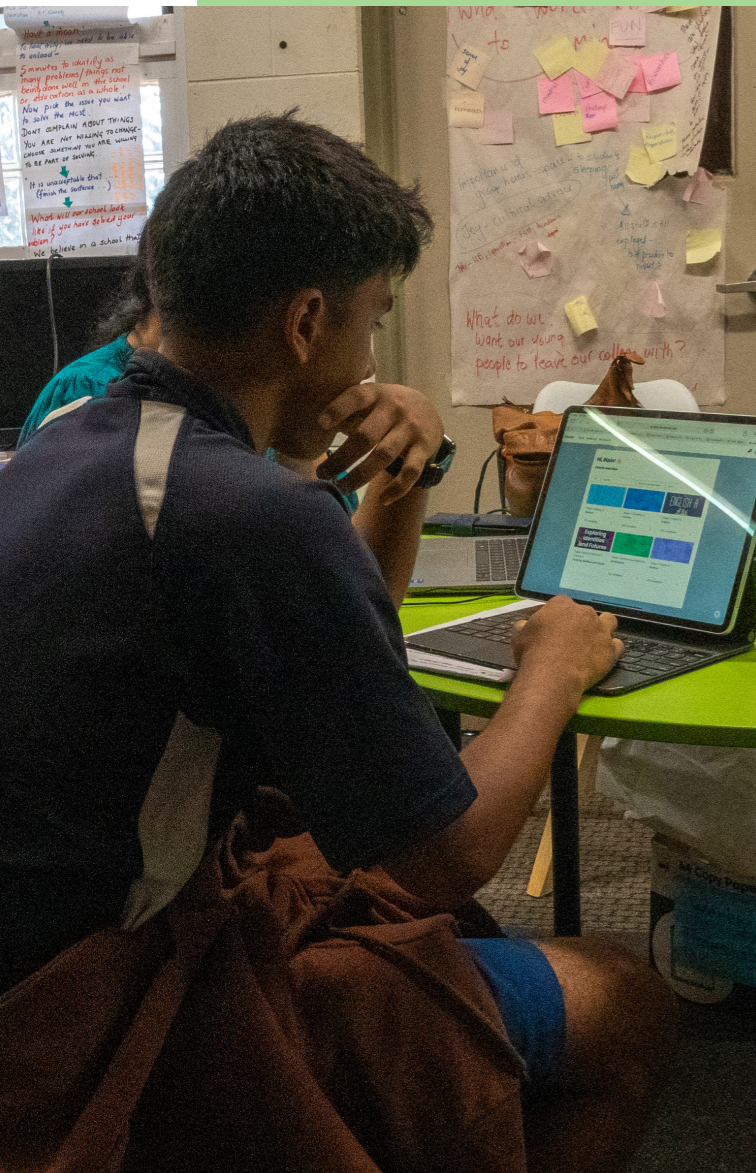


This subject has a prerequisite.



This subject has a written exam.

# English Pathways



- > ENGLISH
- > ESSENTIAL ENGLISH
- > LITERACY

## English Pathways

### HEAL PROJECT

### 1ST YEAR

### 2ND YEAR

### 3RD YEAR

**KEY** More information can be found on pages 5 and 7.

- Student cohort EAL/D Below Level 1 - EAL/D Level 4. NAPLAN results indicate student **Needs additional support.**
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- Student cohort NAPLAN results indicate student **is Strong.**
- Student cohort NAPLAN results indicate student **is Exceeding.**

This subject has a prerequisite.

<b>0HLE00A HEAL Literacy A</b> 0 Credit > Full Year <span style="float: right; color: green;">●</span>	<b>0HLE00A HEAL English A</b> 0 Credit > Full Year <span style="float: right; color: green;">●</span>
<b>0ESH00A Year 10 English A</b> 0 Credit > Semester 1 <span style="float: right; color: purple;">●</span> <span style="float: right; color: orange;">●</span>	<b>0ESH00B Year 10 English B</b> 0 Credit > Semester 2 <span style="float: right; color: purple;">●</span> <span style="float: right; color: orange;">●</span>
<b>1ETE10A Stage 1 Essential English A</b> 10 Credit > Semester 1 <span style="float: right; color: blue;">●</span> <span style="float: right; color: purple;">●</span> <span style="float: right; color: orange;">●</span>	<b>1ETE10B Stage 1 Essential English B</b> 10 Credit > Semester 2 <span style="float: right; color: blue;">●</span> <span style="float: right; color: purple;">●</span> <span style="float: right; color: orange;">●</span>
<b>1ETE20A Stage 1 Essential English A</b> 20 Credit > Full Year <span style="float: right; color: blue;">●</span> <span style="float: right; color: purple;">●</span> <span style="float: right; color: orange;">●</span>	
<b>1ETE10C Stage 1 Essential English C</b> 10 Credit > Semester 1 <span style="float: right; color: blue;">●</span> <span style="float: right; color: purple;">●</span> <span style="float: right; color: orange;">●</span>	<b>1ETE10D Stage 1 Essential English D</b> 10 Credit > Semester 2 <span style="float: right; color: blue;">●</span> <span style="float: right; color: purple;">●</span> <span style="float: right; color: orange;">●</span>
<b>1ESH10A Stage 1 English A</b> 10 Credit > Semester 1 <span style="float: right; color: blue;">●</span> <span style="float: right; color: purple;">●</span> <span style="float: right; color: orange;">●</span>	<b>1ESH10B Stage 1 English B</b> 10 Credit > Semester 2 <span style="float: right; color: blue;">●</span> <span style="float: right; color: purple;">●</span> <span style="float: right; color: orange;">●</span>
<b>2ETE20A Stage 2 Essential English A</b> 20 Credit > Full Year <span style="float: right; color: blue;">●</span> <span style="float: right; color: purple;">●</span> <span style="float: right; color: orange;">●</span>	<b>2ESH20A Stage 2 English A</b> 20 Credit > Full Year <span style="float: right; color: blue;">●</span> <span style="float: right; color: purple;">●</span> <span style="float: right; color: orange;">●</span>

# Health and Physical Education Pathways

## HEAL PROJECT

### 1ST YEAR

### 2ND YEAR

### 3RD YEAR

# Health and Physical Education Pathways



- > CHILD STUDIES
- > HEALTH
- > HEALTH AND WELLBEING
- > FOOD AND HOSPITALITY
- > PHYSICAL EDUCATION



## KEY More information can be found on pages 5 and 7.

- Student cohort EAL/D Below Level 1 - EAL/D Level 4. NAPLAN results indicate student **Needs additional support.**
- Student cohort EAL/D Level 4 Achieved + NAPLAN results indicate student is **Developing.**
- Student cohort NAPLAN results indicate student is **Strong.**
- Student cohort NAPLAN results indicate student is **Exceeding.**

Practical tasks are a vital part of the course.

#### 0HLH00A HEAL Health A

0 Credit > Full Year ●

#### 1HEW10A Stage 1 Health and Wellbeing A

10 Credit > Semester 1 ● ● ●

#### 1FDH10A Stage 1 Food and Hospitality A

10 Credit > Semester 1 or 2 ● ● ●

#### 1PHD10A Stage 1 Physical Education A

10 Credit > Semester 1 ● ● ●

#### 1HEW10A Stage 1 Health and Wellbeing A

10 Credit > Semester 1 ● ● ●

#### 1CSD10A Stage 1 Child Studies A

10 Credit > Semester 1 or 2 ● ● ●

#### 2HEW20A Stage 2 Health and Wellbeing A

20 Credit > Full Year ● ●

#### 2HEW20A Stage 2 Health and Wellbeing A

20 Credit > Full Year ● ●

#### 2ILA20C Stage 2 IL Child Studies C

20 Credit > Full Year ● ● ●

#### 2PRC20H Stage 2 HPE Connections H

20 Credit > Full Year or Block ● ●

#### 2STC20S Stage 2 Physical Education Connections S

20 Credit > Full Year ● ●

#### 1HEW10B Stage 1 Health and Wellbeing B

10 Credit > Semester 2 ● ● ●

#### 1PHD10B Stage 1 Physical Education B

10 Credit > Semester 2 ● ● ●

#### 1HEW10B Stage 1 Health and Wellbeing B

10 Credit > Semester 2 ● ● ●

#### 1FDH10A Stage 1 Food and Hospitality A

10 Credit > Semester 1 or 2 ● ● ●

#### 2STC20F Stage 2 Food and Hospitality Connections F

20 Credit > Full Year or Block ● ●

#### 2PHD20A Stage 2 Physical Education A

20 Credit > Full Year ● ● ●

#### 2STC20F Stage 2 Food and Hospitality Connections F

20 Credit > Full Year ● ● ●

#### 2IDC20C Stage 2 Child Studies Connections C

20 Credit > Full Year or Block ● ● ●

# Humanities and Social Sciences Pathways



- > ECONOMICS
- > GEOGRAPHY
- > LEGAL STUDIES
- > MODERN HISTORY
- > SOCIETY AND CULTURE

## Humanities and Social Science Pathways

### 1ST YEAR

**1MOD10A Stage 1 Modern History A**

10 Credit > Semester 1



**1MOD10B Stage 1 Modern History B**

10 Credit > Semester 2



### 2ND YEAR

**1MOD10A Stage 1 Modern History A**

10 Credit > Semester 1



**1MOD10B Stage 1 Modern History B**

10 Credit > Semester 2



**1LES10A Stage 1 Legal Studies A**

10 Credit > Semester 1



**1LES10B Stage 1 Legal Studies B**

10 Credit > Semester 2



**1EN010A Stage 1 Economics A**

10 Credit > Semester 1 or 2



**1GHY10A Stage 1 Geography A**

10 Credit > Semester 1 or 2



**2MOD20A Stage 2 Modern History A**

20 Credit > Full Year



### 3RD YEAR

**2MOD20A Stage 2 Modern History A**

20 Credit > Full Year



**2LES20A Stage 2 Legal Studies A**

20 Credit > Full Year



**2EN020A Stage 2 Economics A**

20 Credit > Full Year



#### KEY

More information can be found on pages 5 and 7.

Student cohort EAL/D Below Level 1 - EAL/D Level 4. NAPLAN results indicate student **Needs additional support**.

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Student cohort NAPLAN results indicate student **is Strong**.

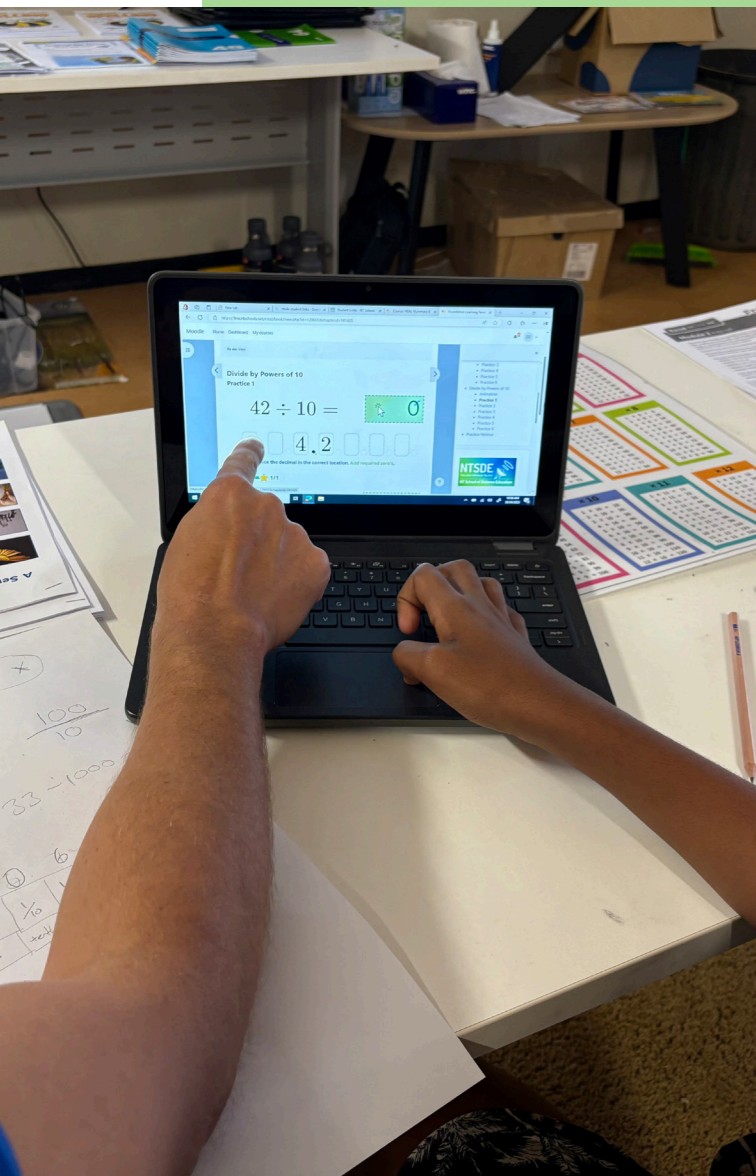
Student cohort NAPLAN results indicate student **is Exceeding**.

This subject has a prerequisite.

This subject has an electronic exam.

This subject has a written exam.

# Mathematics Pathways



- › ESSENTIAL MATHEMATICS
- › GENERAL MATHEMATICS
- › MATHEMATICS
- › MATHEMATICS METHODS
- › NUMERACY
- › SPECIALISTS MATHEMATICS

## Mathematics Pathways

### HEAL PROJECT

**OHLN00A** HEAL Numeracy A

0 Credit › Full Year



### 1ST YEAR

**OMGM00A** Year 10 Mathematics A

0 Credit › Semester 1



**OMGM00B** Year 10 Pre-General Mathematics B

0 Credit › Semester 2



**OMAM00B** Year 10 Pre-Mathematics Methods B

0 Credit › Semester 2



**1MEM20A** Stage 1 Essential Mathematics A

20 Credit › Full Year



**1MEM10B** Stage 1 Essential Mathematics B

10 Credit › Semester 2



**1MEM10A** Stage 1 Essential Mathematics A

10 Credit › Semester 1



### 2ND YEAR

**1MEM10C** Stage 1 Essential Mathematics C

10 Credit › Semester 1



**1MEM10D** Stage 1 Essential Mathematics D

10 Credit › Semester 2



**1MGM10A** Stage 1 General Mathematics A

10 Credit › Semester 1



**1MGM10B** Stage 1 General Mathematics B

10 Credit › Semester 2



**1MAM10A** Stage 1 Mathematics Methods A

10 Credit › Semester 1



**1MAM10B** Stage 1 Mathematics Methods B

10 Credit › Semester 2



**1MAM10D** Stage 1 Mathematics Specialist D

10 Credit › Semester 1



**1MAM10E** Stage 1 Mathematics Specialists E

10 Credit › Semester 2



### 3RD YEAR

**2PRC20M** Stage 2 Mathematical Connections M

20 Credit › Full Year



**2MEM20A** Stage 2 Essential Mathematics A

20 Credit › Full Year



**2MGM20A** Stage 2 General Mathematics A

20 Credit › Full Year



**2MHS20A** Stage 2 Mathematical Methods A

20 Credit › Full Year



**2MSC20A** Stage 2 Specialist Mathematics A

20 Credit › Full Year



#### KEY

More information can be found on pages 5 and 7.

Student cohort  
EAL/D Below Level 1 – EAL/D  
Level 4. NAPLAN results  
indicate student **Needs  
additional support.**

Student cohort  
EAL/D Level 4 Achieved +  
NAPLAN results indicate  
student **is Developing.**

Student cohort  
NAPLAN results indicate student  
**is Strong.**

Student cohort  
NAPLAN results indicate  
student **is Exceeding.**



A graphics calculator is  
required for this subject.



This subject has a  
prerequisite.



This subject has a  
written exam.

# Science Pathways



- › BIOLOGY
- › CHEMISTRY
- › ENVIRONMENT
- › PHYSICS
- › SCIENCE
- › SCIENTIFIC STUDIES

## Science Pathways

### 1ST YEAR

**0SCI00A Year 10 Science**  
0 Credit › Semester 1

**0SCI00B Year 10 Science B**  
0 Credit › Semester 2

**11LN10E Stage 1 Environment E**  
10 Credit › Semester 1 or 2

**1STU10A Stage 1 Scientific Studies A**  
10 Credit › Semester 1 or 2

### 2ND YEAR

**11LN10E Stage 1 IL-Environment E**  
10 Credit › Semester 1 or 2

**1STU10A Stage 1 Scientific Studies A**  
10 Credit › Semester 1 or 2

**1BGY10A Stage 1 Biology A**  
10 Credit › Semester 1

**1BGY10B Stage 1 Biology B**  
10 Credit › Semester 2

**1CEM10A Stage 1 Chemistry A**  
10 Credit › Semester 1

**1CEM10B Stage 1 Chemistry B**  
10 Credit › Semester 2

**1PYI10A Stage 1 Physics A**  
10 Credit › Semester 1

**1PYI10B Stage 1 Physics B**  
10 Credit › Semester 2

**2STU20A Stage 2 Scientific Studies A**  
20 Credit › Full Year

### 3RD YEAR

**2STU20A Stage 2 Scientific Studies A**  
20 Credit › Not Offered in 2026

**2BYG20A Stage 2 Biology A**  
20 Credit › Full Year

**2CEM20A Stage 2 Chemistry A**  
20 Credit › Full Year

**2PYI20A Stage 2 Physics A**  
20 Credit › Full Year

#### KEY More information can be found on pages 5 and 7.

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Practical tasks are a vital part of the course.  
 This subject has a prerequisite.  
 This subject has a written exam.  
 This subject has an electronic exam.

## 01 BLOCK LEARNING

Block learning is ideal for students who prefer to concentrate on one subject at a time, are seeking accelerated study options or are re-engaging with their NTCET pathway.

Block learning provides:

- intensive delivery
- focused individualised support
- adaptable timelines

NTCET Example:

Term 1 - HPE Connections

Term 2 - Food and Hospitality Connections

Term 3 - Art Connections



## Flexible Learning Pathways

NTSDE offers flexible learning pathways for students looking to complete their NTCET without constraints of a traditional classroom. Flexible learning pathways and tailored individual learning plans are offered at NTSDE to reflect learning needs, abilities and future ambitions.



An NTSDE student working on a cattle station, demonstrating self-directed learning for 10 credits.

## 02 RECOGNITION OF PRIOR AND COMMUNITY LEARNING

Learning doesn't only happen in classrooms, if students have evidence of prior learning NTSDE can assess this for NTCET credit.

Examples of learning in other ways:

- learning at another school / provider
- community achievements (e.g. Bronze Medallion, cultural learning, sporting awards, etc.)
- self-directed learning or informal learning experiences.

## 03 USING VET

VET certificates can be counted towards students NTCET.

Course	Stage 1 credits	Stage 2 credits
Certificate I in Engineering	25	
Certificate II Construction Pathways	40	
Certificate III in Rural Operations		70



## 04 WORK RECOGNITION

A student's part-time or full-time job can contribute to their NTCET.



## 05 MID-YEAR NTCET COMPLETION

Students can fast-track their studies, and in some cases, complete their NTCET mid-year.

# Self-Directed and Cross Disciplinary Learning Pathways >



- > COMMUNITY CONNECTIONS
- > COMMUNITY LEARNING
- > CROSS DISCIPLINARY
- > EXPLORING IDENTITIES AND FUTURES

## EXPLORING IDENTITIES AND FUTURES

### 1EIF10A

This Stage 1 10 credit course is a compulsory requirement for NTCET Completion and replaces the course known as Personal Learning Plan (PLP).

Stage 1 EIF supports students to create a future vision for themselves, exploring who they want to be. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

## CROSS DISCIPLINARY

Students undertake a school-developed program around a chosen learning interest that cannot be studied within the one discipline, or within another SACE Board-accredited subject or recognised course.

The learning interest is a practical or theoretical challenge, topic, or issue that extends throughout the program.

## COMMUNITY CONNECTIONS

Community Connections is a 10 credit subject or a 20 credit subject at Stage 2.

Community Connections provides opportunities for success to students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area.

The subject values the student's interests and strengths, enables curiosity, and empowers them to become independent self-directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning.

School and external assessment materials for Stage 2 Community Connections will be submitted for online moderation and online marking.

**Note:** Community Connections does not contribute to an ATAR.

## COMMUNITY LEARNING

Community learning includes community-developed programs and self-directed programs approved by the SACE Board.

Students can count up to 90 credits of community learning at Stage 1 and / or Stage 2.

### COMMUNITY-DEVELOPED PROGRAMS

Community-developed programs include programs developed by organisations such as The Duke of Edinburgh's International Award, Australian Army, Air Force Cadets or St John Ambulance Australian Cadets. A list of approved programs can be found in the link at the bottom of the page.

NTSDE is a Duke of Edinburgh Award Centre and has a teacher dedicated to supporting students through this.

### SELF-DIRECTED PROGRAMS

Individual students can participate in activities that are not formally accredited. Examples of this include:

- creating media productions (e.g. films, websites) outside school
- performing in sport at an elite level or officiating at sporting events
- planning and coordinating community events
- taking a leadership role in community groups
- taking a leadership role in the workplace
- taking responsibility for the care of an older adult or person with a disability
- teaching others specialised skills (e.g. dance).

Students need to work with NTSDE staff and complete an interview to have their self-directed community learning recognised as part of the SACE. NTSDE can support schools to conduct these interviews.

However, recognition of community learning is not granted in any of the compulsory parts of the NTCET - Exploring Identities and Futures (at Stage 1), the literacy or numeracy requirements, or the requirement for 60 credits at C- grade or better at Stage 2.

For more information on community learning, please follow this link: [www.sace.sa.edu.au/studying/recognised-learning/community-learning#Help-and-support](http://www.sace.sa.edu.au/studying/recognised-learning/community-learning#Help-and-support).

RESPECT | INCLUSIVITY | PROFESSIONALISM | INNOVATION | RESPECT | INCLUSIVITY | PROFESSIONALISM  
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# NTSDE

'Education Wherever You Are'



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**NT School of Distance Education**

# 2026 Subject Handbook