Digital literacy learning continuum

Prep–Year 10 Australian Curriculum general capabilities

This resource provides a sequence of learning for Digital literacy from the Australian Curriculum general capabilities. It can be used to support planning for students in Prep–Year 10.

Learning area icons indicate where Digital literacy can be developed or applied in the content descriptions. However, Digital literacy can support and deepen student learning in all eight learning areas and teachers are able to develop students' use of the capability in learning areas where an icon is not provided.

Sub-element	Level 1 (Prep)	Level 2 (Years 1–2)	Level 3 (Years 3–4)	Level 4 (Years 5–6)	Level 5 (Years 7–8)	Level 6 (Years 9–10)
Practising digital safety and wellbeing						
Manage online safety	• use online tools that are safe or only used under direct supervision, seeking help from trusted adults when feeling unsafe HPE	• use online tools that are age appropriate or only used under supervision, seeking help from trusted adults when feeling unsafe HPE TECH ARTS	• report negative or harmful online behaviour by seeking help from trusted adults HPE TECH	• report negative or harmful online behaviour to trusted adults, know how to report it in online tools • recognise when to step away from negative online social interactions HPE TECH	• identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online tools • stop engaging in negative online social interactions HPE TECH	• engage in safe, legal and ethical online behaviour and defuse negative online social interactions • recognise the benefits and risks of anonymity online HPE LANG SCI TECH
Manage digital privacy and identity	• recognise their personal data and that data (including text, images, and video) can be seen by others when shared online TECH	• recognise that online tools (website and apps) store their personal data, which may give an impression of them TECH ARTS	• identify their digital footprint (personal data stored by online tools) • recognise their digital identity represents them online and can give a negative impression • give and seek consent before sharing online with peers and trusted adults HPE TECH ARTS	• recognise the permanence of their digital footprint and digital identity, and the associated risks, including to their reputation • give and seek consent before sharing online in trusted groups TECH ARTS	• recognise that their digital footprint is valuable, used by online tools for targeting, and that data shared online is no longer under their control • consider who they trust with their data and review privacy policies before giving consent, and seek consent before sharing online TECH	• recognise that their actions contribute to their passive digital footprint • manage their digital identity by controlling privacy, connections and group settings, and curating posts • consent selectively to data collection after assessing the benefits and risks of an online tool privacy policy SCI TECH ARTS
Manage digital wellbeing	• follow adult directions for the use of digital tools at school and home HPE ARTS	• follow agreed rules for the healthy use of digital tools and apply them at school and home HPE	• follow an agreed code of conduct for the healthy use of digital tools HPE ARTS	• follow an agreed code of conduct for the healthy and productive use of digital tools, considering the impact of tool use on wellbeing HPE ARTS	• develop routines to support their balanced and constructive use of digital tools • identify indicators of unhealthy usage HPE	• self-regulate the use of digital tools to purposefully enhance their wellbeing • identify how digital tools are designed to capture their attention HPE
Investigating						
Locate information		• locate information through search engines and in documents by applying search terms, and select relevant information HASS TECH	• locate information through search engines and in documents by applying specific search terms, and select and retrieve relevant information from multiple sources ENG HASS LANG TECH ARTS	• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources ENG HASS LANG TECH	• locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria HASS LANG TECH	• locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria HASS MATH TECH

	Level 1a	Level 1b	Level 2	Level 3	Level 4	Level 5
Acquire and collate data		• collect data by counting, measuring and observing with familiar digital tools HASS MATH SCI	• collect and access data using a range of digital tools and methods in response to a defined question HASS MATH SCI	• collect and access data, using a range of digital tools and methods in response to a defined question or problem HASS LANG MATH SCI	• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance HASS MATH SCI TECH	• collect and evaluate quantitative and qualitative data using specialised digital tools and processes in the context of identified problems HASS MATH SCI TECH ARTS
Interpret data	• use simple digital tools to explore sorting data and information provided as part of learning experiences HASS SCI TECH	• classify and group data using familiar digital tools to answer simple questions HASS MATH TECH	• organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions HASS LANG MATH SCI TECH	• analyse and visualise data using a range of digital tools to identify patterns and make predictions HASS MATH TECH	• analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions HASS MATH SCI TECH	• analyse and visualise multidimensional data by selecting and using a range of interactive tools to draw conclusions and make predictions HASS MATH SCI TECH

Creating and exchanging

Plan		• use simple digital tools to contribute to a basic plan to complete a task TECH ARTS	• use familiar digital tools to develop and follow a basic plan to complete a task ENG TECH ARTS	• select and use digital tools to develop and follow a plan to complete individual tasks and group projects ENG SCI TECH ARTS	• use simple planning tools to develop and follow a plan to complete individual and collaborative projects ENG HASS HPE TECH ARTS	• use project management tools to develop and track a plan to complete individual and collaborative projects HASS TECH ARTS
Create, communicate and collaborate	• use simple digital tools to create content ENG HASS SCI ARTS	• experiment with the features of familiar digital tools to create content ENG HASS LANG SCI TECH ARTS	• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults LANG MATH SCI TECH ARTS	• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups ENG HASS LANG MATH SCI TECH ARTS	• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups ENG HASS LANG MATH SCI TECH ARTS	• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups ENG HASS LANG MATH SCI TECH ARTS
Respect intellectual property	• identify who owns class data MATH	• recognise ownership of products that others produce or that are produced collaboratively ARTS	• respect products created by someone else by acknowledging when they use them and use strategies such as indicating the source SCI TECH ARTS	• respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions TECH ARTS	• respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols HASS SCI TECH ARTS	• respect intellectual property by identifying and applying practices that meet legal and ethical obligations, referencing conventions, copyright and trademark protocols HASS SCI TECH ARTS

Managing and operating

Manage content	• save and retrieve content in an app SCI ARTS	• save and retrieve content with an agreed name TECH ARTS	• save and retrieve content in agreed locations with an appropriate name MATH TECH	• store content using appropriate names and folders for ease of retrieval TECH	• store and back up content online for access and editing from multiple devices TECH	• store content systematically online for access and editing (with version history) from multiple devices and ensure data is reliably backed up TECH

Protect content		• save and access content in their individual school account **TECH**	• save and access content in shared folders using their individual school account **TECH**	• protect content when sharing with peers and trusted adults by setting appropriate access controls **TECH**	• protect content when sharing by selecting appropriate access controls for individuals and shared links for wider groups **TECH** **ARTS**	• protect content when sharing by purposefully selecting appropriate access controls for individuals and groups **TECH**
Select and operate tools	• use simple digital tools to explore tasks and consolidate learning • seek help when encountering a problem **ENG** **HASS** **LANG** **SCI** **TECH** **ARTS**	• use familiar digital tools to complete tasks and consolidate learning • attempt to solve a problem before seeking help **HASS** **LANG** **MATH** **SCI** **TECH** **ARTS**	• select and use a range of digital tools to complete tasks • attempt to solve a problem individually and with peers before seeking help **HASS** **LANG** **MATH** **SCI** **TECH** **ARTS**	• select and use the core features of digital tools to efficiently complete tasks • troubleshoot basic problems and identify repetitive tasks to automate **HASS** **LANG** **MATH** **SCI** **TECH** **ARTS**	• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks • troubleshoot common problems and automate repetitive tasks **HASS** **LANG** **MATH** **SCI** **TECH** **ARTS**	• select and operate advanced and emerging digital tools confidently • troubleshoot common problems systematically and seek to improve efficiency by developing new skills **ENG** **HASS** **HPE** **LANG** **MATH** **TECH** **ARTS**