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Primary Curriculum Policy

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Document Control

POLICY REVIEW

This policy may be reviewed periodically and republished; as applicable. The Principal may issue additional instructions within the policy framework as appropriate. The policy will also be reviewed on a biennial basis.

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Approved by: GBC Board

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AMENDMENT		DATE	DESCRIPTION OF AMENDMENT
Page	Version		
ALL	2021.1	20/09/2021	Review and update of plan contents and layout.
5-7, 23-24	2022.1	15/03/2022	Version update for identified missing information and revisions for clarity/specificity – added Primary Assessment Tools table with benchmarks
7	2024.1	05/02/2024	Updated spelling assessment tool for Years 2-6 – replaced existing diagnostic tool with one that provides more comprehensive information. Updated reading comprehension diagnostic tool to show which genres should be tested each term
26	2024.2	16/02/2024	Added specific requirements for teaching Handwriting in Pre-primary.

Contents

Background

The purpose of this document is to maintain uniformity in structure, delivery and assessment of the WA Curriculum in the classroom across all learning areas – English, Mathematics, Humanities and Social Sciences, Science, Health and Physical Education, the Technologies, the Arts. Languages and Christian Education. In addition, this document is instrumental in maintaining extremely high standards in teaching and learning, and ensuring that all students and staff are meeting the College's requirements for student growth.

At Goldfields Baptist College, all students learn in an environment that is informed by Christian values and includes:

- a pursuit of knowledge and a commitment to achievement of potential;
- self-acceptance and respect of self, as being created in the image of God;
- respect and concern for others and their rights;
- social and civic responsibility;
- environmental responsibility.

Scope

All teachers and Education Assistants in Kindergarten to Year 6 at Goldfields Baptist College are required to comply with this policy. The College is committed to planning for, monitoring and achieving improvements in student learning, through creating a flourishing educational community that is being transformed by the Truth of God's Word, nurturing and equipping each person for life, empowering them to be thriving contributors in the world. It is expected that all staff share this mission, and are committed to ensuring that every student has the opportunity to reach their learning potential in a safe and nurturing environment.

Policy

1 Standard of Education

At Goldfields Baptist College, we are committed to providing educational opportunities that will help every student to reach their potential. In order to achieve this, teachers at the College are required to adhere to policies that govern the way in which students access education; how planning and instruction are to take place; methods of assessment that are employed; and reporting.

To maintain a high standard at Goldfields Baptist College, teachers will collect and evaluate evidence of students' learning through effective assessment practices and data analysis. Assessment will inform the teaching and learning process, in order to enhance student engagement and motivation. Quality feedback and 'feed-forward' will be used to actively involve students in their own learning, thereby giving them ownership of the improvement goals they are striving to attain. The College's Visible Learning Journey provides further opportunities for students to succeed through engagement with the learning intentions and success criteria that are displayed and discussed in all classes, and through taking advantage of the quality feedback provided by teachers.

Goldfields Baptist College's minimum standard of achievement aligns with ACARA's national minimum standard, as reported in NAPLAN results for Years 3, 5, 7 and 9. To ensure continued progress, teachers use targeted support strategies to address areas of concern, as identified by an ongoing programme of formative and summative assessment. Data analysis is an integral part of maintaining standards, by identifying the needs of individual students, cohorts and the College as a whole. NAPLAN, Brightpath and EdCompanion data is analysed, in conjunction with the Compass Continuum and other relevant assessment data, to enable judgements to be made about students' progress and how that will contribute to further learning.

Goldfields Baptist College pursues 'growth not grades' for students. As such, a Christian education that is individually pitched to facilitate, support and challenge students to attain at least a year's academic growth throughout the course of an academic year, irrespective of their starting point, constitutes a 'satisfactory standard' at the College. Essential to the College's Mission and ethos, this pursuit of growth takes place in a nurturing environment that empowers and equips students for life, and it is the responsibility of staff to facilitate, monitor and review.

The College's commitment to providing a very high standard of nurturing pastoral care to students means that the College's satisfactory standard of education expects, promotes and requires that heavy emphasis is placed on students' holistic education; not only their academic performance, but also their personal, social, emotional and spiritual education and growth.

The College is acutely aware that it is difficult for students to attain a year's growth when they are not mentally or emotionally ready to learn, which may be due to physical, mental, emotional, or spiritual health challenges, the impacts of trauma, or other contributing factors. For this reason, it is of great importance to the College that all students are enabled and empowered to utilise internal and external support mechanisms, structures and strategies, in order to maintain and promote their holistic health and wellbeing, with the support of staff, so that they may thrive.

To ensure consistent improvement for all students, including those who have low attainment, teachers will analyse the data that targets where specific gaps in learning exist. This will allow for focussed support that must show a minimum of 20% improvement in each individual student's lower-level learning-gaps each year. It should be noted that this standard of growth applies to all individual students, irrespective of their overall level of performance or 'starting point', and is a responsibility of staff to facilitate. This minimum benchmark ensures that teachers are attentive to identifying underlying gaps in each individual student's areas of greatest struggle, to establish the stronger foundations necessary in order to achieve a year's growth.

Teachers will ensure students are well prepared for the next stage of their education through:

- use of the Compass Continuum to identify and fill gaps in learning as students work towards, at, or beyond the Standard;
- encouraging and supporting students to take responsibility for their own learning;
- ensuring students are engaging with homework;
- equipping students with the strategies they need to accurately demonstrate their skills, knowledge and understanding through assessments.

In all learning areas, teachers will address the Cross-curriculum Priorities (see 9.5.1; 10.5.1; 11.5.1; 12.5.1; 13.5.1; 14.5.1; 15.5.1; 16.5.1) in addition to the General Capabilities, as identified on the SCSA website. General capabilities for all learning areas can be found by clicking on the relevant syllabus tab via this link https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser . The Keeping Safe: Child Protection Curriculum is explicitly and implicitly taught in all learning areas across all year levels.

1.1 Use of student data to track growth

Staff gather student performance data from a range of sources, in order to track growth throughout, and between, academic years. The following is a list of sources of data that can be utilised to source student data, in conjunction with other sources deemed appropriate:

- Handover Continuum data from the student's previous teacher
- Student Semester Reports
- Assessment performance
- NAPLAN
- PAT (literacy, numeracy, science, early years)
- On-Entry
- BrightPath
- Mathspace
- EdCompanion (including writing assessments)

The above standardised and school-based literacy, spelling and mathematics assessments are administered throughout the year. PAT Reading and Numeracy, Waddington, PM Benchmark, Brightpath, NAPLAN, Mathspace, and On-entry testing follow a testing schedule, as shown in the following table. Students entering the College part-way through the year will complete the relevant tests upon arrival. This testing assists in ensuring students are provided with the correct reading and comprehension resources for their ability level, that will sufficiently challenge them, thereby enabling growth. Previous NAPLAN results may also be used in assessing student ability. The table below shows the timing of standardised and school-based testing.

Standardised	Year Levels	Timing	Comments
NAPLAN	Yr 3 and Yr 5	Term 1	
PAT Reading and Numeracy	Yr 2-6 Yr 1-6	Term 1 Term 4	Tested at previous year level (eg Yr 6 complete Yr 5 test) Tested at year level
On-Entry	PP and Yr1	Term 1	PP completes module 1 Yr 1 completes module 2

School Based	Year Levels	Timing	Comments
PM Reading level assessment	Yr 1-Yr 3	Quarterly	IEP students continue until they achieve level 30
Probe	Yr 4-Yr 6	Quarterly – Semester 1 Fiction Semester 2 Non Fiction	Students move to Probe when they achieve PM level 30
Waddington Diagnostic Reading Test	Yr 1-Yr 3 Yr 1-Yr 3	Term 1 Term 4	
South Australian Spelling Test	Yr 2-Yr 6 Yr1-Yr 6	Term 1 Term 4	Test A Test B
Brightpath writing moderation	Pre-primary–Yr 6	Quarterly	Rotation of text types
Mathspace	Yr 3–Yr 6	On-going	Assessments matched to curriculum areas
In-class unit/subject assessments	Yr 1-Yr 6	At least 2 per unit	At least one formative and one summative assessment per unit
EdCompanion	Pre-Primary–Yr 6	On-going	Analysis of submitted testing to allow targeted teaching to close learning gaps
Compass Continuum	Pre-Primary–Yr 6	On-going	Recording tool to map educational progress supported by evidence from assessment

The College's minimum benchmarks and upper targets for the above literacy assessments can be found in the table located in the English Teaching Strategies section.

The data generated from these sources should be used to track each student's performance against their Continuum for each subject (by the relevant subject and/or Pastoral Care teacher). When entering data and evidence/comments into the Continuum, staff should be sure to include the date and reference to the source of the data that has provided evidence of student achievement. For example, if a Year Six student had a learning gap in literacy, which placed them at a Year Two level, their Compass Continuum would reflect their placement at Year Two level for that specific element. The student's English teacher may employ an EdCompanion 'learning sprint' to remedy this gap. After the student has carried out lessons and further testing in this focus area, they may have moved from Year Two-level performance in that specific area to a Year Four-level. The teacher would access that student's Compass Continuum and mark that the student had demonstrated achievement within the Year Four level, right click the square and "Add Comment" to indicate that the student had demonstrated achievement through EdCompanion Learning Sprints and the date on which this was attained. In this example, the staff member has just provided evidence of:

- An individualised approach to education that meets a student's needs
- The equivalent of two years' growth in that particular area for that student
- Tailored remedial growth for a student who has been challenged by content/skills.

As in the example above, staff should use interventionist/remedial and extension strategies for individual students to ensure they achieve at least a year's growth by the end of the academic year in all areas of assessment, irrespective of their starting point.

Staff should update and track changes on students' Compass Continuums at least once per term.

1.2 Improving student learning

Teaching staff work collaboratively to apply student performance data, teaching and learning tools, assessment tools, curriculum and other resources to promote and analyse improvements in student learning through the following processes:

- Diagnostic testing is conducted at the commencement of each academic year, with further benchmark and performance data-gathering testing revisited throughout the course of the year
- Standardised testing is conducted at set times each academic year, further feeding student performance and tracking data
- College-based assessment (summative and formative) is conducted throughout each academic year, providing additional performance and tracking data
- As data is received, teachers enter results into the Compass Continuum, maintaining an up-to-date, holistic view of students' demonstrated abilities against the WA Curriculum, across year levels, which clearly identifies areas of strength and weakness
- As learning 'gaps' are identified, teachers implement 'learning sprints' and focussed Group Education Plans/Individual Education Plans, using a range of teaching strategies, to target and remedy students' skill and knowledge gaps – Ed Companion tools are particularly applicable in this regard
- As students complete targeted learning in their 'gaps', teachers apply a variety of assessment tools to continually update their data and track growth as 'gaps' are remedied
- Incrementally, but at least once per term, targeted staff meetings are conducted, so that teachers can work collaboratively to analyse and review their whole-class, holistic data, in order to identify and reflect upon patterns in student learning, making changes to their teaching programmes as a result
- Each term, teachers meet with their allocated appraiser to demonstrate changes that have been made to teaching programmes, based on the data that has been analysed
- Each semester, Primary and Secondary staff engage in targeted Team meetings to collaboratively analyse longitudinal, cohort-based and College-wide patterns in student learning, based on PAT data, as it is received
- Annually, all teaching staff engage in a targeted whole-staff meeting to collaboratively analyse longitudinal, cohort-based and College-wide patterns in student learning and performance, based on NAPLAN data, as it is received
- The College Leadership and Executive Teams review and analyse teacher suggestions, observations, reflections and proposed changes, in order to develop and implement College-wide strategies for continuous improvement in student learning
- The College Principal reports patterns, areas of strength and areas of weakness to the College Board, with information as to the Leadership Team's approach to remedial action and ongoing growth.

2 Curriculum Plan

Working from a Christian worldview perspective, all Kindergarten to Year 6 teachers at Goldfields Baptist College are required to plan and teach quality education programmes, in accordance with the School Curriculum and Standards Authority frameworks. An additional school-based learning area, Christian Education, extends throughout the College.

Kindergarten teachers are required to adhere to the Early Years Learning Framework (EYLF). The College is also committed to maintaining an outstanding level of practice in keeping with the seven quality areas identified in the National Quality Framework for Kindergarten to Year 2:
Quality Area 1 – Educational programme and practice

Quality Area 2 – Children's health and safety
Quality Area 3 – Physical environment
Quality Area 4 – Staffing arrangements
Quality Area 5 – Relationships with children
Quality Area 6 – Collaborative partnerships with families and communities
Quality Area 7 – Governance and leadership

Pre-primary to Year 6 teachers are required to adhere to the Western Australian Curriculum.

2.1 Kindergarten

The following five learning outcomes of the EYLF are embedded into the planning and teaching in Kindergarten:

- *Identity* – children have a strong sense of identity;
- *Connecting and contributing* – children are connected with, and contribute to, their world;
- *Wellbeing* – children have a strong sense of wellbeing;
- *Learning and thinking* – children are confident and involved learners;
- *Communicating* – children are effective communicators.

These outcomes remain a focus as children move into the Lower Primary years.

2.2 Pre-primary to Year 6

Planning and teaching of the following learning areas in Pre-primary to Year 6 is in accordance with the Western Australian Curriculum:

- English;
- Mathematics;
- Science;
- Humanities and Social Sciences (incorporating History; Geography; Economics and Business; and Civics and Citizenship);
- The Arts (incorporating Drama, Dance, Media Arts, Music, Visual Arts);
- Technologies (incorporating Design and Technologies; Digital Technologies);
- Health and Physical Education;
- Languages.

Consistent with the expectations of the Western Australian Curriculum, the College's programmes in Pre-primary to Year 6 integrate the seven general capabilities and three cross-curriculum priorities through each learning area.

The seven general capabilities are:

- Literacy;
- Numeracy;
- Information and communication technology capability;
- Critical and creative thinking;
- Personal and social capability;
- Ethical understanding;
- Intercultural understanding.

The three cross curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures;
- Asia and Australia's engagement with Asia;
- Sustainability.

2.3 Developmental Approach

2.3.1 Lower Primary Programme (Pre-primary to Year 3)

The developmental approach to children's learning at Goldfields Baptist College is reflected strongly in the Lower Primary curriculum, where all elements of the curriculum are regarded as core learning experiences. The majority of the children's learning takes place under the dedicated guidance of their classroom teacher, with a strong focus on the foundational aspects of Literacy and Numeracy alongside

an inquiry-based approach to broader areas of the curriculum. Lower Primary students also begin their learning in specialist areas. The protective behaviours curriculum is incorporated into every learning area.

Core Programme		
Foundational	Numeracy Literacy reading spelling writing grammar Christian Education	Keeping Safe: Child Protection Curriculum
Inquiry	Humanities and Social Sciences Health Visual Arts Science	
Specialist	Drama Digital Technologies Design Technologies Physical Education Languages – Mandarin	
Co-Curricular	After School Sports/Clubs – e.g. FUSE discipleship programme	

2.3.2 Upper Primary (Years 4-6)

As students' progress into Upper Primary, they continue to build on their learning experiences in the core areas of the curriculum. Focus is maintained on Literacy and Numeracy. Students continue to experience a strong sense of belonging, as all GBC staff are committed to nurturing and supporting the holistic development of the students.

Learning Areas		
English Mathematics Science Humanities and Social Sciences Christian Education Health Visual Arts Digital Technologies Design Technologies Drama Physical Education Languages – Mandarin		Keeping Safe: Child Protection Curriculum
Co-Curricular	After School Sports/Clubs – e.g. FUSE discipleship programme; Sewing/Craft Club	

2.4 Curriculum Teaching Time Allocations

The table below shows the time allocated to each learning area in Pre-primary to Year 6 at the College, in accordance with the notional time allocation guidelines provided by SCSA.

	NUMBER OF HOURS ALLOCATED	
LEARNING AREA	**PRE-PRIMARY TO YEAR 2**	**YEARS 3 TO 6**
English	6	6
Mathematics	5	5
Humanities and Social Sciences	2	2
Science	2	2
Health and Physical Education	2	2

Languages	0	2
Technologies	2	2
The Arts	2	2

It is accepted that Lower Primary teachers will make variations to these allocations, in order to meet the learning requirements of their students, however the expectation is that each learning area will receive adequate attention during the year. Teachers are expected to integrate curriculum where this is appropriate, in order to enhance meaning; increase student engagement; or as necessary to meet student needs. Teachers of students in the early years of schooling will provide a curriculum that is holistic, through which they can engage with new learning, in ways that are meaningful to them.

In Kindergarten, the programme is fully integrated, is designed around student interest, and is aimed at meeting the specific outcomes of the EYLF. The Goldfields Baptist College Kindergarten programme is offered for four days per week, with a three-day option available also.

2.5 Homework

Homework is most beneficial when students, parents and the College are working in partnership. Most success with homework is seen by students whose parents engage with their children regarding their learning.

Tasks are to be assigned as an additional support for classroom activities, and to assist in the consolidation of topics and concepts. Homework must consist of reading, spelling, English and Mathematics activities, but may also include additional learning areas from time to time, as the need arises (e.g., an Upper Primary HaSS research assignment). Teachers may allocate homework on a Monday, to be submitted on Friday; may choose to allocate homework each day, to be submitted on the following day; or may use a combination of both. Homework should not be given over weekends. Teachers must ensure that homework is marked, and students provided with feedback, prior to issuing the next day's/week's homework tasks. In accordance with the Behaviour Management System, students who fail to submit homework will have a negative incident recorded against them on Compass, and must complete the homework during a lunchtime detention. Any special circumstances that prevent students from completing their homework must be taken into consideration on a case-by-case basis. It may be necessary for teachers to provide alternative methods for students to either complete or submit homework (e.g., if students do not have computer access at home for a digital/online task, a printed version of the task must be provided for them to complete). As in the case of class work, homework will be adjusted in accordance with students' learning needs/ability levels. Blessings for Organisation will be awarded for five pieces of homework submitted on time.

3 Students with Diverse Learning Needs

At Goldfields Baptist College, we believe that each student is able to learn and that the needs of every student are important. Teachers differentiate every lesson to address the diverse learning needs of students.

Although the lesson objectives will be the same for all students, adjustments will be made to the complexity of the curriculum content, the resources provided to them (such as manipulatives for Mathematics), and/or to the means through which students demonstrate their knowledge, skills and understanding. This will include language adjustments for students whose first language is not English. For some learners, making adjustments to instructional processes and to assessment strategies enables students to achieve educational standards commensurate with their peers.

Details on how students access Group Education Plans, Individual Education Plans and additional support, can be found in the Grow, Enrich, Thrive Additional Needs Policy.

4 Planning

All planning is to be done term by term. Planning must be completed on the templates provided on SharePoint by the deadline set by the Primary Team Leader. Planning on SharePoint should be brief, but must contain enough detail to give a clear picture of:

- the Learning Intention and Success Criteria;
- the specific knowledge and skills being focussed on in the unit;

- an outline of the approach to learning, specific activities and topics;
- any resources that will be used;
- intended assessments – identifying whether they are formative or summative (these must also be entered into Compass Learning Tasks);
- any adjustments being made to cater to students' learning needs, such as printing on different coloured paper; scaffolding tasks; setting aside one-to-one explanation times; providing tiered activities/ assessments.

The planning document should also be used for teachers to reflect on the effectiveness of the lessons/units, and to note down any adjustments/improvements they identify for future use, which would enhance student learning.

For each year level, there is a folder for every learning area. The learning area planning template should not be overwritten. The 'save as' button must be used and an appropriate title given to the planning document. The year level folders can be found by following this pathway: Staff Documents > Whole College > Planning Documents > Primary. From there, select the appropriate calendar year, then the required year level.

Learning Intentions and Success Criteria should not only appear in planning, but should also be clearly displayed in classrooms. They should be explained to the students and referred to regularly as part of usual teaching practice.

5 Assessment

Teachers will collect and evaluate evidence of students' learning through effective assessment practices, using a variety of assessment tools. The instruments of assessment should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning. Assessment is gathered at many points throughout the learning process, and is also used to guide planning, pedagogy and instruction. Effective assessment strategies allow teachers to differentiate learning and to personalise learning programmes. Assessments must be constructed with attention to equipping students with the skills and strategies needed to enable success (e.g. valid results of ability in numeracy or literacy would not be gathered from computer-based PAT testing of a student who is not computer literate).

The SCSA Assessment Principles, as detailed below, form the basis of effective assessment, and must be upheld by Goldfields Baptist College teachers. For more detailed information about these Principles, please go to the SCSA website: (https://k10outline.scsa.wa.edu.au/home/assessment/principles-and-reflective-questions).

5.1 Assessment Principles

5.1.1 Assessment should be an integral part of Teaching and Learning

Assessments should arise naturally out of the teaching and intended learning of the curriculum and syllabus. They should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.

To do this, assessments should provide information about fine changes in student learning related to specific aspects of that learning. They should help teachers understand where students are in their learning, what they need to learn next, as well as identify any misunderstandings or misconceptions that the students have. It is this fine-grained information that enables teachers to plan programmes that challenge students to go beyond what they already know, understand or can do, in order to build new knowledge, understanding and skills.

5.1.2 Assessment should be educative

Assessment practices should be educationally sound and contribute to learning. Assessments may do this in a number of ways. Firstly, assessment activities should encourage in-depth and long-term learning. Secondly, assessments should provide feedback that assists students in learning and informs teachers' planning. Thirdly, where appropriate, assessment criteria should be made explicit to students to focus their attention on what they need to achieve and provide students with feedback about their progress. Students need to be included in the assessment process.

5.1.3 Assessment should be fair

Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background language and socio-economic status, and not discriminate on grounds that are irrelevant to learning.

Assessments should also provide reliable indications of students' knowledge, understanding and skills and should be based on the integration of a range of types and sources of evidence.

5.1.4 Assessments should be designed to meet their specific purposes

Information collected to establish where students are in their learning can be used for summative purposes (assessment *of* learning) and for formative purposes (assessment *for* learning) because it is used to inform subsequent teaching.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the Achievement Standards, after completion of a unit of work, or at the end of a term or semester. The aim of the assessment is to identify students' achievement at that point in time and it is particularly important that the assessments are fair and that teacher judgements are reliable.

At the College, staff regularly engage with their colleagues and counterparts from similar schools in the Goldfields through moderation meetings hosted by the College. Staff also use the Judging Standards and other resources released by the School Curriculum and Standards Authority, Brightpath, the Association of Independent Schools Western Australia and Christian Schools Australia to ensure that teachers' judgements are fair and reliable.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process, in order to improve student attainment and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, that focusses on the details of specific knowledge and skills that are being learnt. Therefore, it is essential that the assessments provide fine-grained information about student performance that supports teachers in planning learning that challenges students to go beyond what they already know, understand or can do in order to build new knowledge, understanding and skills.

5.1.5 Assessment should lead to informative reporting

Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents and teachers. The information is also valuable for school and system-wide planning. It is important that, in addition to providing an accurate synopsis of student performance, the judgements of student achievement are reliable. This is ensured through regular moderation meetings with other local schools, as well as a variety of assessment and judging instruments (see 5.1.4).

5.1.6 Assessment should lead to school-wide evaluation processes

Highly effective schools pay particular attention to teachers' qualitative and quantitative data and standardised test data. Teachers and school leaders need to understand current and past student achievement levels, be explicit about targets for improvement, and be explicit about how progress towards those targets will be monitored. School leaders need to plan for how they will evaluate the effectiveness of school initiatives and programmes. Teachers should plan for how they will reflect on, and evaluate, their teaching practices. This implies that schools and teachers need to be willing to identify and evaluate both the intended and unintended consequences of any initiative or programme. At GBC, this is done by teachers' reflections in their programming documents; through guided reflections during the Appraisal process; by Leadership scrutiny of student tracking data through EdCompanion; by team and whole-staff reflections on student growth; and by analysing standardised tests data sets.

Assessment is an essential component of the teaching and learning cycle. Assessment **for**, assessment **as** and assessment **of** learning are approaches that enable teachers to gather evidence and make

judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

The principles of assessment **for** learning and assessment **as** learning strategies have some common elements, and incorporate:

- self-assessment and peer assessment;
- strategies for students to actively monitor and evaluate their own learning;
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning, or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Assessment **for** learning and assessment **as** learning approaches, in particular, help teachers and students to know if current understanding is a suitable basis for future learning. Teachers, using their professional judgement in a standards-referenced framework, are able to extend the process of assessment **for** learning into the assessment **of** learning.

5.1.6.1 Assessment *for* Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Also known as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding. Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark;
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning;
- includes clear goals for the learning activity;
- provides effective feedback that motivates the learner and can lead to improvement;
- reflects a belief that all students can improve;
- encourages self-assessment and peer assessment as part of the regular classroom routines;
- involves teachers, students and parents reflecting on evidence;
- is inclusive of all learners.

5.1.6.2 Assessment *as* Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. Assessment as learning:

- encourages students to take responsibility for their own learning;
- requires students to ask questions about their learning;
- involves teachers and students creating learning goals to encourage growth and development;
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning;
- encourages peer assessment, self-assessment and reflection.

5.1.6.3 Assessment *of* Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Also known as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback. Assessment of learning:

- is used to plan future learning goals and pathways for students;
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups;
- provides a transparent interpretation across all audiences.

5.2 Assessment Strategies

A variety of assessment strategies must be used by teachers in order to give all students maximum opportunity to demonstrate their knowledge, understanding and skills. In all Learning Areas, there must be

a minimum of two formative assessments and one summative assessment of each unit of work. Where possible, assessments within each unit of work must take different forms, in order to allow for varied learning styles. Teachers should assess student learning by means such as written, oral, practical, pictorial, sequencing, matching, using ICT, or any of a variety of other methods of assessment.

Assessment activities should:

- be based on the WA Curriculum outcomes;
- be a valid instrument for what they are designed to assess;
- include criteria to clarify for students what aspects of learning are being assessed;
- enable students to demonstrate their learning in a range of task types;
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement;
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills;
- enable students and teachers to use feedback effectively and reflect on the learning process;
- be inclusive of, and accessible for, all students;
- be part of an ongoing process where progress is monitored over time.

5.2.1 Responsibilities

The student is responsible for ensuring that:

- work is handed in for marking on time and all homework is completed;
- he/she takes on board the comments given by the teacher to improve his/her work;
- he/she looks back over previous written feedback when tackling new pieces of work.

The Teacher is responsible for ensuring that:

- assessment for learning is an integral part of lesson planning and the learning process;
- students know the success criteria and what is needed to progress;
- baseline assessment data is used to inform teaching and learning, and to set targets;
- a record of assessments is kept and is available for monitoring;
- up-to-date assessment information is available and presented at Parent/Teacher/Student Interviews;
- analysis of performance data is undertaken and used to inform practice;
- parents are kept informed of their child's progress by regularly communicating with parents via the telephone, Compass, in person and/or the student's diary;
- parents are informed if students are at educational risk by the end of Term One and Term Three at the latest;
- assessment is differentiated;
- IEPs have specified assessment goals for students who have specific needs (extension or remediation);
- In accordance with the Grow Enrich Thrive Additional Needs Policy, IEPs are reviewed at the end of Semester One and progress notes entered. Revised IEPs are in place at the commencement of Semester Two;
- progress notes are entered into IEPs before the end of Semester Two, and are available for handover at the end of the year.

The Primary Team Leader and/or The Early Childhood Co-Ordinator and/or a Staff Member's Appraiser will:

- monitor teachers' assessment and feedback processes at least once per semester;
- review teachers' assessment record keeping at least once per semester;
- view a selection of student work samples at least once per semester;
- provide feedback to teachers, supporting and monitoring them to ensure consistency and good practice;
- ascertain whether students are engaged in focussed and sufficiently challenging activities;
- identify whether students' work reflects a variety of learning opportunities;
- ensure formative assessment practices are being utilised to inform teaching programmes;
- ensure planning is reflected in classroom activity.

The Primary Team Leader and/or The Early Childhood Co-Ordinator will monitor students' work in order to:

Identify Student Progression –

- gain an insight as to student progress;
- support the teacher in identifying strategies to increase engagement and progress;
- support the teacher in identifying areas of common need.

Identify Assessment for Learning –

- check that students are involved in the Assessment for Learning process through self-review and peer review, and are actively involved in raising standards;
- make sure that there is evidence of diagnostic marking/goalsetting.

Identify Summative Assessment –

- check students' marks/levels are in line with the appropriate assessment criteria;
- identify the extent to which particular strategies are impacting upon student progress.

6 Reporting

When reporting to parents/carers, teachers will:

- provide an interim report at the end of Terms 1 and 3, which will show students' learning dispositions in curriculum subjects and Christian Education;
- use plain language to report on the achievements of Pre-primary to Year 6 students in terms of the Western Australian Achievement Standards – such reports will be provided:
    - **formally**, in an end of semester report using a five-point scale. The components of the formal report will meet the *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting;*
    - **informally**, throughout the year, in a variety of ways, and for a variety of reasons, and
    - **as requested from the student's parents/carers**, providing information on how a student's achievement compares with the student's peer group at the school.
- disseminate to parents/carers the reports from national and state-wide assessments and, as appropriate, provide opportunity for discussion between teachers and parents/carers.

7 Review of Student Learning

Review of student learning emphasises a focus on the learning of all students through analysis of their needs, engagement and progress, while implementing school-wide approaches to raising achievement in partnership with parents and the wider community.

The review of student learning will be an ongoing process that continually provides direction for goals in the College's School Improvement Plan. Review of student achievement and progress is based on information gathered from a range of sources, such as standardised test results, moderated school assessment of student achievement and other information. A variety of staff are responsible for the administration, and analysis, of assessment tools. It is intended to apply to all teaching and learning for which Goldfields Baptist College is responsible, including teaching and learning undertaken by partner organisations where the College is responsible for quality assurance. In such cases, the Review of Student Learning serves as a guide for the expectations of the College.

7.1 Review of Student Learning Guidelines

7.1.1 Analysis of Student Learning

At various points in the year, the College will analyse data on student learning that will include consideration of the achievement, progress and engagement of individual students and targeted groups of students e.g., Aboriginal, ESL, special needs, gifted and talented and at-risk students.

The College's two focus questions in analysing data will be 'how well are we doing?' and 'how can we do better?' Such judgements are to be made against individual, College, state and national expectations. This information will provide the basis for decision-making regarding improvement planning and changes to teaching and learning at the classroom and school levels.

The College's analysis of student learning will be featured in reports to the College Board, to enable it to carry out its responsibility for maintaining a satisfactory standard of education. These reports will also

contribute to evidence that an effective school self-assessment and quality improvement process is in place.

7.1.2 School Improvement Plan

The College's School Improvement Plan will describe the priorities identified through analysis of student learning (achievement, progress and engagement) and the strategies to improve teaching and learning.

7.1.3 Reflection

As part of the ongoing review process, the following should be analysed for any patterns/information regarding the level of a student's engagement in learning:

- Student learning (achievement, progress and engagement);
- Student attendance records;
- Behaviour Management records.

7.1.4 Responsibilities

Goldfields Baptist College Board

The Board has a responsibility to:

- provide support through advice and provision of training and materials;
- support the sharing of good practice;
- work with the Principal to ensure that reviews of student learning are regularly implemented and monitored.

Principal and Deputy Principal

The Principal and Deputy Principal have a responsibility to:

- manage the implementation of reviews of student learning;
- allocate responsibility for development and implementation to College Leadership positions;
- ensure that information about reviews of student learning and College action is accessible to, and acted upon by, all members of the College community;
- ensure that teachers are supported to implement reviews of student learning effectively;
- show leadership in identifying and developing good practice;
- ensure that reviews of student learning are regularly monitored, reviewed and evaluated;
- manage and preserve accurate records of student learning;
- communicate aggregated data to the College community and the Board.

The Leadership Team

The Goldfields Baptist College Leadership team consists of the Team Leaders of each Department of the College, The Early Childhood Co-ordinator, The G.E.T Co-ordinator, The Secondary Progressions Co-ordinator and the Sport Co-ordinator, and they have a responsibility to:

- support and facilitate the implementation of reviews of student learning within their areas;
- ensure that teachers are supported to implement reviews effectively;
- show leadership in identifying and developing good practice amongst staff;
- ensure that reviews of student learning are regularly monitored, reviewed and evaluated in Team Meetings;
- support transition of students between levels of schooling and different schools.

Teachers

Teachers have a responsibility to:

- assess, provide feedback and report on student learning;
- work with colleagues to contribute to a co-ordinated whole College approach to reviews of student learning (achievement, progress and engagement);
- facilitate the implementation of reviews within their area;
- ensure that their review practices are valid and reliable;
- monitor student learning, as well as the effectiveness of their own programmes, teaching methods, record keeping and assessment tasks;
- negotiate with students the assessment, recording and reporting protocols that meet the learning needs of individuals and groups of students;
- encourage students to review their own knowledge, skills and understanding;

- build up a complete profile of each student;
- maintain and share relevant records of student progress;
- plan tasks and activities, based on reviews of student learning;
- report student progress and achievement to parents and/or caregivers as outlined here;
- report student achievement as required to State and Commonwealth government bodies;
- undertake professional learning programmes designed to address identified student learning needs.

Students
Students have a responsibility to:
- contribute to discussions about their own learning;
- assess their own learning and that of their peers;
- respond to assessments made by peers, teachers and others.

Parents
Parents have a responsibility to:
- communicate relevant information that may affect their child's learning;
- take advantage of opportunities to be informed, or to learn about how they may be involved;
- provide feedback about their child's learning;
- respond to issues raised by the student or the College during the reporting process;
- contribute to reviews of College processes.

8 Kindergarten Curriculum Guidelines

The Kindergarten Curriculum Guidelines have been set down by the School Curriculum and Standards Authority, and are to be used to guide teachers in developing Kindergarten curriculum. The guidelines draw from the key ideas and related content from the EYLF, to assist staff in constructing curriculum to ensure that all children in Kindergarten experience quality teaching and learning.

The learning that Kindergarten children experience is through the connections they have with family, community, culture and place. Children participate in everyday life, developing interests and constructing their own identities and understanding of the world.

Teachers' design and implementation of Kindergarten programming is tailored to meet the diverse needs of the children and families with whom they work. Learning opportunities provided for children will take into account their diverse backgrounds, cultures, family situations, language and other influences. The wide range of interests, knowledge, skills and experiences children draw from will impact on the way in which they learn, and teachers should be planning and teaching with these factors in mind.

The Kindergarten Curriculum Guidelines support teachers to plan curriculum in a way that will assist learners in developing general capabilities. These capabilities embrace the knowledge, skills, dispositions and attitudes that will support students' future learning. Teachers should familiarise themselves with the way in which the Guidelines work in conjunction with the WA Curriculum and Assessment Outline. This document describes the eight learning areas, which make up the curriculum for Pre-primary to Year 10.

The SCSA website provides information on identifying student engagement with the five learning outcomes addressed in Kindergarten. Teachers may use the guide to modify, as they need to, in order the meet the learning needs of their students. Not all children are expected to achieve all the content described by the end of the Kindergarten year, due to differences in developmental rates and lived experiences. Some examples have been provided of how the Kindergarten Curriculum Guidelines link to the Pre-primary curriculum. This guide may be accessed by clicking on the following link:
https://k10outline.scsa.wa.edu.au/home/teaching/kindergarten-curriculum-guidelines/learning-development-areas

Goldfields Baptist College recognises that every child is, in some way, affected by curriculum decisions. The Kindergarten Curriculum Guidelines recommend the use of the following curriculum decision-making processes, which must be embedded in teachers' practice at the College:
- **plan and organise** for learning and teaching – daily, short and long term plans. Educators strive to provide relevant learning opportunities that take into account the experiences, interests and capabilities of individuals and groups of children;

- **enact, interact and respond** thoughtfully using a number of strategies to engage children in learning experiences. Educators provide feedback to strengthen learning;
- **monitor, assess and document** children's learning and participation in a variety of ways in diverse contexts over time;
- **analyse and evaluate** to inform ongoing planning and share information with parents and colleagues;
- **reflect** on learning and practice to further professional growth. Interact with colleagues and identify areas for further professional learning that will improve curriculum processes and practices.

The following components must also be considered when making curriculum decisions:
- differentiation and inclusion;
- early learning environments;
- relationships and partnerships;
- balanced content;
- contexts and strategies for learning;
- child participation;
- extension, engagement and enjoyment in children's learning.

8.1 Early Years Learning Framework Principles

Teachers at the College are required to adhere to the Principles of the EYLF that underpin practice which assists children's learning and development.

The Principles, as set down in the EYLF, are:

Secure, reciprocal and respectful relationships
Secure, respectful and reciprocal relationships are integral to learning, wellbeing and working collaboratively with others.

Partnerships
Shared decision making with children, colleagues and families assist children to feel secure, collaborate with others and take responsibility for their own learning.

High expectations and equity
Educators are committed to equity and children flourish when all partners believe in children's capacities to succeed, regardless of diverse circumstances and abilities.

Respect for diversity
Respecting and responding to diversity assists all children in attaining a sense of belonging, being and becoming.

Ongoing learning and reflective practice
An ongoing cycle of review is a way in which current practices are examined, outcomes reviewed, new ideas generated and professional learning continued.

8.2 Practice

The Principles above inform the way in which teachers plan their teaching and learning so as to extend and enrich children's experiences and meet the EYLF Learning Outcomes (see 8.3). Teachers will draw on a range of pedagogical practices in order to achieve this. The EYLF identifies eight pedagogical practices, as listed below:

Holistic Approaches
Holistic approaches pay attention to children's physical, personal, social, emotional and spiritual wellbeing, as well as cognitive aspects of learning. Learning is seen as a social endeavour that is integrated and interconnected.

Responsiveness to children
Educators are attuned and responsive to children in their setting. They build trust, share decisions and learn together with children. Learning relationships are strengthened when educators include children's ideas, interests and capabilities.

Learning through play
Play shapes the architecture of the brain and provides opportunities for children to learn as they discover, experiment, theorise, predict, solve problems and engage in critical thinking. Play can motivate and enhance a child's desire to know and to learn. Play-based learning is a context for learning, through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.

Intentional teaching
Intentional teaching is purposeful, deliberate and thoughtful. It is planned and emergent. It promotes children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills. Educators plan opportunities to teach, document, monitor, assess and reflect on children's learning.

Learning environments
The learning environment, both indoor and outdoor, plays a crucial role in the way young children develop and learn. Environments for learning are flexible spaces that are inviting and nurturing, and foster children's sense of belonging, being and becoming.

Cultural competence
Educators who are culturally competent respect multiple cultural ways of knowing, seeing and doing. They understand that cultural competence is more than being culturally aware and seek to build cultural competence in all that they do.

Continuity of learning and transitions
Educators understand the importance of continuity in learning as they build on children's prior and current experiences. They work with families and colleagues to assist children in making successful transitions within and across early learning contexts, the school and beyond.

Assessment for learning
Assessment for learning processes gather information about what children know, can do and understand. Educators use this information in the cycle of curriculum decisions. Educators plan, teach, enact, monitor, evaluate and reflect on children's individual and group/shared learning.

8.3 Learning Outcomes

The following five learning outcomes of the EYLF are embedded into the planning and teaching in Kindergarten:

- *Identity* – children have a strong sense of identity;
- *Connecting and contributing* – children are connected with, and contribute to, their world;
- *Wellbeing* – children have a strong sense of wellbeing;
- *Learning and thinking* – children are confident and involved learners;
- *Communicating* – children are effective communicators.

These outcomes remain a focus as children move into the Lower Primary years.

9. Cross-curriculum Priorities

Goldfields Baptist College thoroughly embraces the Western Australian Curriculum, which is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Alice Springs (Mparntwe) Education Declaration, which identified three key areas that have become priorities to provide students with the tools and language to engage with, and better understand, their world at a range of levels. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to:

- Aboriginal and Torres Strait Islander histories and cultures;
- Asia and Australia's engagement with Asia;
- sustainability.

Cross-curriculum priorities are addressed throughout all learning areas. They will have a strong, but varying, presence depending on their relevance to the learning area. It is a responsibility of all teachers to

ensure that these priorities feature in each learning area, and are adequately intentionally taught and assessed.

9.1 Aboriginal and Torres Strait Islander histories and culture

Across the Western Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia, by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people to participate positively in the ongoing development of Australia.

9.2 Asia and Australia's engagement with Asia

Across the Western Australian Curriculum, this priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

9.3 Sustainability

Across the Western Australian Curriculum, sustainability will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is future-oriented, focussing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

10 Learning Area – English

10.1 Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate, and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the English learning area plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English learning area contributes both to nation-building and to internationalisation.

The English learning area also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The English learning area values, respects and explores this contribution. It also emphasises Australia's links to Asia.

10.2 Aims

The English learning area aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose;
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue;

- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning;
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

10.3 Content Structure

The English learning area is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language;
- *Literature*: understanding, appreciating, responding to, analysing and creating literature;
- *Literacy*: expanding the repertoire of English usage.

Language	**Literature**	**Literacy**
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

Content Descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are 'Texts' and 'The Language Modes'.

10.3.1 Texts

The term 'literature' refers to past and present texts, across a range of cultural contexts, that are valued for their form and style, and are recognised as having enduring or artistic value. While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literature includes a broad range of forms, such as novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts, such as film, and a variety of non-fiction. Literary texts also include excerpts from longer texts. This enables a range of literary texts to be included within any one year level for close study or comparative purposes.

The English learning area is based on practical as well as conceptual considerations. The specific designation of a strand labelled 'literature' is aimed at encouraging teachers working at all year levels, not only to use texts conventionally understood as 'literary', but also to engage students in examining, evaluating and discussing texts in increasingly sophisticated and informed 'literary' ways.

The usefulness of distinctions among types of texts relates largely to how clearly, at each year level, these distinctions can guide the selection of materials for students to listen to, read, view, write and create, and the kinds of purposeful activities that can be organised around these materials.

10.3.2 The Language Modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated and the learning of one often supports and extends learning of the others. To acknowledge these interrelationships; Content Descriptions in each strand of the English curriculum incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way. Classroom contexts that address particular Content Descriptions will necessarily draw from more than one of these processes in order to support students' effective learning. For example, students will learn new vocabulary through listening and reading and apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of both spoken and written texts.

10.4 Allocated Teaching Time

Teaching time allocated to English in Pre-primary to Year 6 is six hours and 30 minutes per week. Within this allocation, teachers must ensure that, as well as addressing the three strands of English, there is explicit teaching and learning time given to spelling and handwriting.

10.5 Curriculum Overview

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programmes should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Pre-Primary and Year 1, students communicate with peers, teachers, known adults and students from other classes. Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

In Year 2, students communicate with peers, teachers, students from other classes and community members. Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

For more comprehensive information, the SCSA WA Curriculum: English Scope and Sequence document can be accessed via this link: https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/english-v8/overview/English_P-10_Scope-and-Sequence_Phase_1_March_2016.PDF.

10.5.1 Cross-curriculum Priorities

10.5.1.1 Aboriginal and Torres Strait Islander histories and culture

All students are exposed to an awareness, appreciation of, and respect for, the literature of Aboriginal and Torres Strait Islander Peoples, including storytelling traditions (oral narrative) as well as contemporary literature. Students will be taught to develop respectful critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features.

Students will be taught that there are many languages and dialects spoken in Australia including Aboriginal English, Wangkatha (one of several local languages) and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy.

10.5.1.2 Asia and Australia's engagement with Asia

In English, the priority of Asia and Australia's engagement with Asia provides rich and engaging contexts for developing students' abilities in listening, speaking, reading, viewing and writing.

The English learning area enables students to explore and appreciate the diverse range of traditional and contemporary texts from and about the peoples and countries of Asia, including texts written by Australians of Asian heritage. It enables students to understand how Australian culture and the English language have been influenced by the many Asian languages used in Australian homes, classrooms and communities.

In this learning area, students draw on knowledge of the Asia region, including literature, to influence and enhance their own creative pursuits. They develop communication skills that reflect cultural awareness and intercultural understanding.

10.5.1.3 Sustainability

In English, the priority of sustainability provides rich and engaging contexts for developing students' abilities in listening, speaking, reading, viewing and writing.

The learning area assists students to develop the skills necessary to investigate, analyse and communicate ideas and information related to sustainability, and to advocate, generate and evaluate actions for a sustainable future. The content in the language, literature and literacy strands is key to developing and sharing knowledge about social, economic and ecological systems and world views that promote social justice.

In this learning area, students may interrogate a range of texts to shape their decision making in relation to sustainability. They develop the understanding and skills necessary to act responsibly and create texts that inform and persuade others to take action for sustainable futures.

10.6 Teaching Strategies

The progressive development of literacy knowledge and skills is essential for success in **all** learning areas and is the responsibility of **all teachers**. It is important that teachers across all years of schooling and learning areas develop student understanding of the specific language and literacy demands of every learning area. In English, literacy knowledge and skills are developed and applied through all three strands: Language, Literature and Literacy.

Literacy involves students engaging with the language and literacy demands of each learning area. As they become literate, students learn to:

- interpret, analyse, evaluate, respond to, and construct increasingly complex texts (comprehension and composition);
- understand, use, write and produce different types of text (texts);
- manage and produce grammatical patterns and structures in texts (grammar);
- make appropriate word selections and decode and comprehend new (basic, specialised and technical) vocabulary (vocabulary);
- use and produce a range of visual materials to learn and demonstrate learning (visual information).

The table following details the end of year targets for school-based literacy and numeracy assessment in each Primary year level.

School-based Assessment – End of Year Targets

Test	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PM Benchmark	Of Concern <8	Of Concern <16	Of Concern <25	Students who have not achieved PM 30 by year 4 move to IEP and remain on PM Benchmark until they achieve level 30		
	Low 8 - 15	Low 16-21	Low 25-29			
	At or Above 16+	At or Above 22+	At or Above 30			
Probe	Students who reach PM 30 move to Probe			Of Concern <7	Of Concern <9	Of Concern <11
				Low 7-9	Low 9-11	Low 11-13
				At or Above 9+	At or Above 11+	At or Above 13+
Waddington Diagnostic Reading Test	Of Concern <16	Of Concern <28	Of Concern <39			
	Low 16-22	Low 28-34	Low 39-44			
	At or Above 23+	At or Above 35+	At or Above 44+			
Waddington Diagnostic Spelling Test	Of Concern <5	Of Concern <18	Of Concern <35	Of Concern <55	Of Concern <66	Of Concern <73
	Low 5-8	Low 18-24	Low 35-47	Low 55-61	Low 66-71	Low 73-80
	At or Above 9+	At or Above 25+	At or Above 48+	At or Above 62+	At or Above 72+	At or Above 80+
Brightpath	Of Concern <150	Of Concern <180	Of Concern <230	Of Concern <280	Of Concern <320	Of Concern <360
	Low 150-195	Low 180-225	Low 230-265	Low 280-305	Low 320-355	Low 360-395
	At or Above 200+	At or Above 230+	At or Above 270+	At or Above 310+	At or Above 360+	At or Above 400+

For students who demonstrate ‘Low’ or ‘Of Concern’ results in any test, strategies will be put in place to support them in their further growth and improvement.

Guided Reading forms an integral part of the reading programme and must be included in each Primary classroom. The Guided Reading programme follows a cycle of four sessions per week. Students are placed into four reading ability groups, according to student needs, and spend 20 minutes per session, rotating through a variety of activities that support and extend their reading and comprehension skills. Teachers should ensure they have suitably levelled texts for each Guided Reading group, which can be sourced from the resource boxes in the Lower Primary office in B Block, or purchased for a particular year level with teachers’ classroom budgets. Each group will spend one of the 20-minute sessions working with the teacher, who will guide the students in using the SHARP Reading strategy (see 9.6.1 SHARP Reading). This strategy is used across all primary classrooms, but is administered differently between Lower Primary and Upper Primary year levels. Teachers may choose a text that can be completed in one reading, or may select a longer text that will be completed over several weeks, chunking it into smaller sections to be studied one section per week. Integrating texts from other learning areas into Guided Reading sessions may also be beneficial, as it will assist in consolidating understanding.

In the session that follows ‘read with the teacher’, students will finish reading any pages on their own that were not completed with the teacher (or with support, if necessary), then will complete some comprehension questions that will support and extend students’ understanding of literal and inferred meaning of those pages. The activities in the remaining Guided Reading sessions for the week will be selected by the teacher, and will take the form of various activities designed to further extend students’ comprehension; allow practise of the focussed Learning Outcome; develop students’ prediction skills etc. The activities will vary between written/verbal/pictorial, in-keeping with student ability/interest.

10.6.1 *SHARP Reading (*Success, Habitualisation, Autonomy, Routine, Progression)

As well as being used as a strategy when studying texts in the English learning area, the SHARP Reading strategy can be used in other learning areas to assist students in comprehending any text. Detailed instructions in how to utilise the SHARP Reading strategy correctly are provided in each classroom, and Professional Learning is provided by the College annually to ensure staff members' skills and mastery of this strategy are kept up-to-date.

10.6.2 Comprehension Strategies

In all year levels, one hour per week must explicitly focus on comprehension strategies. Strategies taught will be year level appropriate and may vary within the year level, depending on student needs. A supportive classroom context must be developed in order to promote comprehension. This can be achieved by teachers:

- providing a range of texts (multimodal, print-based, images, animations, graphic representations, video, audio, diagrams/charts, newspapers/magazines, fiction, non-fiction) for students to read in various genres (i.e. texts on different topics or different text types about the same topic);
- selecting texts for students which support authentic learning (i.e. interest-based or topic-based texts);
- ensuring their students read engaging texts for significant amounts of time;
- identifying and discussing vocabulary from rich texts with their students;
- providing time for students to talk to each other about the texts they read and have listened to;
- providing time for students to write and reflect on their reading.

There are many opportunities throughout the curriculum for teaching comprehension. The seven main research-endorsed strategies to support this teaching are listed below, and should be used before, during and following reading/viewing texts:

- activating and using prior knowledge to make connections;
- predicting;
- making inferences;
- visualising;
- asking and answering questions;
- summarising/synthesising;
- critical thinking.

10.6.3 EdCompanion

EdCompanion is a useful tool for assisting in identifying areas of need for individual students, as well as for whole classes. EdCompanion is accessible to all teaching and education support staff, and must be used in conjunction with other means to help inform further planning and support of student learning. EdCompanion's bank of lessons, to help close identified gaps in learning, align with the Content Descriptors of the WA Curriculum. This resource is used by teachers at least twice per week in the classroom to further support student learning.

10.6.4 Handwriting

The handwriting style taught at the College is WA Modern Cursive. Teachers are required to explicitly teach handwriting according to this style, and each classroom has a teacher resource book to support lessons. Teachers must provide examples of the required handwriting style for students to copy and practise in a dedicated Handwriting exercise book. Explicit Handwriting lessons must occur at least once per week, although teachers are expected to monitor handwriting as part of their teaching practice at all times. In Pre Primary, the Handwriting focus is on correct letter formation, correct directionality of letters and correct placement of letters. In Years 1 and 2, the Handwriting focus is on improving legibility of upper and lower case unjoined letters. In Year 3, students are required to use joined letters that are clearly formed and consistent in size. Year 4 students should write using clearly-formed joined letters, developing increased fluency and automaticity. By Years 5 and 6, students' handwriting should become increasingly legible, fluent and automatic.

10.6.5 *SMART Spelling (*Say, Meaning, Analyse, Remember, Teach)

In Years 1 to 6, all teachers teach spelling according to the SMART Spelling approach. Every classroom has a SMART Spelling manual, which details the approach and provides word families for phonemic awareness activities for Pre-primary level students; and lists of words with a weekly spelling focus for each year level from 1 to 6. Teachers are to follow the SMART Spelling teaching sequence (**S**ay, **M**eaning,

Analyse, **R**emember, **T**each) when introducing the spelling focus for the week. Detailed guidance on how to use the SMART approach in the classroom is provided in the manual. Every English lesson should commence with dedicated spelling time. In the first English lesson of the week, the spelling component should be 20 minutes long. This allows time for introducing the new sound, following the SMART sequence with the whole class; having students segment each of their spelling words into sounds (not syllables); and then allowing time for spelling activities. Subsequent lessons should be 15 minutes long, in which students complete a variety of spelling activities. The SMART Spelling manual lists some suggested activities for classwork and homework, but teachers may choose to use spelling activities from other sources. The manual is designed to support teachers in the explicit and systematic teaching of spelling, and includes a scope and sequence from phonemic awareness to Year 6 level.

11 Learning Area – Mathematics

11.1 Rationale

Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention.

Through the Western Australian Curriculum, the study of Mathematics at the College focusses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

11.2 Aims

Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens;
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability;
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

11.2.1 Foundation-Year Two

The early years (5–8 years of age) lay the foundation for learning Mathematics. Students at this level can access powerful mathematical ideas relevant to their current lives and learn the language of Mathematics, which is vital to future progression. Students have the opportunity to access mathematical ideas by developing a sense of number, order, sequence and pattern; by understanding quantities and their representations; by learning about attributes of objects and collections, position, movement and direction; and by developing an awareness of the collection, presentation and variation of data, and a capacity to make predictions about chance events. Understanding and experiencing these concepts in the early years provides a foundation for algebraic, statistical and multiplicative thinking that will develop in subsequent years. These foundations also enable students to pose basic mathematical questions about their world, to identify simple strategies to investigate solutions, and to strengthen their reasoning to solve personally meaningful problems.

11.2.2 Years 3–6

These years emphasise the importance of students studying coherent, meaningful and purposeful mathematics that is relevant to their lives. Students still require active experiences that allow them to construct key mathematical ideas, but also gradually move to using models, pictures and symbols to represent these ideas.

The curriculum develops key understandings by extending the number, measurement, geometric and statistical learning from the early years; by building foundations for future studies through an emphasis on patterns that lead to generalisations; by describing relationships from data collected and represented; by making predictions; and by introducing topics that represent a key challenge in these years, such as fractions and decimals.

In these years of schooling, it is particularly important for students to develop a deep understanding of whole numbers, to build reasoning in fractions and decimals, and to develop a conceptual understanding of place value. These concepts allow students to develop proportional reasoning and flexibility with number through mental computation skills, and to extend their number sense and statistical fluency.

11.3 Content Structure

The Mathematics Curriculum is organised around the interaction of three content strands and four proficiency strands.

The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt.

The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the *thinking* and *doing* of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over their years of schooling.

11.3.1 Content strands

11.3.1.1 Number and Algebra

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

11.3.1.2 Measurement and Geometry

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures, such as area, speed and density.

11.3.1.3 Statistics and Probability

Statistics and Probability initially develop in parallel, and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgements and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

11.3.2 Proficiency strands

The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.

11.3.2.1 Understanding

Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically, and when they interpret mathematical information.

11.3.2.2 Fluency

Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.

11.3.2.3 Problem Solving

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

11.3.2.4 Reasoning

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

11.4 Allocated Teaching Time

Teaching time allocated to Mathematics in Pre-Primary to Year 6 is five hours and 25 minutes per week. Teachers must ensure that, while addressing the three content strands of Mathematics, the four proficiency strands are incorporated into the teaching and learning.

11.5 Curriculum Overview

The proficiency strands *Understanding, Fluency, Problem-solving* and *Reasoning* are an integral part of the mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry*, and *Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

11.5.1 Pre-primary

- **understanding** includes connecting names, numerals and quantities;
- **fluency** includes readily counting numbers in sequences, continuing patterns and comparing the lengths of objects;
- **problem-solving** includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer;
- **reasoning** includes explaining comparisons of quantities, creating patterns and explaining processes for indirect comparison of length.

11.5.2 Year 1

- **understanding** includes connecting names, numerals and quantities, and partitioning numbers in various ways;

- **fluency** includes readily counting number in sequences forwards and backwards, locating numbers on a line and naming the days of the week;
- **problem-solving** includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer;
- **reasoning** includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data and explaining patterns that have been created.

11.5.3 Year 2

- **understanding** includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly and identifying and describing the relationship between addition and subtraction and between multiplication and division;
- **fluency** includes readily counting numbers in sequences, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations;
- **problem-solving** includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape;
- **reasoning** includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations and creating and interpreting simple representations of data.

11.5.4 Year 3

- **understanding** includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry;
- **fluency** includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions;
- **problem-solving** includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns;
- **reasoning** includes using generalising from number properties and results of calculations, comparing angles and creating and interpreting variations in the results of data collections and data displays.

11.5.5 Year 4

- **understanding** includes making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate times and describing properties of symmetrical shapes;
- **fluency** includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations and collecting and recording data;
- **problem-solving** includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations and using properties of numbers to continue patterns;
- **reasoning** includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays.

11.5.6 Year 5

- **understanding** includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry;
- **fluency** includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles;
- **problem-solving** includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans;

- **reasoning** includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets.

11.5.7 Year 6

- **understanding** includes describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations;
- **fluency** includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units and interpreting timetables;
- **problem-solving** includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays and finding the size of unknown angles;
- **reasoning** includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another and explaining why the actual results of chance experiments may differ from expected results.

For more comprehensive information, the SCSA WA Curriculum: Mathematics Scope and Sequence document can be accessed via this link: https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/mathematics-v8/overview/Maths_P-10_Scope-and-Sequence_Phase_1_March_2016.PDF.

11.5.8 Cross-curriculum Priorities

11.5.8.1 Aboriginal and Torres Strait Islander histories and culture

The Mathematics learning area values Aboriginal and Torres Strait Islander histories and cultures. It provides opportunities for students to appreciate that Aboriginal and Torres Strait Islander societies have sophisticated applications of mathematical concepts.

Students explore connections between representations of number and pattern, and how they relate to aspects of Aboriginal and Torres Strait Islander cultures. They investigate time, place, relationships and measurement concepts in Aboriginal and Torres Strait Islander contexts. Students deepen their understanding of the lives of Aboriginal and Torres Strait Islander peoples through the application and evaluation of statistical data.

11.5.8.2 Asia and Australia's engagement with Asia

The priority of Asia and Australia's engagement with Asia provides rich and engaging contexts for developing students' mathematical knowledge, skills and understanding. Opportunities are provided for students to learn about the understandings and applications of Mathematics in Asia. Mathematicians from Asia continue to contribute to the ongoing development of Mathematics.

In this learning area, students develop mathematical understanding in fields such as number, patterns, measurement, symmetry and statistics by drawing on knowledge of, and examples from, the Asia region. These could include calculation, money, art, architecture, design and travel. Investigations involving data collection, representation and analysis can be used to examine issues pertinent to the Asia region.

11.5.8.3 Sustainability

In Mathematics, the priority of sustainability provides rich, engaging and authentic contexts for developing students' abilities in number and algebra, measurement and geometry, and statistics and probability.

Mathematics provides opportunities for students to develop the proficiencies of problem-solving and reasoning, essential for the exploration of sustainability issues and their solutions. Mathematical understandings and skills are necessary to measure, monitor and quantify change in social, economic and ecological systems over time. Statistical analysis enables prediction of probable futures based on findings, and helps inform decision making and actions that will lead to preferred futures.

In this learning area, students observe, record and organise data collected from primary sources over time and analyse data relating to issues of sustainability from secondary sources. They apply spatial reasoning,

measurement, estimation, calculation and comparison to gauge local ecosystem health and can cost proposed actions for sustainability.

11.6 Teaching Strategies

At the commencement and completion of each school year, Years 2 to 6 students will be assessed according to the PAT Numeracy Test. This testing will ensure any gaps in lower level learning are identified, and that planning is adjusted and refined in order to allow for continued student growth. Mathematics lessons should be structured in order to cater for varied learning styles.

Teaching Mathematics is about making connections to existing knowledge in order to solve new problems both within and beyond Mathematics. It is about showing students the power and beauty of Mathematics and its relevance to the real world. Students must engage with both the content and the proficiencies in order to become flexible, creative and critical problem solvers and mathematical thinkers of the 21st century.

Programmes are planned to ensure:

- content and proficiency strands are developed simultaneously;
- major conceptual ideas from the current year syllabus are central to teacher programming;
- all learning experiences within the programme are purposeful, developmentally appropriate, and support the long-term learning outcomes;
- connections are made between the year level content and past and future learning;
- prior knowledge is taken into account and is extended;
- appropriate planned interventions support students' progress towards the achievement standard where required;
- transferable skills and thinking processes are developed through problem solving;
- activities are accessible and challenging to all students, providing opportunities for inclusivity and differentiation;
- the literacy of Mathematics (language, graphics, symbols) is developed;
- appropriate materials, models, images or other representations are used purposefully to support students to move towards abstract ideas and create new knowledge and strategies;
- opportunities are created to allow students to communicate and justify their strategies and solutions;
- the relevant general capabilities and the cross-curriculum priorities are incorporated to assist students to live and work successfully in the 21st century.

Targeted learning experiences are created so that students:

- value and develop the behaviours described in the proficiencies;
- represent, solve or explore meaningful and unfamiliar problems and situations;
- have time to think about and engage with problem situations, making sense of new concepts, ideas and experiences;
- apply learning from one problem to other problems that involve different scenarios or contexts;
- build and select from a repertoire of strategies to address learning tasks;
- have purposeful opportunities to work independently and collaboratively;
- answer focussed questions and participate in guided mathematical conversations that deepen thinking, strengthen understanding and lead to generalisations;
- comprehend and communicate ideas using appropriate mathematical language;
- understand the learning intentions and success criteria of the learning activity including, if appropriate, its connection to the real world;
- are accountable and responsible for their learning;
- confidently seek and act upon constructive feedback;
- reflect on learning experiences to consolidate learning;
- feel safe to take risks in their learning, develop resilience and explore mathematical ideas with curiosity.

Mathematics should be taught daily, and will commence with five minutes of mental calculation practise. This is an approach aimed at improving mental mathematics fluency across the Primary years, and will focus on one of the four operations each term, as appropriate for the year level. Students will be given a pre-printed sheet of mental mathematics problems and must complete as many as they can, within a five-minute time limit. Sheets will be collected by the teacher and handed to the Deputy Principal, who will

record results to determine which classes have shown the greatest improvement. The purpose is for students to improve on their own previous results, thereby competing with themselves, rather than other students. Every two weeks, a trophy will be awarded to the Lower Primary class with the greatest improvement overall and the Upper Primary class with the greatest improvement overall.

The main teaching activity in Mathematics lessons will include both teaching input and student activities, and will be balanced between whole-class instruction, guided group work, paired and individual work. Students may work in mixed or ability groups, according to the intended learning outcome. Teachers may wish to use a rotation strategy, in which a number of stations are set up with different activities, based on the learning focus. This teaching strategy works particularly well for 'hands-on' activities, such as measurement, or conducting chance and data investigations, but must not be used as a regular teaching strategy.

Teachers should ensure that any resources/manipulatives etc have been collected prior to the commencement of the lesson, and are returned upon completion. There is a range of materials available in the resource boxes in the Lower Primary office in B Block.

Prior to the end of the lesson, teachers should refer back to the Learning Intention/s and Success Criteria, address misconceptions, identify progress, summarise key facts and ideas, clarify what needs to be remembered and discuss next steps in learning. There are many quick and easy formative assessment strategies that may be used at this point, such as:

- *exit ticket* – pose one question to the class, and have them write their answers on a post-it note (or similar) before they leave. The following suggestions work well for Mathematics classes:
  - from today's lesson, what is one thing you feel you did well, and one thing you don't understand?
  - what I found interesting about this work was...
  - after this lesson, I'm feeling...
  - today's lesson was hard because...;
- *popstick* – students' names are written onto popsticks which are placed into a cup, a question is asked of the class, then the student whose name is pulled out of the cup answers the question.

12 Learning Area – Humanities and Social Sciences

12.1 Rationale

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future.

In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History.

By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively. Thinking about, reflecting on, and responding to, issues requires an understanding of the key historical, geographical, political, legal, economic, business and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

12.2 Aims

Develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world;
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale;
- a knowledge, understanding and an appreciation of the past and the forces that shape society;
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues;

- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities;
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice;
- a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

12.3 Content Structure

- The Humanities and Social Sciences learning area comprises four subjects. Each subject is organised into two interrelated strands: Knowledge and Understanding and Humanities and Social Sciences skills;
- History and Geography commence in Pre-primary. Civics and Citizenship is introduced in Year 3 and Economics and Business in Year 5. All subjects continue through to Year 10.

12.3.1 Knowledge and understanding

- Humanities and Social Sciences knowledge refers to the facts, principles, concepts, theories and models as developed in each of the subjects. This knowledge is dynamic, and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument;
- the key concepts are the high-level ideas involved in teaching students to think from a Humanities and Social Sciences perspective. Figure 1 (see Appendix 1) identifies the key concepts for the learning area;
- Humanities and Social Sciences understanding is the ability to see relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations and to solve new problems.

12.3.2 Humanities and Social Sciences skills

- This strand includes a range of skills that are common to all four subjects. These skills can be taught discretely or as part of an inquiry approach. Inquiry is not necessarily implemented in a linear fashion and not all investigations will involve all skills. Moreover, there may be different entry points where the skills are employed as part of an inquiry process. Figure 2 (see Appendix 2) illustrates the Humanities and Social Sciences skills.

12.3.3 Relationship between the strands

- The two strands are to be integrated in the development of a teaching and learning programme. The knowledge and understanding strand provides the content focus through which particular skills are to be developed. Following Pre-primary, the sequencing and description of the skills are in two-year bands (1–2, 3–4, 5–6, 7–8, 9–10). This may assist in multi-age programming by providing a common skill focus for the teaching and learning of the knowledge and understanding content.

12.4 Allocated Teaching Time

Teaching time allocated to Humanities in Pre-primary to Year 6 is two hours per week. It is expected that, due to the interrelated nature of the two strands, teaching and learning will involve integration of content from across the strands.

12.5 Curriculum Overview

The Humanities and Social Sciences key concepts are drawn from the knowledge and understanding in the syllabus for each year. Teachers are required to explicitly interrelate the knowledge and understanding with the key concepts and the skills when planning for teaching, learning and assessment.

In each year, the focus of the key concepts can be identified using the Achievement Standard which either states the concept explicitly, or it is implied by the knowledge and understanding. The Humanities and Social Sciences skills are common to all four subjects and need to be explicitly taught and assessed, and are identified in the Achievement Standard for each year.

12.5.1 Pre-primary

Humanities and Social Sciences consists of Geography and History. Students have the opportunity to pose and respond to 'who', 'what', 'when', 'where' and 'why' questions. They collect, sort, represent and

record information into simple categories. Students explore, play and investigate, and communicate their understanding through activities such as writing, painting, constructions or role-plays.

Students gain a sense of location and learn about the globe, as a representation of the Earth, on which places can be located. There is a focus on developing students' curiosity of their personal world, with connections made between the early childhood setting and the local community. In the context of developing a sense of identity and belonging, students investigate the features of familiar places, why and how places are cared for, and explore what makes a place special.

Students engage in stories of the past, particularly in the context of themselves and family. This may include stories from different cultures and other parts of the world. They perceive that the past is different from the present and understand the many ways in which stories of the past can be told. In the early years, students have the opportunity to explore their heritage, background and traditions.

Civics and Citizenship does not commence until Year 3. The *Early Years Learning Framework* provides opportunities for students to engage in civics and citizenship concepts, such as developing a sense of community; an awareness of diversity; and an understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. *The Early Years Learning Framework* provides opportunities for students to engage in economics and business concepts, such as exploring natural and processed materials, and consumer decisions.

12.5.2 Year 1

Humanities and Social Sciences consists of Geography and History. Students have the opportunity to investigate different ways of collecting information and/or data through sources such as books, people and photos. They learn how narratives can be used to communicate and represent their changing understanding in multiple ways.

In the early years, students have the opportunity to develop an appreciation for both natural and constructed environments as they understand how places are cared for and consider who should provide this care. Their understanding of place is further developed through investigating maps as a visual representation of Earth, as they begin to locate geographical divisions.

The concept of continuity and change is extended through exploring how family life has changed or remained the same over time, and how the present is similar to, or different from, the past. The understanding of time as a sequence is developed in the context of the present, past and future.

Civics and Citizenship does not commence until Year 3. The *Early Years Learning Framework* provides opportunities for students to engage in civics and citizenship concepts, such as developing a sense of community; an awareness of diversity; and an understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. The *Early Years Learning Framework* provides opportunities for students to engage in economics and business concepts, such as exploring natural and processed materials, and consumer decisions.

12.5.3 Year 2

Humanities and Social Sciences consists of Geography and History. Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

The concepts of place, space and interconnection are expanded through exploring the links with people and places, both locally and globally. The concept of scale is introduced as students explore the hierarchy of scale. They further develop a mental map of the world and of where they are located, in relation to other places.

Students are given the opportunity to develop their historical understanding through the key concepts of continuity and change, cause and effect, perspectives, empathy and significance. These concepts are

investigated within the context of exploring the history of their local area and why the past is important to the local community, and therefore worthy of preservation.

Civics and Citizenship does not commence until Year 3. The *Early Years Learning Framework* provides opportunities for students to engage in civics and citizenship concepts, such as developing a sense of community; an awareness of diversity; and an understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. The *Early Years Learning Framework* provides opportunities for students to engage in economics and business concepts, such as exploring natural and processed materials, and consumer decisions.

12.5.4 Year 3

Humanities and Social Sciences consists of Civics and Citizenship, Geography and History. Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Students build on their understanding of civics and citizenship through the concepts of democracy and participation. Using familiar contexts, they consider how and why community groups create rules and make decisions. Students think about their own participation in the local community and how this contributes to society.

The concepts of place, space, environment and interconnection continue to be developed as a way of thinking. Students examine the similarities and differences between places, with the opportunity to inquire into the natural and human characteristics of places in various locations at the local, regional and national scale. The development of the students' mental map of the world is extended through a study of the location and characteristics of places in the southern hemisphere, including Australia and its near neighbours.

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

12.5.5 Year 4

Humanities and Social Sciences consists of Civics and Citizenship, Geography and History. Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of civics and citizenship through the concepts of democratic values, rights and responsibilities, and participation. They explore the purpose and services of local government and how this contributes to community life. The notions of belonging and personal identity are further developed to encompass laws, the importance of laws in society and cultural diversity.

The concepts of place, space, environment, interconnection and sustainability continue to be developed as a way of thinking. Students have the opportunity to inquire into how the environment supports the lives of people and all other living things; and that people have differing views on how sustainability can be achieved. The development of the students' mental map of the world is extended through a study of the location and characteristics of Africa and Europe.

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the history of Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans, and European exploration and colonisation up to the early 1800s. They explore interactions between groups and determine how these experiences contributed to cultural diversity.

Economics and Business does not commence until Year 5. The Year 4 Mathematics curriculum provides opportunities for students to engage in economics and business concepts, such as purchasing and financial literacy.

12.5.6 Year 5

Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democratic values, justice and rights and responsibilities as they further develop their understanding of laws, including how they are enforced and how they affect the lives of citizens. Students are introduced to the concept of the Westminster system as they explore the key features of Australia's electoral process.

The importance of informed consumer decision-making is introduced through the concept of making choices. Students focus on the factors that impact upon the allocation of resources and this is underpinned by the concept of scarcity. They relate this to a personal or community context, questioning what influences their own decision-making.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students have the opportunity to inquire into the connections between people and the environment, and how these interactions influence one another. The development of the students' mental map of the world is extended through a study of the location and characteristics of North America and South America.

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of colonial Australia in the 1800s and the significant events and people who shaped the political and social structures at that time are considered.

12.5.7 Year 6

Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue building on their understanding of the concepts of justice, rights and responsibilities, and the Westminster system. They investigate Australia's democratic system of government, including state/territory and federal parliaments, and the court system. Students examine Australian citizenship, and reflect on the rights and responsibilities that being a citizen entails.

Students further develop their understanding of economics and business concepts, such as scarcity and making choices, as they explore the ways resources are allocated to meet needs and wants in their community. They consider the effect of consumer and financial decisions on individuals, the community and the environment. Students focus on community or regional issues, with opportunities for concepts to also be considered in national or global contexts where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students inquire into the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected, including a study of the world's cultural, economic, demographic and social diversity. The development of the students' mental map of the world is extended through a study of the location of countries in the Asia region.

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of the development of Australia as a nation,

particularly after 1900; the factors that led to Federation; and how Australian society changed throughout the 20th century.

For more comprehensive information, the SCSA WA Curriculum: Humanities and Social Sciences Scope and Sequence document can be accessed via this link: https://k10outline.scsa.wa.edu.au/__data/assets/pdf_file/0020/24833/Humanities-and-Social-Sciences_HASS_P-10_Scope-and-Sequence_March_2016.pdf.

12.5.8 Cross-curriculum Priorities

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers must find opportunities to incorporate the priorities into the teaching and learning programme for the Humanities and Social Sciences. The cross-curriculum priorities are not assessed unless they are identified within the core content.

12.5.8.1 Aboriginal and Torres Strait Islander histories and cultures

Humanities and Social Sciences provides opportunities for students to learn about the traditional and contemporary experiences of the Aboriginal and Torres Strait Islander People in a social, economic, political and legal context, and examine historical perspectives from their viewpoint. The priority also provides an opportunity to explore the relationships people have with place and their interconnection, and interactions, with the environment in which they live.

12.5.8.2 Asia and Australia's engagement with Asia

Humanities and Social Sciences provides opportunities for students to learn about the past, present and future interconnections, and interdependence, between Australia and the Asia region, forged through political, economic, cultural and social ties. This priority also provides rich contexts for investigating interrelationships between places, environments and peoples.

12.5.8.3 Sustainability

Humanities and Social Sciences provides opportunities for students to explore the human dependence on the environment and develops students' worldviews in relation to judgements about access to, and sustainable use of, the Earth's resources, as well as local and global equity and fairness across generations for the long-term wellbeing of our world. This priority also provides a rich context for understanding that sustaining a resilient democracy depends on the informed participation of its citizens in discussing and acting on local, national and global issues.

12.6 Teaching Strategies

Civics and Citizenship, Economics and Business, Geography and History can be taught separately or through programmes created to link to more than one subject, or to link to the content in other learning areas.

History and Geography commence in Pre-primary, Civics and Citizenship is introduced in Year 3 and Economics and Business in Year 5. All subjects continue through to Year 10.

In Humanities and Social Sciences, the key concepts, knowledge and understanding and skills within each subject are interrelated to inform and support each other. When developing teaching and learning programmes, teachers combine these three aspects to create learning experiences.

Humanities and Social Sciences knowledge and understanding identifies key concepts that are the high-level ideas involved in teaching students to think from a Humanities and Social Sciences perspective. Key concepts for developing a Humanities and Social Sciences understanding are:

- Civics and Citizenship – democracy, democratic values, the Westminster system, justice, participation, rights and responsibilities;
- Economics and Business – scarcity, making choices, specialisation and trade, interdependence, allocation and markets, economic performance and living standards;
- Geography – place, space, environment, interconnection, sustainability, scale, change;
- History – evidence, sources, continuity and change, cause and effect, significance, perspectives, empathy, contestability.

The Humanities and Social Sciences skills are divided into:

- questioning and researching;
- analysing;
- evaluating;
- communicating and reflecting.

These skills are common to all four subjects and can be taught discretely and/or in conjunction with the key concepts, knowledge and understanding, or as part of an inquiry approach. At the College, it is preferred that teachers utilise all three approaches throughout the course of the academic year, in order to give students the maximum opportunity to engage with, and develop, these skills.

To engage students in Humanities and Social Sciences, teachers typically create learning experiences which:

- draw on students' personal experiences and interests;
- build upon, extend and challenge existing understandings and perceptions;
- explore a range of viewpoints and different perspectives;
- involve the past, present and future;
- develop active and informed citizens;
- use meaningful, real-world contexts, current events and issues to exemplify the content;
- use a range of scales, from local area to regional, national and global areas;
- engage students in problem-solving tasks and inquiry to develop evidence-based arguments, or proposals for actions or solutions to real-world challenges and/or opportunities;
- involve students in learning outside the classroom through exposure to authentic experiences and making connections with local and wider communities;
- develop skills, many of which are transferable to other learning areas and are valuable for students' future learning;
- contribute to all the general capabilities and the cross-curriculum priorities.

13 Learning Area – Science

13.1 Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science learning area provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions, using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The Science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world, and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

13.2 Aims

The W.A. Science Curriculum aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about, and speculate on, the changing world in which they live;
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things;
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions;
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims;
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions;
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science;
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

13.3 Content Structure

The Science learning area has three interrelated strands: *Science Understanding, Science as a Human Endeavour* and *Science Inquiry Skills*. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore Science, its concepts, nature and uses through clearly described inquiry processes.

13.3.1 Science Understanding

Science understanding is evident when a person selects and integrates appropriate Science knowledge to explain and predict phenomena, and applies that knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time. The *Science Understanding* strand comprises four sub-strands. The content is described by year level.

13.3.1.1 Biological Sciences

The Biological Sciences sub-strand is concerned with understanding living things. The key concepts developed within this sub-strand are that: a diverse range of living things have adapted on Earth over time; living things are interdependent and interact with each other and their environment; and the form and features of living things are related to the functions that their body systems perform. Through this sub-strand, students investigate living things, including animals, plants, and micro-organisms, and their interdependence and interactions within ecosystems. They explore their life cycles, body systems, structural adaptations and behaviours, how these features aid survival, and how their characteristics are inherited from one generation to the next. Students are introduced to the cell as the basic unit of life and the processes that are central to its function.

13.3.1.2 Chemical Sciences

The Chemical Sciences sub-strand is concerned with understanding the composition and behaviour of substances. The key concepts developed within this sub-strand are that: the chemical and physical properties of substances are determined by their structure at an atomic scale; and that substances change and new substances are produced by rearranging atoms through atomic interactions and energy transfer. In this sub-strand, students classify substances based on their properties, such as solids, liquids and gases, or their composition, such as elements, compounds and mixtures. They explore physical changes such as changes of state and dissolving, and investigate how chemical reactions result in the production of new substances. Students recognise that all substances consist of atoms which can combine to form molecules, and chemical reactions involve atoms being rearranged and recombined to form new substances. They explore the relationship between the way in which atoms are arranged and the properties of substances, and the effect of energy transfers on these arrangements.

13.3.1.3 Earth and Space Sciences

The Earth and Space Sciences sub-strand is concerned with Earth's dynamic structure and its place in the cosmos. The key concepts developed within this sub-strand are that: Earth is part of a solar system that is part of a larger universe; and Earth is subject to change within and on its surface, over a range of timescales, as a result of natural processes and human use of resources. Through this sub-strand, students view Earth as part of a solar system, which is part of a galaxy, which is one of many in the universe and explore the immense scales associated with space. They explore how changes on Earth, such as day and night and the seasons relate to Earth's rotation and its orbit around the sun. Students investigate the processes that result in change to Earth's surface, recognising that Earth has changed over time, and that the effect of some of these processes is only evident when viewed over long timescales. They explore the ways in which humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere.

13.3.1.4 Physical Sciences

The Physical Sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. The two key concepts developed within this sub-strand are that: forces affect the behaviour of objects; and that energy can be transferred and transformed from one form to another. Through this sub-strand, students gain an understanding of how an object's motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.

13.3.2 Science as a Human Endeavour

Through science, humans seek to improve their understanding and explanations of the natural world. Science involves the construction of explanations based on evidence, and science knowledge can be changed as new evidence becomes available. Science influences society by posing, and responding to, social and ethical questions, and scientific research is itself influenced by the needs and priorities of society. This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem-solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

The content in the *Science as a Human Endeavour* strand is described in two-year bands. There are two sub-strands of *Science as a Human Endeavour*. These are:
Nature and development of science: This sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.
Use and influence of science: This sub-strand explores how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

13.3.3 Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

Science investigations are activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. Investigations can involve a range of activities, including experimental testing, field work, locating and using information sources, conducting surveys, and using modelling and simulations. The choice of the approach taken will depend on the context and subject of the investigation.

In Science investigations, collection and analysis of data and evidence play a major role. This can involve collecting or extracting information and reorganising data in the form of tables, graphs, flow charts, diagrams, prose, keys, spreadsheets and databases.

The content in the *Science Inquiry Skills* strand is described in two-year bands. There are five sub-strands of *Science Inquiry Skills*. These are:

- **Questioning and predicting**: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.
- **Planning and conducting**: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.
- **Processing and analysing data and information**: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.
- **Evaluating**: Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.
- **Communicating**: Conveying information or ideas to others through appropriate representations, text types and modes.

The three strands of *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills* are closely integrated; the work of scientists reflects the nature and development of science, is built around scientific inquiry and seeks to respond to and influence society's needs. Students' experiences of the Science learning area should mirror and connect to this multifaceted view of science.

To achieve this, the three strands of the Science learning area should be taught in an integrated way. The content descriptions of the three strands have been written so that at each year this integration is possible. In the earlier years, the 'Nature and Development of Science' sub-strand within the *Science as a Human Endeavour* strand focusses on scientific inquiry. This enables students to make clear connections between the inquiry skills that they are learning and the work of scientists. As students progress through the curriculum, they investigate how science understanding has developed, including considering some of the people and the stories behind these advances in science.

Teachers should also emphasise how this science understanding can be applied to students' lives and the lives of others. As students develop a more sophisticated understanding of the knowledge and skills of science, they are increasingly able to appreciate the role of science in society. The content of the *Science Understanding* strand will inform students' understanding of contemporary issues, such as climate change, use of resources, medical interventions, biodiversity and differing perspectives of the origins of the universe. The importance of these areas of science can be emphasised through the content of the *Science as a Human Endeavour* strand, and students can be encouraged to view contemporary science critically through aspects of the *Science Inquiry Skills* strand, for example by analysing, evaluating and communicating.

13.4 Allocated Teaching Time

Teaching time allocated to Science in Pre-primary to Year 6 is two hours per week. When planning Science lessons, teachers must ensure that the three interrelated strands, Science Understanding; Science as a Human Endeavour; and Science Inquiry Skills are integrated throughout the content.

13.5 Curriculum Overview

The Science content includes the three strands of *Science Understanding, Science Inquiry Skills* and *Science as a Human Endeavour*. The three strands of the curriculum are interrelated, and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programmes are decisions to be made by the teacher.

From Pre-primary to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena. Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

13.5.1 Pre-primary

In Pre-primary, students observe and describe the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact

on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that seeking answers to questions they pose and making observations is a core part of science and use their senses to gather different types of information.

13.5.2 Year 1

In Year 1, students infer simple cause-and-effect relationships from their observations and experiences, and begin to link events and phenomena with observable effects, and ask questions. They observe changes that can be large or small and happen quickly or slowly. They explore the properties of familiar objects and phenomena, identifying similarities and differences. Students begin to value counting as a means of comparing observations, and are introduced to ways of organising their observations.

13.5.3 Year 2

In Year 2, students describe the components of simple systems, such as stationary objects subjected to pushes or pulls, or combinations of materials, and show how objects and materials interact through direct manipulation. They observe patterns of growth and change in living things, and describe patterns and make predictions. They explore the use of resources from Earth and are introduced to the idea of the flow of matter when considering how water is used. They use counting and informal measurements to make and compare observations and begin to recognise that organising these observations in tables makes it easier to show patterns.

13.5.4 Year 3

In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living, they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions.

13.5.5 Year 4

In Year 4, students broaden their understanding of classification and form and function through an exploration of the properties of natural and processed materials. They learn that forces include non-contact forces and begin to appreciate that some interactions result from phenomena that can't be seen with the naked eye. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

13.5.6 Year 5

In Year 5, students are introduced to cause and effect relationships through an exploration of adaptations of living things and how this links to form and function. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours. They broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems, and learn how to look for patterns and relationships between components of systems. They develop explanations for the patterns they observe.

13.5.7 Year 6

In Year 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly, they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and the value of

accuracy in these measurements. They learn how to look for patterns and to use these to identify and explain relationships by drawing on evidence.

For more comprehensive information, the SCSA WA Curriculum: Science Scope and Sequence document can be accessed via this link: https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/Science_P-10_Scope-and-Sequence_Phase_1_March_2016.PDF.

13.5.8 Cross-curriculum Priorities

13.5.8.1 Aboriginal and Torres Strait Islander histories and cultures

The Science learning area values Aboriginal and Torres Strait Islander histories and cultures. It acknowledges that Aboriginal and Torres Strait Islander peoples have longstanding scientific knowledge traditions.

Students will have opportunities to learn that Aboriginal and Torres Strait Islander peoples have developed knowledge about the world through observation, using all the senses; through prediction and hypothesis; through testing (trial and error); and through making generalisations within specific contexts. These scientific methods have been practised and transmitted from one generation to the next. Students will develop an understanding that Aboriginal and Torres Strait Islander Peoples have particular ways of knowing the world and continue to be innovative in providing significant contributions to development in science. They will investigate examples of Aboriginal and Torres Strait Islander science and the ways traditional knowledge and western scientific knowledge can be complementary.

13.5.8.2 Asia and Australia's engagement with Asia

In the Science learning area, the priority of Asia and Australia's engagement with Asia provides rich and engaging contexts for developing students' science knowledge, understanding and skills.

Students are provided opportunities to recognise that people from the Asia region have made, and continue to make, significant contributions to the development of science understandings and their applications. It enables students to recognise that the Asia region includes diverse environments and to appreciate that interaction between human activity and these environments continues to influence the region, including Australia, and has significance for the rest of the world.

In this learning area, students are shown that the Asia region plays an important role in scientific research and development. These can include research and development in areas such as medicine, natural resource management, nanotechnologies, communication technologies and natural disaster prediction and management.

13.5.8.3 Sustainability

In the Science learning area, the priority of sustainability provides authentic contexts for exploring, investigating and understanding chemical, biological, physical and Earth and space systems.

Students are given opportunity to explore a wide range of systems that operate at different time and spatial scales. By investigating the relationships between systems and system components, and how systems respond to change, students can develop an appreciation for the interconnectedness of Earth's biosphere, geosphere, hydrosphere and atmosphere. Relationships including cycles and cause and effect are explored, and students develop observation and analysis skills to examine these relationships in the world around them.

In this learning area, students are shown that science provides the basis for decision making in many areas of society and that these decisions can impact on the Earth system. They understand the importance of using science to predict possible effects of human and other activity and to develop management plans or alternative technologies that minimise adverse effects.

13.6 Teaching Strategies

In order to provide students with active and stimulating learning experiences, a variety of teaching and learning opportunities must be provided. There is a range of Science equipment available in the resource boxes in the Lower Primary office in B Block. Teachers should ensure that any resources have been

collected prior to the lesson and are returned at the completion of the lesson. The following strategies should be considered when planning Science units:

- students may work individually on a task, in pairs or in a small group, depending on the nature of the activity;
- teachers should provide hands-on investigation tasks as often as possible in order to create rich learning experiences, and should provide a variety of resources;
- opportunities to transfer skills learnt, to real situations, are used whenever possible;
- activities are planned to encourage the full and active participation of all students;
- teachers place a strong emphasis on correct use of scientific language; this is supported by key vocabulary being displayed;
- teachers value students' oral contributions and create an ethos in which all children feel they can contribute.

When students are including diagrams in their Science workbooks, it is required that uniformity exists across the year levels. Teachers should instruct students in the correct way to set out and label scientific diagrams, in accordance with the following guidelines:

- a sharp, hard lead pencil should be used for both drawing and labels;
- diagrams should have a title;
- diagrams should be positioned in the middle of the page, if possible;
- scientific diagrams are not sketches and, as such, they should be drawn neatly and concisely;
- all labels should be neatly printed, and label lines should be drawn parallel, horizontal and NOT crossing each other. The label lines must be drawn with a ruler and should touch the part of the diagram to which they are referring;
- diagrams are **NOT** to be shaded or coloured in.

The foundation of these skills should start to be taught in Pre-Primary, and should continue in subsequent year levels.

Prior to the end of Science lessons, teachers should refer back to the Learning Intention/s and Success Criteria, address misconceptions, identify progress, summarise key facts and ideas, clarify what needs to be remembered, and discuss next steps in learning. There are many quick and easy formative assessment strategies that may be used at this point, such as:

- *exit ticket* – pose one question to the class, and have them write their answers on a post-it note (or similar) before they leave. The following suggestions work well for Science classes:
  - From today's lesson, what is one thing you understood clearly, and one thing you had trouble understanding?
  - The most interesting thing I learned from this lesson was...
  - After this lesson, I'm feeling...
  - Today's lesson was hard because...;
- *popstick* – students' names are written onto popsticks which are placed into a cup, a question is asked of the class, then the student whose name is pulled out of the cup answers the question;
- *headline* – have students write a headline for an article about the lesson. This distils lessons to main ideas and concepts;
- *SOS* – Students write a short **S**tatement about the lesson, an **O**pinion based on the statement, and a **S**upporting piece of factual evidence.

14 Learning Area – Health and Physical Education

14.1 Rationale

In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education curriculum for Pre-Primary to Year 6 offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, wellbeing, and physical activity patterns of themselves, individuals, groups and

communities. As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities in various contexts and settings. Students learn about how the body moves; how to approach and resolve challenges; how to optimise movement performance; and the benefits of physical activity to themselves, others and communities. Through movement in a variety of contexts and settings, students acquire, practise, manage and refine personal, interpersonal, social and cognitive skills.

Through Health and Physical Education, students learn how to enhance their health, safety and wellbeing and to contribute to building healthy, safe and active communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

14.2 Aims

The Health and Physical Education curriculum aims to develop the knowledge, understanding and skills necessary to enable students to:

- access, evaluate and apply appropriate information and resources to take positive action to protect, enhance and advocate for their own and others' health and wellbeing across their lifespan;
- develop and use skills and strategies to promote a sense of personal identity and wellbeing, and to build and manage respectful relationships;
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings;
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes;
- analyse how varied and changing personal and contextual factors shape their understanding of, and opportunities for, health and physical activity locally, regionally and globally.

14.3 Content Structure

The Health and Physical Education curriculum comprises two strands: Personal, social and community health; and Movement and physical activity. The content in each strand is organised under three interrelated sub-strands, and lessons are planned to reflect the Christian ethos of the College.

14.3.1 Personal, social and community health

14.3.1.1 Being healthy, safe and active

This sub-strand focusses on supporting students to make decisions about their own health, safety and wellbeing. The content develops the knowledge, understanding and skills to support students to be resilient. It also enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions, and the contextual factors that influence students' health, safety and wellbeing. Students also learn about the behavioural aspects related to regular physical activity and develop the dispositions required to be an active individual.

14.3.1.2 Communicating and interacting for health and wellbeing

This sub-strand develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.

14.3.1.3 Contributing to healthy and active communities

This sub-strand develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

14.3.2 Movement and physical activity

14.3.2.1 Moving our body

The content of this sub-strand lays the important early foundations of play and fundamental movement skills. It focusses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance. They practise and rehearse skills and strategies to move with competence and confidence. Students develop skills and dispositions necessary for lifelong participation in physical activity, outdoor recreation and sport.

14.3.2.2 Understanding movement

This sub-strand focusses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own and others' lives, and across time and cultures.

14.3.2.3 Learning through movement

The content of this sub-strand focusses on personal and social skills that can be developed through participation in movement and physical activities. These skills include communication, decision-making, problem-solving, critical and creative thinking, and co-operation. The skills can be developed as students work individually and in small groups or teams to perform movement tasks or solve movement challenges. Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance. They also experience the varied roles within a range of physically active pursuits.

The interrelated nature of the content of the Health and Physical Education curriculum provides opportunities for students to develop interpersonal, communication, self-management, and decision-making skills.

Figure 3, Appendix Three, identifies these interrelated skills in Health and Physical Education.

14.3.3 Attitudes and values

The Health and Physical Education curriculum provides opportunities for students to develop positive attitudes and values about their own health and wellbeing, as well as respect for the rights and values of others. Through structured learning experiences, students examine their own attitudes and values and the level of influence they have on their own and others' health. Although attitudes and values are not specified in the syllabus content, students learn to reflect on their own and others' attitudes and values, consider how they impact on behaviour, and how healthy use and treatment of their bodies – as Image Bearers – brings honour to God.

14.3.4 Focus areas

Focus areas indicate breadth of learning across Pre-Primary to Year 6 and provide a context for student engagement with the content. A variety of focus areas should be used to teach the content in each year of schooling, and provide students with a breadth of learning that can be applied in their daily lives.

The focus areas are:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships
- safety
- active and minor games
- challenge and adventure activities
- fundamental movement skills
- games and sports
- lifelong physical activities
- rhythmic and expressive activities.

14.4 Allocated Teaching Time

Teaching time allocated to Health and Physical Education in Pre-primary to Year 6 is two hours per week. When planning Health and Physical Education lessons, teachers must ensure that the two interrelated strands, Personal, Social and Community Health; and Movement and Physical Activity, and their associated sub-strands as detailed above, are integrated throughout the content.

14.5 Curriculum Overview

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

14.5.1 Pre-Primary

In Pre-primary, the content provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. Students focus on becoming aware of their strengths and the simple actions they can take to keep safe and healthy. Opportunities are provided for students to better understand their own feelings and explore the ways they can communicate their feelings to others. Students are provided with opportunities to develop personal and social skills necessary to effectively interact with others and build relationships.

Students are encouraged to explore a range of environments through active play and structured movement activities. They focus on the introduction and development of basic fundamental movement skills across a range of settings to improve their competence and confidence in their movement abilities. They are provided with opportunities to work collaboratively, follow rules and problem-solve through games and physical activities.

14.5.2 Year 1

In Year 1, the content builds on the learning from Pre-Primary and supports students to better understand their personal identities and how these change over time. Students learn about physical changes to the body as they grow and why it is important to eat a healthy diet and participate in regular physical activity. They develop strategies to keep healthy and safe, and skills to enhance their interactions with others. Opportunities are given to explore health messages in the media and how they influence choices and behaviours.

Students focus on continuing to develop fundamental movement skills to use space more effectively and explore ways to select, transfer and apply simple movement skills. They learn about changes to the body when exercising, and work co-operatively to learn new skills and solve movement challenges through games and physical activities.

14.5.3 Year 2

In Year 2, the content supports students to make decisions that enhance and promote personal health and wellbeing. Students focus on becoming more aware of their personal identity and how their social interactions and relationships change over time. They explore a variety of strategies and behaviours to keep safe and healthy. Students further develop social skills, becoming aware of the feelings of others in different situations and demonstrating positive ways to respond, such as including peers in activities. Opportunities are provided to further explore health messages in the media and the ways they influence a healthy, active lifestyle.

Students broaden the range and complexity of fundamental movement skills practised, and gain confidence in applying skills in game situations. Through active participation, they continue to explore changes to the body during exercise, and develop personal and social skills to co-operate with, and include, others in physical activities. They are provided with opportunities to work collaboratively, and develop skills to make positive choices and play fairly with others in physical activity challenges.

14.5.4 Year 3

In Year 3, the content further develops students' knowledge, understanding and skills in relation to their health, wellbeing and safety. Opportunities are provided for students to explore and strengthen their personal identity and broaden their understanding of physical, social and emotional changes as they grow

older. Students practise skills and strategies to promote positive relationships, and interpret the accuracy of health information communicated in the media and online environments.

Students continue to build on previous learning and develop greater proficiency across the range of fundamental movement skills. They combine skills to create cohesive movement patterns and sequences, and develop strategies that support them to achieve physical activity goals. Students are introduced to the benefits of regular physical activity and the impact on health and wellbeing. They also focus on developing personal and social skills, such as co-operation, which support inclusive practices.

14.5.5 Year 4

In Year 4, the content provides opportunities for students to focus on personal, social and emotional factors that contribute to becoming persistent and resilient. Students learn about specific strategies to promote personal, social and emotional health and wellbeing, and positive relationships. They develop ways to foster respect and empathy.

Students focus on developing greater proficiency of movement across a range of skills and applying these with confidence and competence to a variety of physical activities. They continue to combine skills to create movement patterns and apply strategies to achieve successful outcomes, or solve movement challenges. They broaden their knowledge of the benefits of regular physical activity in relation to health and wellbeing. Students are taught to include others in all activities and how to recognise the consequences of personal and team actions, responding appropriately to ensure fair participation for all.

14.5.6 Year 5

In Year 5, the content provides students with the opportunity to focus on the influence of emotional responses on relationships and to develop skills and strategies to manage changing relationships occurring at key transition points in their lives. They learn about ways they can take action to promote safe and healthy lifestyle practices in a range of contexts. They also focus on the importance of preventive measures to enhance their own health and promote a healthy lifestyle.

Students develop and refine greater proficiency across a range of specialised movement skills, strategies and tactics. They focus on improving awareness of body position in relation to objects, other people and space, and assess how this can help them to successfully achieve movement outcomes or goals.

Students examine the different roles and responsibilities associated with physical activity participation, and continue to apply ethical behaviour that is consistent with promoting fair play and championing appropriate sporting conduct.

14.5.7 Year 6

In Year 6, the content provides students with the opportunity to refine and further develop skills and strategies to promote a healthy lifestyle including those that focus on minimising and managing conflict and building self-esteem to support healthy relationships. Students are provided with opportunities to develop skills in accessing reliable and up-to-date information, and continue to explore ways they can manage negative health influences and pursue a healthy lifestyle.

Students refine, consolidate and develop greater proficiency across a range of specialised skills, strategies and tactics in game situations and movement challenges. They focus on improving skill selection and awareness of body position in relation to objects, other people and space, in offensive and defensive contexts.

Students develop and refine interpersonal skills that support them to adopt different roles and responsibilities and perform these with competence and confidence. They are encouraged to further develop leadership roles in team situations, with a focus on sound ethical conduct and the application of a broad knowledge of sport-specific rules.

14.5.8 Cross-curriculum Priorities

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning programme for

Health and Physical Education. The cross-curriculum priorities are not assessed unless they are identified within the core content.

14.5.8.1 Aboriginal and Torres Strait Islander histories and cultures

Through Health and Physical Education, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for students to deepen their knowledge of Australia, by engaging with the world's oldest continuous living cultures. This priority provides important and engaging contexts for exploring personal, community and group identities. In doing so, it builds understanding about differences and commonalities in systems of knowledge and beliefs.

The curriculum enables the students to explore the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within their community and the wider community.

14.5.8.2 Asia and Australia's engagement with Asia

The priority of Asia and Australia's engagement with Asia provides opportunities for students to explore the synergy between Asia and Australia in the areas of health and physical activity. An understanding of the engagement between Australia and Asia underpins the capacity of students to be active and informed citizens.

The curriculum enables students to appreciate and engage with diverse cultures, traditions and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy and respect. Students examine the meaning of health and learn about different wellness practices. These include physical activity and traditions of medicine and healthcare.

14.5.8.3 Sustainability

Students explore how they connect and interact with natural, managed and built environments, and with people in different social groups within their social networks and wider communities. They consider how these connections and interactions within systems play an important role in promoting, supporting and sustaining the wellbeing of individuals, the community and the environment as a whole, now and into the future.

The curriculum enables students to develop a deeper understanding of the relationship between the health and wellbeing of the individual and the environment. They develop this understanding through a range of activities, including learning in, and about, the outdoors; the creation of spaces for outdoor learning; active outdoor recreation; and growing, sourcing and choosing food products. As such, they will gain a capacity to advocate and act for a sustainable future.

14.6 Teaching Strategies

Consistent with a strengths-based approach, a successful Health and Physical Education programme is one where teachers select ongoing contexts that are accessible and meaningful to students as a focus for building on their particular strengths and interests. Teaching and learning programmes should include a balance of health and movement-related content.

To support students' learning, teachers should plan programmes to ensure that:

- in the early years, the focus is on the holistic nature of children's development (as distinct from learning divided into subjects);
- in the early years, planning includes child-initiated, self-directed activities;
- students are provided with opportunities to develop movement skills which are included and reinforced throughout the year;
- students develop a health literacy skills approach to their learning;
- students work both individually and collaboratively to explore, reflect and adapt skills and strategies;
- teaching and learning experiences related to the personal, social and community health strand reflect the Christian ethos of the College.

To engage students in Health and Physical Education, teachers typically create learning experiences which:

- draw on students' personal interests, real-life experiences or use stimulus materials to create meaningful links to the outside world;

- include current and/or recent health and physical activity events, issues or 'hot topics' that are relevant to young people to exemplify content;
- use new and emerging technologies to engage students and facilitate the development of critical health literacy skills;
- provide opportunities for research and investigation which support the development of critical inquiry skills such as generating evidence-based arguments and proposing actions/solutions to real-world health and physical activity challenges and issues;
- involve students in learning outside the classroom through exposure to authentic experiences and the facilitation of connection points with the local and wider community;
- integrate health-related content and skills into other learning areas, particularly in the primary years, to allow for holistic learning;
- adapt to the skill level of the students, such as through the modification of warm-up drills and skill development activities;
- engage students in problem-solving in a variety of movement challenges;
- develop students' knowledge of health and performance-related concepts related to physical activity;
- enable students to develop interpersonal skills used in physical activity.

15 Learning Area – The Technologies

15.1 Rationale

Technologies enrich and impact on the lives of people and societies globally. Society needs enterprising students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

The Technologies curriculum in Western Australia describes two distinct, but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities; and
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement solutions.

In an increasingly technological and complex world, it is important to develop knowledge and skills to analyse and creatively respond to design and/or digital challenges.

Through the practical application of technologies, including digital technologies, students develop dexterity and co-ordination through experiential activities. Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

15.1.1 Design and Technologies

Knowledge, understandings and skills involved in the design, development and use of technologies are influenced by, and can play a role in, enriching and transforming societies and our natural, managed and constructed environments.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future. Decision-making processes are informed by ethical, legal, aesthetic and functional factors.

Through Design and Technologies, students manage projects, independently and collaboratively, from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop their ability to generate innovative designed products, services and environments.

15.1.2 Digital Technologies

Digital systems are everywhere, mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and

communicating, and require new skills such as computational and systems thinking. Technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies enables students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

15.2 Aims

The Technologies learning area aims to develop knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions;
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time;
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future;
- engage confidently with, and responsibly select and manipulate, appropriate technologies − materials, data, systems, components, tools and equipment − when designing and creating solutions;
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

15.2.1 Design and Technologies

Design and Technologies aims to develop knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- produce designed solutions suitable for a range of Technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes; and
- understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

15.2.2 Digital Technologies

Digital Technologies aims to develop knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions; and
- confidently use digital systems to efficiently and effectively transform data into information and to creatively communicate ideas in a range of settings; and
- apply systems-thinking to monitor, analyse, predict and shape the interactions within and between information systems and understand the impact of these systems on individuals, societies, economies and environments

15.3 Content Structure

The Technologies learning area comprises two subjects:

- Design and Technologies
- Digital Technologies

The curriculum is written on the basis that all students will study both Technologies subjects from Pre-Primary to the end of Year 8.

Within Design and Technologies, students have the opportunity to study at least one of the following contexts:

- Engineering Principles and Systems;

- Food and Fibre Production;
- Food Specialisations (this is combined with Food and Fibre Production from Pre-Primary to Year 4);
- Materials and Technologies Specialisations.

In any context, students learn about the technologies in society, as they create designed solutions.

In Digital Technologies, students are provided with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies is a subject that has a specific curriculum and includes the practical application of the ICT general capability.

The syllabus for each of these subjects describes the distinct knowledge, understanding and skills of each subject and, where appropriate, highlights their similarities and complementary learning. This approach enables students to develop a comprehensive understanding of traditional, contemporary and emerging technologies. It also provides the flexibility, especially in the primary years of schooling, for developing integrated teaching programmes that focus on both Technologies subjects and concepts and skills in other learning areas.

15.3.1 Relationship Between the Strands

Knowledge, understanding and skills in each subject are presented through two related strands:

- Knowledge and Understanding; and
- Processes and Production Skills.

Teachers select technologies-specific content from the Knowledge and Understanding strand and students apply skills to that content from the Processes and Production Skills strand. The common strand structure provides an opportunity to highlight similarities across the two subjects.

15.3.1.1 Knowledge and Understanding

The table below outlines the focus of the Knowledge and Understanding across the two Technologies subjects.

Design and Technologies	Digital Technologies
Technologies and society • the use, development and impact of technologies in people's lives **Technologies contexts** Technologies and design across a range of technologies contexts: • Engineering principles and systems • Food and fibre production • Food specialisations • Materials and technologies specialisations	**Digital systems** • the components of digital systems: hardware, software and networks and their use **Representation of data** • how data are represented and structured symbolically

15.3.1.2 Processes and Production Skills

The table below outlines the focus of the processes and production skills across the two Technologies subjects

Design and Technologies	Digital Technologies
Creating solutions by: • investigating and defining • designing • producing and implementing • evaluating • collaborating and managing	**Collecting, managing and analysing data** • the nature and properties of data, how they are collected and interpreted **Digital implementation** • the process of implementing digital solutions **Creating solutions by:** • investigating and defining • designing • producing and implementing • evaluating • collaborating and managing

15.4 Allocated Teaching Time

Teaching time allocated to Technologies in Pre-primary to Year 6 is two hours per week. When planning Technologies lessons, teachers must ensure that the two interrelated strands, Knowledge and Understanding; and Processes and Productions Skills, and their associated sub-strands as detailed above, are integrated throughout the content wherever possible.

15.5 Curriculum Overview

15.5.1 Pre-primary

15.5.1.1 Design and Technologies

Learning in Design and Technologies builds on the dispositions developed in the early years. Learning focusses on practical and applied knowledge and understanding of process and production skills.

In Pre-Primary, students have hands-on opportunities to explore designs and solutions in at least one of the technologies contexts. Students explore the design of products and begin to develop an understanding about products.

Students have opportunities to explore technologies, taking particular note of the components and equipment used to make products. They begin to develop an understanding that products have a purpose for their own personal needs and that of their family. Students reflect on designed solutions, using questions such as 'How does it work?', 'What purpose does it meet?', 'Who will use it?', 'What do I like about it?' or 'How can it be improved?'

Pre-Primary students begin to explore the needs for design of products that impact on people's everyday lives. Using a range of techniques, students will communicate their design ideas.

15.5.1.2 Digital Technologies

Learning in Digital Technologies builds on the dispositions developed in the early years. Learning focusses on developing foundational skills in computational thinking and an ability to engage in personal experiences using digital systems.

In Pre-Primary, students explore the uses of technologies in everyday life. They develop an understanding that symbols are a powerful means of communication and how they can represent ideas, thoughts and concepts.

Students explore common patterns, pictures and symbols that exist within data they collect, and present this data in creative ways to make meaning.
Students learn to experiment with expressing ideas and make meaning when defining problems. Students draw on their memory of a sequence of steps to complete a task (algorithm), such as packing away play equipment or completing a puzzle.

Students explore how information systems meet recreational needs. They develop an awareness of the importance of online safety when engaging with digital technologies.

15.5.2 Year 1

15.5.2.1 Design and Technologies

In Year 1, students have opportunities to create solutions in one of the technologies contexts. Students investigate the process of designing and producing products and services.

Students have opportunities to explore and question the use of technologies including components and equipment, their purpose and how they meet personal and social needs, within known settings. They develop an understanding of how communities and local circumstances influence design and technologies decisions. Students appraise designed solutions using questions such as 'How does it work?', 'What purpose does it meet?', 'Who will use it?', 'What do I like about it?' or 'How can it be improved?'

Students begin to consider the impact of design decisions and the use of technologies on others in their local community. They have opportunities to reflect on their participation in a design process. With support, students develop new strategies, and engage in different ways of evaluating and judging products and services based on personal preferences. Students are encouraged to make informed choices and to accept challenges, take risks and manage change when unexpected outcomes occur.

Using a range of techniques, including a variety of graphical representations to communicate, students draw, model and explain design ideas; label drawings; draw products and simple environments; and verbalise design ideas.

15.5.2.2 Digital Technologies

In Year 1, students have opportunities to create a range of solutions through guided learning.

Students learn about common digital systems and patterns that exist within data they collect, and how they may include pictures, symbols and diagrams. They explore ways to organise and manipulate data, including numerical, text, image, audio and video data, to create meaning and present the data using simple digital systems.

Students explore problems to identify the most important information. Students learn to explain algorithms as a sequence of steps for carrying out instructions.

Students explore how information systems meet information and recreational needs. They develop an understanding of online environments and the need for safety considerations.

15.5.3 Year 2

15.5.3.1 Design and Technologies

In Year 2, students have opportunities to create solutions in at least one of the technologies contexts. Students experience designing and producing products, services and environments.

Students have opportunities to investigate technologies: materials, systems, components, tools and equipment, including their purpose and how they meet personal and social needs within local settings. They develop an understanding of how society and environmental sustainability factors influence design and technologies decisions. Students evaluate and judge designed solutions using questions such as 'How does it work?', 'What purpose does it meet?', 'Who will use it?', 'What do I like about it?' or 'How can it be improved?' They are encouraged to make judgments about the design solutions in order to solve problems in their own design ideas.

Students begin to consider the impact of their decisions, and of technologies, on others and the environment, including in relation to preferred futures. They have opportunities to reflect on their participation in a design process. With support, students develop new strategies and engage in different ways of evaluating and judging products, services and environments based on personal preferences.

Using a range of techniques, including a variety of graphical representations to communicate, students draw, model and explain design ideas; label drawings; draw products and simple environments; and verbalise design ideas.

15.5.3.2 Digital Technologies

In Year 2, students have opportunities to create a range of solutions through guided learning and collaboration with peers.

Students explore common digital systems and patterns that exist within data they collect. They build their skills to organise, manipulate and present the data in creative ways, including numerical, categorical, text, image, audio and video data, to create meaning and communicate ideas.

Students begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process, or controlling robotic devices.

Students explore how information systems meet information, communication and/or recreational needs. They build on their understanding of aspects of online safety when engaging with digital technologies.

15.5.4 Year 3

15.5.4.1 Design and Technologies

In Year 3, students have opportunities to learn about technologies in society as they create solutions in at least one of the technologies contexts. Students are provided with opportunities to produce products and develop an understanding that designs for services and environments meet community needs.

Students have opportunities to develop self-ownership of their ideas. They explore creative, innovative and imaginative ideas and approaches to achieve solutions. Students begin thinking about their peers, their communities and themselves as consumers, and explore the need for services and environments within both the local and broader community.

Students plan with an awareness of the characteristics and properties of materials, and the use of tools and equipment. They have opportunities to reflect on their actions, and develop decision-making skills. Students explore aspects of the social implications of existing products and processes to develop an understanding of their place in the world.

Students communicate using a range of techniques for documenting design and production ideas.

15.5.4.2 Digital Technologies

In Year 3, students further develop understanding and skills in computational thinking, such as categorising and outlining procedures. They have opportunities to create solutions, such as interactive adventures and simple guessing games that may involve user choice.

Students explore digital systems in terms of their components, and peripheral devices, such as digital microscopes, cameras and interactive whiteboards. They collect and present data, developing an understanding of the characteristics of data and their representation.

Students learn to define simple problems using techniques to deduce and explain simple conclusions. They learn to develop their design skills by following prepared algorithms to describe branching (choice of options). Students experiment with appropriate software, including visual programming environments that use graphical elements, such as symbols and pictures to implement their solutions.

Students continue to develop an understanding of communicating ideas and information safely when using digital technologies.

15.5.5 Year 4

15.5.5.1 Design and Technologies

In Year 4, students have opportunities to learn about technologies in society as they create solutions in at least one of the technologies contexts. Students are provided with opportunities to design and produce products, services and sustainable environments.

Students' sense of ownership of their ideas is further developed and expanded, with a greater focus on community needs when making decisions about designs. They have opportunities to develop a broader understanding of the concept of themselves as consumers. Students begin to explore and learn to harness their creative, innovative and imaginative ideas.

Students become aware of the design characteristics and properties of materials, and the use of components and equipment when planning solutions. They have opportunities to reflect on actions to refine design solutions through the use of decision-making skills. Students engage in learning to explore the social and environmental sustainability implications of existing products and processes to raise awareness of their place in the world. Students explore the role of those working in design and technologies occupations, and how they think about the way a product might change in the future.

Students broaden the techniques they use to clarify and present ideas, such as drawing annotated diagrams for documenting design and production ideas.

15.5.5.2 Digital Technologies

In Year 4, students further develop understanding and skills in computational thinking, such as categorising and outlining procedures. They have opportunities to create a range of solutions, such as interactive adventures that involve user choice, modelling simplified real-world systems.

Students explore digital systems in terms of their components, and peripheral devices, such as digital microscopes, cameras and interactive whiteboards. They collect, manipulate and interpret data, developing a capacity to use data and their representations to communicate ideas.

Students learn to define problems and to deduce and record conclusions through text and diagrams. They have opportunities to experiment with refining designing skills, describing their own algorithms that support branching (choice of options) and user input. Students implement solutions using appropriate software, including visual programming environments that use a variety of graphical elements. They define solutions to meet specific needs and consider society's use of digital systems that meet community requirements.

Students explain the safety aspects of communicating ideas and information using digital technologies.

15.5.6 Year 5

15.5.6.1 Design and Technologies

In Year 5, students have opportunities to learn about technologies in society through different technology contexts as they create solutions in at least one of the technologies contexts. Students are provided with opportunities to produce products and develop an understanding that designs for services and environments meet community needs.

Students have opportunities to explore technologies that incorporate materials, components, and equipment used in the home and wider community. They continue to consider society, cultural needs and environmental factors, paying attention to sustainable practices. Students question why and for whom technologies are developed.

Students begin to engage with ideas beyond the familiar, exploring how the people working in a range of technologies contexts contribute to society. They are provided with opportunities to explore innovative design solutions that build on their own design capabilities.

Using a range of techniques, students explore how to represent objects and ideas in a variety of forms, such as thumbnail sketches, models, drawings, diagrams and storyboards to communicate the development of designed solutions.

15.5.6.2 Digital Technologies

In Year 5, students further develop understanding and skills in computational thinking, such as identifying similarities in different problems and describing smaller components of complex systems. They have opportunities to create a range of solutions, such as games and interactive stories and animations that involve branching (choice of options).

Students explore the role that individual components of digital systems play in the processing and representation of data. They learn to acquire, justify and track various types of data. Students are introduced to the concept of data states in digital systems and how data are transferred between systems.

Students use abstractions by identifying common elements across similar problems and systems. They develop an understanding of the relationship between models and the real-world systems they represent.

When creating solutions, students identify appropriate data and requirements. They develop skills to write clear algorithms by identifying repetition and incorporate repeat instructions or structures when implementing their solutions. They make judgments about design solutions against the effectiveness in existing information systems.

Students develop strategies to communicate information and ideas using agreed ethical protocols, taking into account the safety aspects of working in digital environments.

15.5.7 Year 6

15.5.7.1 Design and Technologies

In Year 6, students have opportunities to learn about technologies in society through different technology contexts as they create solutions in at least one of the technologies contexts. Students are provided with opportunities to produce products and develop an understanding that designs for services and environments meet community needs.

Students have the opportunity to begin to critically examine technologies, including materials, systems, components, tools and equipment that are used regularly in the home and wider community. They explore and begin to consider ethical points of view, social impact and environmentally sustainable factors when developing design solutions. Students examine why and for whom technologies are developed.

Students have opportunities to engage with ideas beyond the familiar, exploring how people working in a range of technologies contexts contribute to society. They continue to build on design capabilities through broadening their own design ideas used in solutions. Students have opportunities to explore trends and data to predict what the future will be like, and suggest design decisions that contribute positively to preferred futures.

Using technologies to suit the purpose, students explore how to represent objects and ideas in a variety of forms to communicate the development of designed solutions. They use a range of preferred techniques to illustrate how products function.

15.5.7.2 Digital Technologies

In Year 6, students further develop understanding and skills in computational thinking such as identifying similarities in different problems and describing smaller components of complex systems. They will have opportunities to create a range of solutions, such as quizzes and interactive stories and animations that involves more than one branching solution (choice of options).

Students consolidate their understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data, and begin to explain the concept of data states in digital systems and how data are transferred between systems.

Students learn to further develop abstractions by identifying common elements across similar problems and systems and make connections between models and the real-world systems they represent.

When creating solutions, students further refine their skills to identify and use appropriate data and requirements. They increase the sophistication of their algorithms by identifying repetition. They learn to incorporate repeat instructions or structures when implementing their solutions through visual programming environments, such as reading user input until an answer is guessed correctly in a quiz.

Students critique design solutions and examine the sustainability of their own, and existing, information systems.

Students develop strategies to communicate information and ideas using agreed social, ethical and technical protocols, taking into account the safety aspects of working in digital environments.

15.5.8 Cross-curriculum Priorities

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning programme for Technologies. The cross-curriculum priorities are not assessed unless they are identified within the core content.

15.5.8.1 Aboriginal and Torres Strait Islander histories and cultures

In the Technologies learning area, students explore how Aboriginal and Torres Strait Islander Peoples' capacity for innovation is evident through the incorporation and application of a range of traditional, contemporary and emerging technologies and practices to purposefully build and/or maintain cultural, community and economic capacity. Students may apply this knowledge and understanding throughout the processes of observation, critical and creative thinking, action, experimentation and evaluation.

15.5.8.2 Asia and Australia's engagement with Asia

The priority of Asia and Australia's engagement with Asia provides diverse and authentic contexts to develop knowledge and understanding of technologies processes and production and related cultural, social and ethical issues. It enables students to recognise that interaction between human activity and the diverse environments of the Asia region continues to create the need for creative solutions and collaboration with others, including Australians, and has significance for the rest of the world.

15.5.8.3 Sustainability

Technologies focusses on the knowledge, understanding and skills necessary to design for effective sustainability action. It recognises that actions are both individual and collective endeavours shared across local, regional and global communities and provides a basis for students to explore their own and competing viewpoints, values and interests. Understanding systems enables students to work with complexity, uncertainty and risk; make connections between disparate ideas and concepts; self-critique; and propose creative solutions that enhance sustainability.

15.6 Teaching Strategies

In order to provide students with active and stimulating learning experiences, a variety of teaching and learning opportunities must be provided, and these should be integrated between the Technologies where possible, to maximise the opportunity for students to make connections between the two learning areas,

and recognise that they are interrelated. The teaching in each year should extend learning in previous years.

The teaching of Technologies requires learning experiences which allow students to:
- develop systems, design and computational thinking;
- create digital solutions; and
- create product, service and environment designed solutions.

15.6.1 Design and Technologies

In Design and Technologies, students learn about technologies and societies through different technologies contexts. In each year students will be given opportunities to create designed solutions in at least one of the technologies contexts below:
- *Engineering principles and systems* – in this context the focus is on how forces can be used to create light, sound, heat, movement, control or support in systems
- *Food and fibre production* – in this context the focus is on the process of producing food or fibre as natural materials for the design and development of a range of products. Fibre includes materials from forestry (Food and fibre production includes Food specialisations from Pre-primary to Year 4)
- *Food specialisations* – in this context the focus is on the application of nutrition principles and knowledge about the characteristics and properties of food, to food selection, preparation; and contemporary technology-related food issues
- *Materials and technologies specialisations* – in this context the focus is on a broad range of traditional, contemporary and emerging materials and specialist areas that typically involve extensive use of technologies, this includes materials such as, textiles, metal, wood and plastics.

15.6.2 Digital Technologies

Digital Technologies is a subject that has a specific curriculum and includes the practical application of the ICT general capability.

In Digital Technologies, students develop an understanding of the characteristics of data, digital systems, audiences, procedures and computational thinking. They apply this when they investigate, communicate and create digital solutions.

The ICT capability involves students learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve, and limiting the risks to themselves and others in a digital environment.

The clear difference between the Digital Technologies curriculum and the ICT general capability is that the capability helps students to become effective users of digital technologies while the Digital Technologies curriculum helps students to become confident developers of digital solutions.

In the Primary years, the Technologies subjects are often interrelated and connected through other learning areas. When programming, teachers can use the Technologies learning area as a basis for the practical application and development of concepts from other learning areas. For example, students' mathematical ability to solve problems involving linear equations can be used in Technologies when investigating quantitative relationships and designing algorithms.

When developing teaching and learning programmes:
- the teacher identifies the prior knowledge of students to establish a starting point for the learning;
- the teacher defines the subject and context for the learning experience with reference to the content descriptions (for example, Design and Technologies – Food and fibre production);
- the teacher and students identify the problem, situation or need that requires a solution, considering resources available.

Teachers generate meaningful learning activities to facilitate creating solutions, for example, students:
- reflect on actions to refine working processes and develop decision making skills;
- evaluate how well systems and/or products meet current and future sustainability needs;
- manage collaborative projects;
- apply appropriate social, ethical and technical protocols;

- use a range of delivery modes such as audio, visual and practical;
- develop skills to produce solutions to problems;
- investigate emerging technologies;
- identify 'real world problems';
- investigate 'problem, situation or needs' for which to find a solution;
- engage in experiences that are transferable to family and home, community contribution and the world of work;
- use critical and creative thinking to weigh up possible short and long term impacts;
- reflect upon existing designs to source ideas for future solutions;
- play and experiment with technologies to investigate possible solutions.

16 Learning Area – The Arts

16.1 Rationale

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential.

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Together, they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

The Arts entertain, inform, challenge and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic responses to Arts practices, as students revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling.

16.1.1 Dance

Dance is expressive movement with purpose and form. Through Dance, students represent, question and celebrate human experience, using movement as the medium for personal, social, emotional, physical and cultural communication.

Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

16.1.2 Drama

Drama is the expression and exploration of personal, emotional, social and cultural worlds, through role and situation, that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they engage with, and analyse, their own and others' stories and points of view.

In making and staging drama, they learn how to be focussed, innovative and resourceful, collaborate and take on responsibilities for drama presentations. Students develop a sense of curiosity and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

16.1.3 Media Arts

Media Arts enables students to analyse past technologies, and use existing and emerging technologies as they explore imagery, text and sound to create meaning. Students participate in, experiment with, and interpret cultures, media genres and styles, and different communication practices.

Students learn to be critically aware of ways that media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and themselves. They learn to interpret, analyse and develop media practices through their experiences in making media arts. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

16.1.4 Music

Music has the capacity to engage, entertain, challenge, inspire and empower students. Studying Music stimulates imaginative and innovative responses, critical thinking and aesthetic understanding, and encourages students to reach their creative and expressive potential.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music, individually and collaboratively, draws on their own traditions and life experiences. These experiences help them to appreciate and meaningfully engage with music practices and traditions of other times, places, cultures and contexts.

16.1.5 Visual Arts

Visual Arts incorporates all three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas, both as artists and audience members. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds.

Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Visual Arts supports students' ability to recognise and develop cultural appreciation of visual arts in the past and contemporary contexts, through exploring and responding to artists and their artworks.

16.2 Aims

16.2.1 Dance

Dance knowledge and skills ensure that, individually and collaboratively, students:

- develop confidence to become innovative and creative dancers to communicate meaning through body awareness, technical dance skills and performance skills;
- apply the elements of dance and choreographic skills through group processes to create dance that communicates meaning to an audience;
- develop aesthetic, artistic and cultural appreciation of dance in past and contemporary contexts as choreographers, performers and audience members;
- develop respect for, and knowledge of, the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

16.2.2 Drama

Drama knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence, empathy and self-awareness to explore, depict and celebrate human experience, take risks and extend their own creativity through drama;
- knowledge of how to analyse, apply and control the elements, skills, techniques, processes, conventions, forms and styles of drama in traditional and contemporary drama to engage and create meaning for audiences;
- knowledge of the role of group processes and design and technology in the creative process of devising and interpreting drama to make meaning for audiences;
- knowledge of traditional and contemporary drama through responding as critical and active participants and audience members.

16.2.3 Media Arts

Media Arts knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them;
- aesthetic knowledge developed through exploration of imagery, text and sound to express ideas, concepts and stories using effective teamwork strategies to produce media artwork;
- creative and critical thinking skills to explore different perspectives in media as producers and consumers;
- awareness of their active participation in local and global media cultures, including using safe media practices when publishing online materials.

16.2.4 Music

Music knowledge and skills ensure that, individually and collaboratively, students:

- develop the confidence to be creative, innovative, thoughtful, skilful and informed musicians;
- develop skills and techniques to actively listen, analyse, improvise, compose and perform music;
- interpret and apply the elements of music, engaging with a diverse array of musical experiences as performers and audience members;
- develop aesthetic appreciation and respect for their own and others' music practices and traditions across different times, places, cultures and contexts.

16.2.5 Visual Arts

Visual Arts knowledge and skills ensure that, individually and collaboratively, students:

- demonstrate confidence, curiosity, imagination and enjoyment when engaged in visual arts making;
- apply visual arts techniques, materials, processes and technologies to create artworks through the design and inquiry process;
- apply visual language and critical creative thinking skills when creating and responding to artwork;
- develop aesthetic, artistic and cultural appreciation of visual arts in past and contemporary contexts, both as artists and art critics.

16.3 Content Structure

The Arts curriculum is written on the basis that all students will study at least two Arts subjects from Pre-Primary to the end of Year 8. It is a requirement that students study a performance subject and a visual subject.

Goldfields Baptist College endeavours to provide as many of these learning areas as possible, however limited availability of resources, including human resources, usually allows for the provision of a minimum of two of the Arts subjects.

Each of the five Arts subjects is organised into two interrelated strands: Making and Responding.

16.3.1 Making

Making in each Arts subject engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively. Students develop knowledge and skills to plan, produce, present, design and perform in each Arts subject independently and collaboratively. Students work from an idea, an intention, particular resources, an imaginative impulse, or an external stimulus.

Part of the ‘Making’ strand involves students considering their work in the Arts from a range of points of view, including that of the audience. Students reflect on the development and completion of ‘Making’ in the Arts.

16.3.2 Responding

Responding in each Arts subject involves students reflecting, analysing, interpreting and evaluating in the Arts. Students learn to appreciate and investigate the Arts through contextual study. Learning through ‘Making’ is interrelated with, and dependent upon, ‘Responding’. Students learn by reflecting on their work, and responding to the work of others. The points of view students hold, shift according to different experiences in the Arts.

Students consider the Arts' relationships with audiences. They reflect on their own experiences as audience members and begin to understand how the Arts represent ideas through expression, symbolic communication and cultural traditions and rituals. Students think about how audiences receive, debate and interpret the meanings of the Arts.

16.3.3 Relationships between the strands

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills as practitioners, performers and audience members, and develop students' skills in critical and creative thinking. As students ‘Make’ in the Arts, they actively ‘Respond’ to their developing work, and the

works of others; as students 'Respond' to the Arts, they draw on the knowledge and skills acquired through their experiences to inform their 'Making'.

16.4 Allocated Teaching Time

Teaching time allocated to the Arts in Pre-primary to Year 6 is two hours per week. As the Making and Responding strands within each of the Arts subjects are intrinsically connected, it is essential that students are provided with opportunities to not only make, but also to respond, to their own and others' work.

16.5 Curriculum Overview

16.5.1 Pre-Primary

16.5.1.1 Dance

Students engage with purposeful play in structured activities to become aware of how the body moves through space. They explore movement ideas and learn about two of the elements of dance (body and space). Students develop body control and co-ordination through exploring locomotor and non-locomotor movements, and experience performing dance and, as an audience, they learn how to focus their attention on the performance. They make simple observations of the dances they view and make. Students have the opportunity to explore different places and occasions where people dance.

16.5.1.2 Drama

Students, through purposeful play, respond to stimuli to create drama and develop improvisation skills. They are introduced to the elements of voice and movement to create drama, offering and accepting ideas as they improvise, using simple stories. Students experience drama as performers and audience members, engaging in both spontaneous and structured play to communicate stories; they explore the purpose of drama. As they make and respond to drama, students explore the different places where drama can be seen or heard in the community.

16.5.1.3 Media Arts

Students engage with purposeful play in structured activities to explore, and become familiar with, signs and symbols that have meaning and purpose. They explore and experiment with the technical codes and conventions of media to produce media work that communicates a message. As students make and respond to media work, they explore the images that communicate messages in the community.

16.5.1.4 Music

Students listen and respond to music through movement and play, using symbols and pictures to record and share their music ideas. They are introduced to the elements of rhythm, tempo, pitch, dynamics, form and timbre. Students experience music as performers and audience members, engaging in improvisation to create and communicate music ideas. As they make and respond to music, students have the opportunity to explore different places and special occasions where music is experienced.

16.5.1.5 Visual Arts

Students explore personal experiences as an inspiration to create original artwork. They explore natural and man-made materials and are introduced to the visual elements of shape, colour, line and texture. Students investigate different tactile techniques when creating artwork, and begin to see themselves as artists as they display and share their artwork with others. As students make and respond to artwork, they explore different places art is displayed in the local community.

16.5.2 Year 1

16.5.2.1 Dance

Students use their natural curiosity to explore improvised movement responding to a variety of stimuli. Students continue to develop control and co-ordination of locomotor and non-locomotor movements and begin to experiment with three of the elements of dance (body, space and time) to create simple dance sequences in a supportive, safe environment.

They have the opportunity to perform dance, expressing ideas through movement to an audience. As an audience, students make simple observations of dances they view and make, exploring what they like and why. Students discover different types of dance, and when these are performed.

16.5.2.2 Drama

Students explore personal experiences to create drama and develop improvisation skills. They are introduced to the element of role and continue to experiment with voice and movement to create their drama. Students experience the roles of performers and audience members, learning performance skills and audience behaviour. They have the opportunity to explore the different places where drama is performed. As they make and respond to drama, students explore the key moments in drama they view and make.

16.5.2.3 Media Arts

Students experiment with familiar signs and symbols, used in different contexts, to communicate an idea or story. They explore and experiment with technical codes and conventions, and are introduced to audio and written codes to produce media work to share with others. As students make and respond to media work, they express ideas and feelings about media work they view and produce.

16.5.2.4 Music

Students continue to develop aural skills through exploring the elements of rhythm, tempo, pitch, dynamics, form and timbre. They improvise with sounds and simple rhythm and pitch patterns to create music ideas. They record and share music ideas using symbols, notation and movement.

Students experience music as performers and audience members, learning to sing and play instruments in tune and in time, and responding to changes in tempo and dynamics. As they make and respond to music, students have the opportunity to explore places and occasions where music is performed, and express ideas and feelings about the music they listen to and make.

16.5.2.5 Visual Arts

Students explore specific ideas as an inspiration to create original artwork. They continue to explore materials and are introduced to the visual element of space, while continuing to develop skills in shape, colour, line and texture. Students experiment with a variety of media, materials and techniques when creating artwork. Students present artworks that communicate ideas to specific audiences. As they make and respond to artwork, students express feelings and ideas about artwork they view and make.

16.5.3 Year 2

16.5.3.1 Dance

Students continue to explore and improvise with movement ideas to create dance with a beginning and ending. They further explore and experiment with the elements of dance (body, space and time). They continue to build on their fundamental movement skills to develop control, posture, strength, balance and co-ordination.

Students begin to develop performance skills when presenting dance. As an audience, they make observations about the use of the elements of dance (body, space and time) in their own and others' dance. They have an opportunity to explore the reasons why people dance.

16.5.3.2 Drama

Students explore personal events and fictional stories to create drama. They continue to develop improvisation skills, exploring possibilities for voice, movement and role. Students are introduced to the element of situation.

Students experience drama as performers and audience members, presenting scenes in which they apply drama narratives to link the action with an ending. Students view drama based on unfamiliar stories. As they make and respond to drama, students experiment with the elements of voice, movement, role and situation. Students explore reasons why people make drama.

16.5.3.3 Media Arts

Students explore how meaning can be changed in familiar stories through character and settings. They experiment with unfamiliar and contemporary signs and symbols to create meaning and purpose in different contexts. They explore and experiment with technical, audio and written codes and conventions to produce media work to convey a story, or a section of a story, using archetypes.

As students make and respond to media work, they identify interests and preferences in media work they view and produce.

16.5.3.4 Music

Students continue to develop aural skills, identifying, imitating and improvising pitch and rhythm patterns. They explore and experiment with the elements of music to create music ideas, and record and share their music ideas using graphic and standard notation. Students experience music as both performers and audience members, singing and playing in tune, in time, and with appropriate technique and some expression when sharing music with different audiences.

Students explore reasons why people make music and different places and occasions where music is performed. They identify how specific elements of music are used to create mood and meaning in the music they listen to and make.

16.5.3.5 Visual Arts

Students explore how communicating messages and ideas can be used as inspiration to create artwork. They begin to select appropriate media and technologies and further experiment with the visual elements of shape, space, colour, line and texture.

Students are introduced to the concept of audience as they learn to present artwork that communicates messages and ideas to an audience. As they make and respond to artwork, students identify how the elements are used and explore why people make art.

16.5.4 Year 3

16.5.4.1 Dance

In Year 3, students extend their exploration and improvisation skills to create dance that tells a story. They are introduced to the fourth element of dance: energy, and continue to experiment with, and select, body, space and time to organise dance sequences.

Students continue to develop body awareness, co-ordination, control, and balance through simple combinations of fundamental movement skills. They work individually and collaboratively to create and rehearse sequences and consider safe dance practices. Students experience performing dance and, as an audience, learn to respect the dance of others.

As students make and respond to dance, they consider how the elements of dance (body, energy, space and time) are used in their own and others' dance. They explore the purpose of dance from different times.

16.5.4.2 Drama

In Year 3, students extend their understanding of role and situation as they create improvised and devised drama. Students begin to experiment with selected forms and styles when improvising or devising drama. They continue to develop improvisation, voice and movement skills. Students are introduced to the elements of space, character and time.

Students experience drama as performers and audience members. They begin to use rehearsal processes to support audience engagement and continue to learn appropriate responses to the drama of others. As they make and respond to drama, students identify and reflect on the elements of drama used in a performance. Students have the opportunity to experience drama from a range of cultures, times and locations.

16.5.4.3 Media Arts

In Year 3, students explore how sequencing of image, sound and text tell a story or convey a message to an intended audience. They explore how fictional characters are represented in stories. Students explore and experiment with technical, audio and written codes and conventions, and are introduced to symbolic codes, when producing media work.

As students make and respond to media work, they are provided with opportunities to explore work from different social, cultural and historical contexts.

16.5.4.4 Music

In Year 3, students continue to develop aural skills, improvising, singing and playing pitch patterns and rhythmic patterns in duple and triple time. They improvise with the elements of music to create music ideas incorporating tempo and dynamics, and record and communicate their music ideas using graphic and/or standard notation and terminology.

Students experience music as performers and audience members, singing and playing instruments and experimenting with dynamics to improve performance. Students listen to a range of music, and explore reasons why people make music across different cultures, events or occasions. They reflect on how specific elements are used to communicate mood and meaning.

16.5.4.5 Visual Arts

In Year 3, students extend their understanding of the visual elements as they reflect on their use to create artwork using different mediums. They experiment with varying techniques and explore the different properties and qualities of materials that can be used creatively.

Students explore art from other cultures and consider where and how artwork is presented to an audience. As they make and respond to artwork, students are introduced to the use of visual art terminology. They use the terminology to reflect on how the elements are used in the artwork they view and make.

16.5.5 Year 4

16.5.5.1 Dance

In Year 4, students select and combine the elements of dance (body, energy, space and time) to create dance sequences that express an idea or message. They begin to use choreographic devices of repetition and contrast.

There is a continued focus on safe dance practices, as students demonstrate combinations of fundamental movement skills that build on developing body awareness, co-ordination, control, balance and strength. Students are given opportunities to practice their performance skills in front of an audience. As students make and respond to dance, they consider how the elements of dance (body, energy, space and time) and choreographic devices are used in their own and others' dance. They have the opportunity to consider the purpose of dance from different cultures.

16.5.5.2 Drama

In Year 4, students extend their understanding of role and situation, as they continue to explore ideas through improvisation.

Students continue to explore the elements of drama and selected drama forms and styles to communicate ideas using role, situation, space, character and time. They are introduced to relationships and how relationships influence character development. Students experience drama as performers and audience members. They continue to use rehearsal processes to enhance audience engagement and shape the drama for an audience. As they make and respond to drama, students explore dramatic narratives and reflect on the meaning and purpose of their drama and the drama of others. They reflect on, and respond to, the ideas in drama from different cultures.

16.5.5.3 Media Arts

In Year 4, students explore how narrative structures are represented in a variety of images and/or sound, and convey a message with a beginning, middle and end. Students explore and experiment with codes and conventions, using narrative structures to engage and communicate an intended message to an audience. As students make and respond to media work, they identify and reflect on the meaning and purpose of their own and others' media work, using appropriate terminology.

16.5.5.4 Music

In Year 4, students continue to develop aural and theory skills, improvising, singing and playing rhythmic and pentatonic pitch patterns in duple and triple time.

They improvise with, and integrate, the elements of music to create simple compositions, and record and communicate their music ideas using graphic and/or standard notation and music terminology, incorporating changes in tempo and dynamics.

Students experience music as performers and audience members. They maintain their own part when singing or playing with others, and explore how to use tempo and dynamics to communicate their ideas and enhance their music performance. Students reflect on, and respond to, music from different cultures and contexts, exploring reasons why and how people make music. They explore how music elements are combined and used to convey meaning and purpose in the music they listen to and make.

16.5.5.5 Visual Arts

In Year 4, students continue to extend their understanding of the visual elements exploring varying techniques and visual conventions. They experiment with the selection of appropriate media, materials and technologies when creating original artwork. Students learn to present artwork that communicates specific messages, reflecting on how presentation could enhance meaning for different audiences.

As they make and respond to artwork, students use visual art terminology to reflect on purpose and meaning. They have the opportunity to explore artwork from different social, cultural and historical contexts.

16.5.6 Year 5

16.5.6.1 Dance

In Year 5, students continue to integrate the elements of dance (body, energy, space and time) and use the choreographic devices of repetition, contrast and unison to create dance that communicates an idea/theme. There is a continued focus on safe dance practices as students are introduced to increasingly complex fundamental movement skills that develop body awareness, co-ordination, control, balance, strength and accuracy. Students work collaboratively throughout the rehearsal process in preparation for dance performance.

In making and responding to dance, students consider the elements of dance (body, energy, space and time) and choreographic devices, and make observations of their use in dance. They have the opportunity to investigate the characteristics of dance from different cultures.

16.5.6.2 Drama

In Year 5, students begin to refine and experiment with the elements of drama to communicate improvised, devised and scripted drama. Students continue to use the elements of drama and selected drama forms and styles to communicate meaning, including the use of voice, movement, role, situation, space, character, time and relationships. They are introduced to mood and explore drama narratives and ideas to create dramatic action. Students begin to explore creating drama based on scripts.

Students experience the roles of performers and audience members. They work together, giving and receiving feedback, to improve drama to engage an intended audience. As they make and respond to drama, students explore the purpose of drama and how the elements of drama are used to communicate meaning. They have the opportunity to experience drama from a range of cultures, times and locations.

16.5.6.3 Media Arts

In Year 5, students explore stories from a particular point of view. They consider how narrative structures are used to communicate ideas to an audience for a specific purpose. Students experiment with codes and conventions, with increasing complexity, to communicate a message or story to an intended audience. They are introduced to protocols in media work. As students make and respond to media work, they identify and describe how codes and conventions are used to communicate meaning, using appropriate terminology. Students examine the role of media in different cultures and times.

16.5.6.4 Music

In Year 5, students continue to develop their aural and theory skills, improvising, singing and playing rhythmic patterns in simple and compound time, and intervals and pentatonic patterns. They improvise, select and organise elements of music to create music ideas, incorporating dynamic contrasts and imitating

stylistic features. They record and communicate their ideas using standard notation, music terminology and relevant technology.

Students experience music as performers and audience members. They perform with developing technique and expression, maintaining their own part when performing with others. Students explore how to improve musical performances and sustain audience engagement, working individually or collaboratively to apply rehearsal processes. They listen to, reflect on, and respond to, the role of music from different times and cultures, and identify and explain how the elements of music combine to convey meaning and purpose in music they listen to and make.

16.5.6.5 Visual Arts

In Year 5, students reflect on the work of varying artists and explore how it influences their own artwork. They select from a range of media, materials and technologies to create original artwork.

Students begin to reflect on the ideas, feelings and opinions communicated in their artwork and consider how presentation will enhance visual appeal/aesthetics and audience engagement. As they make and respond to artwork, students use visual art terminology to identify and describe how the elements have been used. They have the opportunity to explore the role of art in different times and cultures.

16.5.7 Year 6

16.5.7.1 Dance

In Year 6, students continue to choreograph dance, exploring character and mood, using and integrating a selection of the elements of dance (body, energy, space and time) and choreographic devices. There is a continued focus on safe dance practices as students use increasingly complex combinations of fundamental movement skills that further develop their body awareness, co-ordination, control, balance, strength, accuracy and clarity of movement.

Students continue to use rehearsal processes to improve their dance performance. They are given opportunities to present dance using performance skills. In making and responding to dance, students consider the elements of dance (body, energy, space and time), choreographic devices and design concepts, and provide explanations of their use in dance. They also consider factors that have influenced dance in particular cultures and times.

16.5.7.2 Drama

In Year 6, students refine and experiment with the elements of drama and selected drama forms and styles, considering how feedback can be used to enhance improvised, devised and scripted drama. Students are introduced to script formatting and conventions.

Students experience drama as performers and audience members. They develop their performance skills to establish connections and build trust with the audience. As they make and respond to drama, students explore how dramatic narratives and mood communicate meaning. They examine the factors that influence drama in different cultures, times and contexts.

16.5.7.3 Media Arts

In Year 6, students explore stories and ideas from different viewpoints. They explore how narrative structures and tension engage an audience. Students continue to experiment with codes and conventions to persuade and engage an audience.

As students make and respond to media work, they describe how the codes and conventions of media communicate meaning. They examine the regulation and ethical behaviour in media. Students explore the factors that influence media in different cultures and times.

16.5.7.4 Music

In Year 6, students continue to develop and consolidate their aural and theory skills, identifying and performing pentatonic and major scales, intervals and melodic patterns and the difference between pentatonic, major and minor tonality. They identify tempo and metre changes and organise beat and rhythm in simple and compound time. Students improvise with, and manipulate, the elements of music to

create simple compositions, incorporating expressive and stylistic features. They use standard notation, terminology and relevant technology to trial, record and communicate their music ideas.

Students experience music as performers and audience members. They perform solo and ensemble music with developing technique, incorporating expressive and stylistic features, and maintain and balance their own part when singing and playing with others. Students explore how to improve musical performance as soloists and ensemble members, and sustain and engage an audience, working individually and collaboratively to develop and apply appropriate rehearsal processes. They listen to, reflect on, and respond to factors that influence musical styles in particular cultures, times and contexts, and analyse how the use and combination of the elements of music define a particular style or context.

16.5.7.5 Visual Arts

In Year 6, students are inspired by observation and imagination, reflecting on various artworks. They learn to apply their knowledge of the visual elements, selecting appropriate media, materials and technologies to create artwork that communicates ideas, beliefs or viewpoints. Students examine the messages expressed in artworks and consider how presentation will enhance meaning, aesthetics and audience interpretation.

As they make and respond to artwork, students continue to use visual art terminology to explain the effective use of elements and techniques. Students begin to consider how the artist uses symbolic meaning. They have the opportunity to examine factors that influence artwork from different social, cultural and historical times.

16.5.8 Cross-curriculum Priorities

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning programme for The Arts. The cross-curriculum priorities are not assessed unless they are identified within the core content.

16.5.8.1 Aboriginal and Torres Strait Islander histories and cultures

In the Arts learning area, Aboriginal and Torres Strait Islander histories and cultures enrich understanding of the diversity of arts practices in Australia. Exploration of the Aboriginal and Torres Strait Islander histories and cultures provides a rich opportunity to build a greater understanding of Australian history as well as fostering mutual understanding and respect between cultures. The study of Aboriginal and Torres Strait Islander histories and cultures for making and responding should be undertaken by teachers and students in ways that are culturally sensitive and responsible through the support of relevant elders and communities.

16.5.8.2 Asia and Australia's engagement with Asia

The Asia region represents a highly diverse spectrum of cultures, traditions and peoples with a third of the world's population located immediately north of Australia. Engaging in a respectful exploration of particular traditions from countries like China, India, South Korea and Japan, for example, will enable students to understand more deeply the values and histories of our near neighbours with whom it shares important interrelationships. The study of the Arts from the Asia region provides further opportunities for partnerships with relevant practitioners to develop arts practices.

16.5.8.3 Sustainability

Within the Arts, the sustainability priority provides engaging and thought-provoking contexts in which to explore the nature of art-making and responding, enabling the exploration of the role of the Arts in maintaining and transforming cultural practices, social systems and the relationships of people to their environment. Through making and responding in the Arts, students consider issues of sustainability in relation to the resource use and traditions in each of the Arts subjects. The Arts provides opportunities for students to express and develop world views, and to appreciate the need for collaboration within and between communities to implement more sustainable patterns of living.

16.6 Teaching Strategies

In order to provide students with active and stimulating learning experiences, a variety of teaching and learning opportunities must be provided in all subjects offered within the Arts. The teaching in each year should extend learning in previous years.

Teachers have the freedom to apply aspects of the strands, Making and Responding, to plan teaching programmes. Through the combination of both, teachers can provide rich opportunities to extend students' knowledge, skills and capacity to analyse and reflect. Responding occurs throughout the creative learning process.

To engage students in the Arts, teachers typically create learning experiences which:

- use all aspects of perception: sensory, emotional, cognitive, physical and relational to make learning experiential for students;
- develop skills in students through modelling, coaching, practising and reflecting;
- enable students to work individually and collaboratively, using flexible grouping to accommodate their needs and strengths;
- encourage students to take risks and extend their ideas;
- foster participation in projects in a flexible, dynamic learning environment;
- provide opportunities for students to experience the Arts in live or virtual settings;
- explore significant and recognisable examples of the Arts from different times and cultures to develop in students an aesthetic and cultural appreciation of the Arts.

Many aspects of the Arts syllabus are recurring, and teachers should provide ample opportunities through practice for revision and consolidation of previously introduced knowledge and skills.

Safe working practices in the Arts are an essential aspect and utmost priority of teaching and learning. These include providing or adapting an appropriate space to work; teaching students guiding principles to care for their voice and bodies; working safely with others and with specialist equipment; and appropriate warm-up procedures before class or a performance. Safe working practices also include the responsibility teachers and students have in the maintenance of safe social and emotional spaces for the Arts. Without this aspect of safe working practices, risk-taking becomes difficult for many students. To ensure the development of creative processes where students are willing to risk making mistakes in the Arts, teachers will need to establish and maintain a safe learning environment in the classroom.

Although Dance, Drama, Media Arts, Music, and Visual Arts are distinct subjects in the Arts, teachers may create opportunities for students to study and make artworks that feature a fusion of traditional art forms and practices to develop hybrid and/or cross-arts projects. This learning involves the exploration of traditional and contemporary arts practices, including those from different cultures that acknowledge community and cultural protocols. Such works might:

- combine performance, audio and/or visual aspects;
- combine processes typical of the different Arts subjects;
- involve other learning areas;
- exist in physical, digital or virtual spaces;
- combine traditional, contemporary and emerging media and materials;
- be created individually or collaboratively.

Teachers are the key to providing students with rich, sustained, rigorous learning in each of the subjects in the Arts. Where possible, teachers should endeavour to enrich student experiences through taking advantage of visiting and local performances, demonstrations, workshops and exhibitions.

17 Learning Area – Languages

17.1 Rationale

The Languages curriculum enables all students to communicate proficiently in a language other than English, by providing students with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Language learning broadens students' horizons to include the personal, social, and employment opportunities that an increasingly interconnected and interdependent world presents. The

interdependence of countries means that people in all spheres of life must be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that, despite its status as a world language, a capability only in English is not sufficient, and a bilingual or plurilingual capability is the norm in most parts of the world.

In the Western Australian Curriculum, the Languages learning area comprises six subjects: Chinese: Second Language, French: Second Language, German: Second Language, Indonesian: Second Language, Italian: Second Language and Japanese: Second Language. Additionally, for the purposes of Languages education in Western Australia:

- the study of an Aboriginal Language is appropriate;
- students who speak English as a second language or as an additional language or dialect, and whose use of Standard Australian English is restricted, may substitute further studies in English for the study of another language;
- recently arrived migrants, for whom English is not their first language, may substitute English as a Second Language or further studies in English for the study of another language;
- schools may offer a language other than those for which syllabuses are provided by the Authority using ACARA's curriculum or a language curriculum approved by the Authority.

17.2 Aims

The Languages learning area aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the target language;
- extend their literacy repertoires;
- understand language, culture, learning and their relationship, and thereby develop an intercultural capability in communication;
- develop understanding of, and respect for, diversity and difference, and an openness to different experiences and perspectives;
- develop an understanding of how culture shapes worldviews and extend their understanding of themselves, their own heritage, values, culture and identity;
- strengthen their intellectual, analytical and reflective capabilities, and enhance their creative and critical thinking skills;
- understand themselves as communicators.

17.3 Content Structure

Goldfields Baptist College endeavours to offer at least one language to students from Pre-primary to Year 10, though, as a minimum, the College strives to ensure all students will study a Languages subject from Year 3 to Year 8. Currently, the College provides a Languages programme in Chinese commencing in Year 3.

The design of the Chinese Languages curriculum takes into account different entry points into language learning across the year levels carrying out the programme, which reflects current practice in Languages. For the Language subjects contained within the Western Australian Curriculum, there are two learning sequences:

- Pre-primary–Year 10 sequence; and
- Year 7–Year 10 sequence.

The Chinese Languages curriculum is organised into two interrelated strands: Communicating and Understanding. Together, these strands reflect three important aspects of language learning: performance of communication; analysing various aspects of language and culture involved in communication; and understanding oneself as a communicator.

Within each strand, a set of sub-strands has been identified, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each strand will differ for different stages of learning.

17.3.1 Communicating

The Communicating strand focusses on students learning to use Chinese to interpret, create and exchange meaning, and to use Chinese to communicate in different contexts. It involves learning to use Chinese for a variety of purposes.

17.3.1.1 Socialising

The content focusses on interacting orally and in writing to exchange: ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

17.3.1.2 Informing

The content develops skills to obtain, process, interpret and convey information through a range of oral, written and multimodal texts; and developing and applying knowledge.

17.3.1.3 Creating

The content focusses on students engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

17.3.1.4 Translating

The content focusses on developing the skills to move between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

17.3.1.5 Reflecting

The content focusses on providing opportunities for students to participate in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

The Communicating strand involves various combinations of listening, speaking, reading, and writing skills, including:

- interacting and interpreting meaning (spoken and written reception); and
- interacting and creating meaning (spoken and written production); and
- incorporating diverse text types and task types.

17.3.2 Understanding

The Understanding strand focusses on students analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

17.3.2.1 Systems of Language

The content focusses on students developing the understanding of language as a system, including sound, writing, grammatical and textual conventions.

17.3.2.2 Language Variation and Change

The content focusses on students developing the understanding of how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

17.3.2.3 The Role of Language and Culture

The content focusses on students analysing and understanding the role of language and culture in the exchange of meaning.

17.4 Allocated Teaching Time

Teaching time allocated to Languages in Year 3 to Year 6 is two hours per week. The two interrelated strands of Communicating and Understanding will form the basis of learning experiences provided by teachers, and must reflect three important aspects of language learning: performance of communication; analysis of aspects of language and culture involved in communication; and understanding oneself as a communicator.

17.5 Curriculum Overview

There are two learning sequences to accommodate the Chinese curriculum and practices at the College: a Pre-Primary to Year 10 sequence, and a Year 7 to Year 10 sequence. At Goldfields Baptist College, the Chinese: Second Language programme commences in Year 3, though – due to the transient population in the Goldfields – it is commonplace for students to enter and depart the programme at any year level.

17.5.1 Year 3

In Year 3, students require extensive support with their language learning. The systems of writing and speaking in Chinese are distinct. The role of character learning and its impact on reading and writing is such that students can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. They repeat speech and sounds from frequent and consistent teacher modelling and produce texts using familiar words or phrases. Students are encouraged to use spoken Chinese as much as possible for classroom routines, social interactions and for learning tasks.

Students communicate in Chinese, interacting and socialising orally with their teacher and peers to exchange information about themselves, their family, interests and leisure activities. They exchange simple correspondence in writing to express good wishes and send simple notes. Students locate and convey specific points of information from familiar simple spoken and visual texts using learnt phrases and words. They locate information in familiar written texts using learnt characters. Students respond to, and create, simple imaginative oral texts that use gestures and modelled language. They create short written imaginative texts using simple Chinese characters, captions, labels and modelled short sentences.

Students become familiar with the systems of the Chinese language, recognising the components of *Pinyin* (consonant, vowel, tones) and the *Pinyin* sounds associated with individual letters and syllables that differ from the English sounds for the same letters and syllables. They copy and use context-related vocabulary and apply some first elements of grammar in simple spoken and written texts. They begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English.

17.5.2 Year 4

Students communicate in Chinese, interacting and socialising orally with the teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school. They contribute to class activities and request assistance in learning activities. Students exchange simple correspondence in writing to report on their daily routines at home and at school. They locate and convey factual information from familiar types of spoken and visual sources and they locate factual information in written texts to inform others using learnt words, phrases and characters. Students create and present their own representations of familiar songs, poems or stories. They also create short imaginative texts such as storyboards or cartoons using modelled language.

Students become familiar with the systems of the Chinese language, understanding the components of *Pinyin*. They recognise high frequency Chinese characters related to their personal world and they use context-related vocabulary and simple sentences to generate language for a range of purposes. Students begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English. Students are supported to identify vocabulary and expressions that reflect different cultural values, traditions or practices.

In Year 4, students continue to require extensive support with their language learning. The systems of writing and speaking in Chinese are distinct. The role of character learning and its impact on reading and writing is such that students can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. Students practise using Chinese, participating in action-related talk and completing tasks while relying on teacher modelling, prompts and repetition. Students respond non-verbally to spoken Chinese in the classroom and their understanding of Chinese is dependent on context and on teacher intonation, gestures and facial expressions. Students continue to be encouraged to use Chinese as much as possible for social interactions and in learning tasks.

17.5.3 Year 5

In Year 5, Chinese focusses on extending students' oral and written communication skills, and their understandings of Chinese language and culture. Students communicate in Chinese, participating in oral interactions with the teacher and their peers, to exchange information about their home and places in their local community. They exchange written correspondence, exchanging personal information and aspects of personal experience. Students gather and compare information from a range of spoken and written texts. They also convey key points of information from these texts orally and in written form using scaffolded language. Students describe characters from a range of short imaginative texts and create their own spoken and written imaginative texts using modelled language.

Students are becoming more familiar with the systems of the Chinese language, identifying features of Chinese characters, including stroke types and sequences and component forms and their arrangements. They use context-related vocabulary and grammatical features to generate language for a range of purposes. Students continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures.

Students compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use.

In Year 5, students are widening their social networks, experiences and communication repertoires in both their first language and Chinese. They are supported to use Chinese as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

17.5.4 Year 6

In Year 6, Chinese focusses on extending students' oral and written communication skills and their understandings of Chinese language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them, they also become more aware of the similarities and differences between the Chinese language and culture and their own.

Students communicate in Chinese, participating in oral interactions with others to exchange information and relate experiences about planning and organising social activities and events. They participate in guided written tasks to plan events or activities, organise displays or develop projects for a shared event. Students gather, classify, compare and respond to information and supporting details from a range of texts related to personal and social worlds. They share and compare responses to characters, events and ideas in a variety of imaginative texts and create simple spoken imaginative texts.

Students are becoming more familiar with the systems of the Chinese language, using *Pinyin* to record the sound of phrases or sentences with greater accuracy. They use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes. They recognise and use grammatical features to form sentences and express details. Students continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures.

Students understand that Chinese is characterised by diversity in spoken and written forms. They also explore values and beliefs across cultures and identify how cultural values are expressed through language. In Year 6, students continue to widen their social networks, experiences and communication repertoires in both their first language and Chinese. They are encouraged to use Chinese as much as possible for interactions, structured learning tasks and language experimentation and practice.

17.5.5 Cross-Curriculum Priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning programme for Chinese. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

17.5.5.1 Aboriginal and Torres Strait Islander histories and cultures

In the Languages subjects, students are provided with opportunities to develop an understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general, and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages.

17.5.5.2 Asia and Australia's engagement with Asia

When learning Chinese, students are learning one of the main languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

Students are provided with opportunities to develop an appreciation for the place of Australia within the Asian region. They learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving locally, regionally and within an international context. The curriculum also provides students with opportunities to engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- the languages and cultures of Asia
- people of Asian heritage who reside in Australia.

17.5.5.3 Sustainability

The sustainability priority allows students to develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages, and alternative ways of caring for land and agriculture, social and political change, conservation and how language and culture evolve. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

17.6 Teaching Strategies

Through the Languages learning area, students learn to communicate across the five sub-strands of Socialising, Informing, Creating, Translating and Reflecting. Students analyse and develop their understanding of language and culture through the three sub-strands of systems of language; language variation and change; and the role of language and culture. The sub-strands are designed to be taught in an integrated way, with the aim that they enrich the capability of students to become successful intercultural communicators. The strands and sub-strands do not operate in isolation, but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each strand will differ for different languages and for different stages of learning.

To support students' learning, teachers should develop teaching and learning programmes in the Chinese curriculum to ensure that:

- the prior knowledge of students is identified to establish a starting point for learning;
- in the early years, planning includes child-initiated, self-directed and play based activities;
- the sub-strands within the Communicating and Understanding strands are incorporated and integrated to ensure rich learning experiences;
- opportunities are provided for students to communicate in the target language and to reflect on their communication and language-learning experiences;
- the target language is used as a means of instruction to build the students' skills in comprehending spoken language.

To engage students in the Chinese curriculum, teachers typically create learning experiences which:

- draw on students' personal interests, real-life experiences, or use stimulus materials to create meaningful linkages to the places where the target language is spoken;
- use a wide range of authentic texts that are in the target language, such as websites, tickets, films, advertisements and children's picture books;
- involve students in the performance, analysis and creation of a range of creative and imaginative texts, such as poems, plays, songs and stories;

- involve students in learning outside the classroom through exposure to authentic experiences and the facilitation of connection points with the local and wider community;
- provide opportunities for students to communicate with first language speakers of the language they are learning through written, digital or spoken communication;
- use new and emerging technologies to engage students in their language learning and to facilitate communication between first language speakers of the target language;
- include current and/or recent events, issues or 'hot topics' that are relevant to young people in the country/countries where the target language is spoken.

18 Learning Area – Christian Education

18.1 Rationale

Christian Schools Australia is a national organisation that seeks to unite independent Christian schools in Australia around a common purpose and vision. CSA member schools share a vision to work together with parents and the church in the education and formation of children. Like churches, CSA member schools are places of belonging that exist to encourage and enable people to discover their gifts as they love God, love each other, and lovingly steward this world God created. This brings blessing, through responsible citizenship and global mission, to Australian society and beyond. With a diverse group of Christian and non-Christian students together, we are committed to discovering a truly common good on the journey toward *holistic flourishing* – that is, the journey toward *shalom*.

Christian schools are missional communities in the sense that they are called to contextualise the Gospel for their particular sociocultural location. Yet, in our post-Christendom – and at times anti-Christian – society, Christian schools must at the same time be firmly located in the mission of our Triune God, entering God's Big Story in the Bible (most simply captured by the narrative of Creation, fall, redemption and restoration), while reconciling this with state-mandated and valuable curriculums.

Furthermore, viewed through the lens of orthodoxy (right belief), orthopathy (right desire) and orthopraxy (right action) – head, heart and hands, as we examine beliefs, exemplify values and experience worshipful practices – we must seek a compelling ethos for evangelical Christian education which is comprised of non-negotiable guiding principles.

The Christian Studies Programme (CSP) facilitates consistency throughout associated schools as they endeavour to live out the faith and mission of the church, functioning as a sign of Christ's Kingdom for the flourishing of all in Australian society – for such a time as this.

18.2 Aims

The aim of Christian Studies is to form wise peacemakers who learn, love and live God's Big Story. This story centres on Jesus, thus we seek to enter this story as thinking, desiring, 'doers', who might increasingly imitate the character of Christ and serve, so that all might flourish.

Every aspect of Christian Education should work towards cultivating mature Christian faith. Many students, however, are not Christian, and it would be unethical and counterproductive to expect them to evidence a spirit-filled life, imitating Christ in pursuit of shalom, when this may well not be their choice. Thus, we need proximate outcomes – success criteria – that set these students up for life-long learning, founded in common morals and values, allowing them to become more faithful and fruitful image-bearers over time, whatever their ultimate allegiance.

18.3 Content Structure

As a result of the learning experiences provided in Christian Education, through the Christian Studies Programme, Goldfields Baptist College students are expected to:

18.3.1 Be Wise (Facts and Content to Learn About)

- Learn about the nature, content and shape of the Biblical story as a skilled reader and critical thinker;
- Learn about the core beliefs and practices of the global Christian community; and
- Learn about the impact of the Bible and Christian faith over time and place.

18.3.2 To Understand (Wisdom to Make Meaning)

- How one's life, community and concerns are located in God's Big Story;

- How living this story contributes to holistic flourishing; and
- How a Biblical worldview relates to other big stories, critically evaluating belief.

18.3.3 Be Peacemakers (Disposition)

- Exemplify the values (i.e., virtues) that sustain and empower peacemaking.

18.3.4 Do (Skills/Actions We're Called to Practice)

- Students pursue truthful action/faithful practice that serves holistic flourishing;
- Participate in, and form practices to discern and sustain, one's call as peacemaker;
- Able to reflect theologically on all of life – learning, loving and living God's Big Story;
- Able to construct, justify and articulate one's own faith commitments, especially concerning their decision in relation to Christ.

The four domains (enter, examine, exemplify, experience) of God's Big Story suggest the primary mode of engagement with each domain. The **story** is *entered*, **beliefs** are *examined*, **values** are (ideally) *exemplified,* and **practices** *are experienced*. These words should be regularly used in classrooms, and can be drawn upon to introduce and explore new topic areas. For example, 'How could our class *exemplify* an attitude of inclusive love during class debates?'

Within the Christian Education learning area, literacy, numeracy and ICT capability may be indirectly addressed. However, opportunity presents to integrate the learning continuum for the remaining four General Capabilities with the four Key Learning Domains:

Enter the Story of Scripture, seeking an imaginative and yet informed hermeneutic approach as a wise reader in conversation with *Critical and Creative Thinking***.**

Examine Beliefs, drawing on a diversity of religious, spiritual and secular worldviews, in conversation with *Intercultural Understanding.*

Exemplify Values, discerning right from wrong, life from death, virtue from vice, in conversation with *Ethical Understanding*.

Experience Practices, learning to serve and worship together across lines of difference, in conversation with *Personal and Social Capability*.

18.4 Allocated Teaching Time

Teaching time allocated to Christian Education is two hours per week. One hour is dedicated to classroom instruction, during which time the elements of God's Big Story (Story; Creation; the Fall; Redemption; Restoration; Logos; Which Story?) will be covered one by one from Pre-primary to Year 6. The second hour is a time of collaboration between 'Buddy' classes, which combines elements of Health, Christian Education, the Keeping Safe: Child Protection Curriculum and Service Learning.

18.5 Curriculum Overview

The Christian Studies Programme, produced by Christian Schools Australia, forms the basis of Christian Education at Goldfields Baptist College. Figure 4 (Appendix 4) gives a sense of what should be covered term by term in each year level from Pre-Primary to Year 6. For more detailed information about the content of each of the units, the Scope and Sequence of the Christian Studies Programme document should be accessed via the CSA website.

18.6 Teaching Strategies

In order to provide students with active and stimulating learning experiences in Christian Education, a variety of teaching and learning opportunities must be provided. These may include, but are not limited to:

- Use of technology
- Role plays
- Debates
- Research projects

- Pair/group/class discussion
- Peer teaching
- Interviews

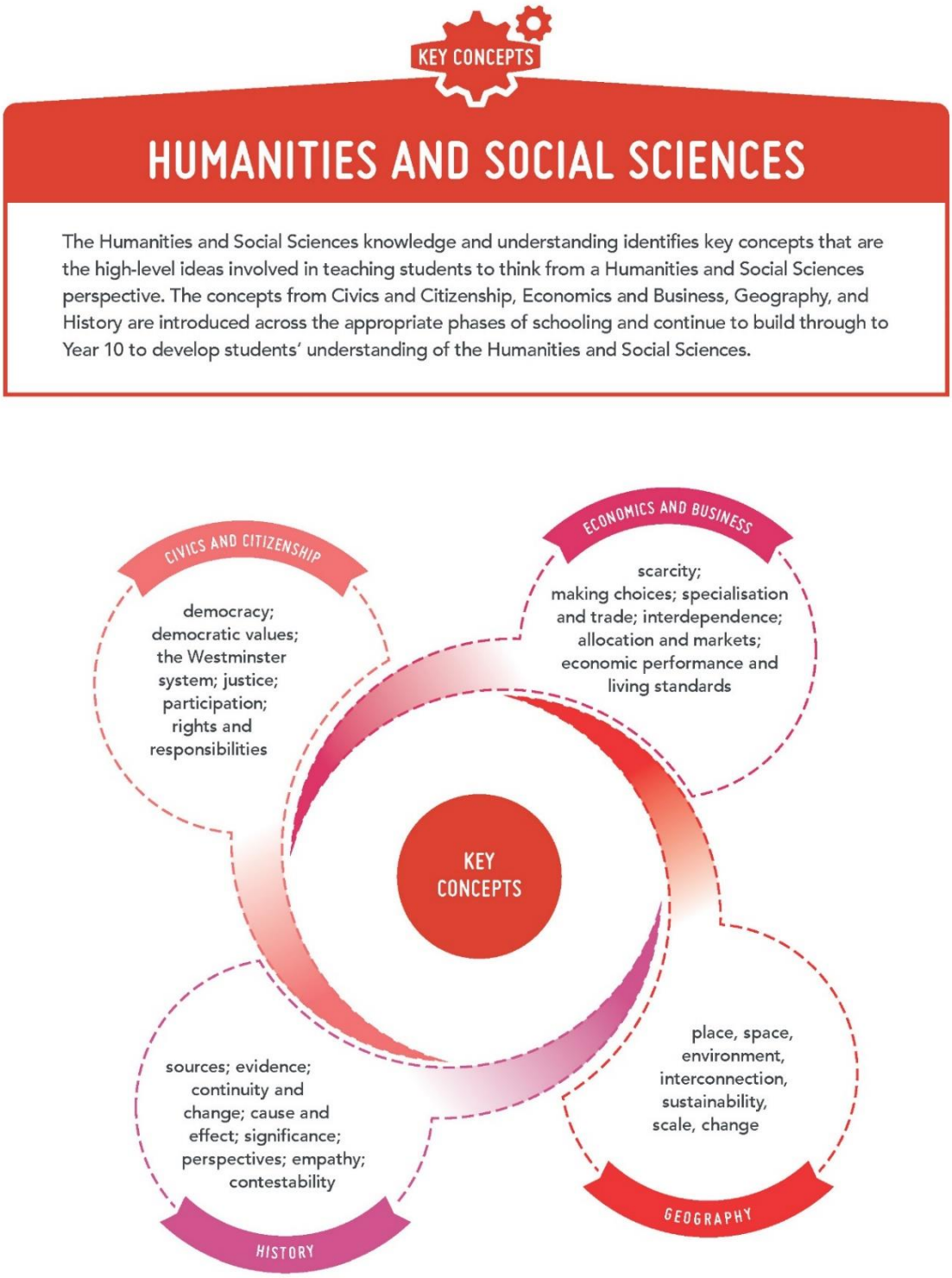
For help with planning learning experiences, teachers should consult the Christian Studies Programme document, as well as other resources on the CSA website.

When assessing students in Christian Education, assessment tasks should be focussed on class-based activities, but may occasionally include some take-home elements.

Primary Curriculum Policy
Appendices

Appendix One – Humanities and Social Sciences Key Concepts

Figure 1

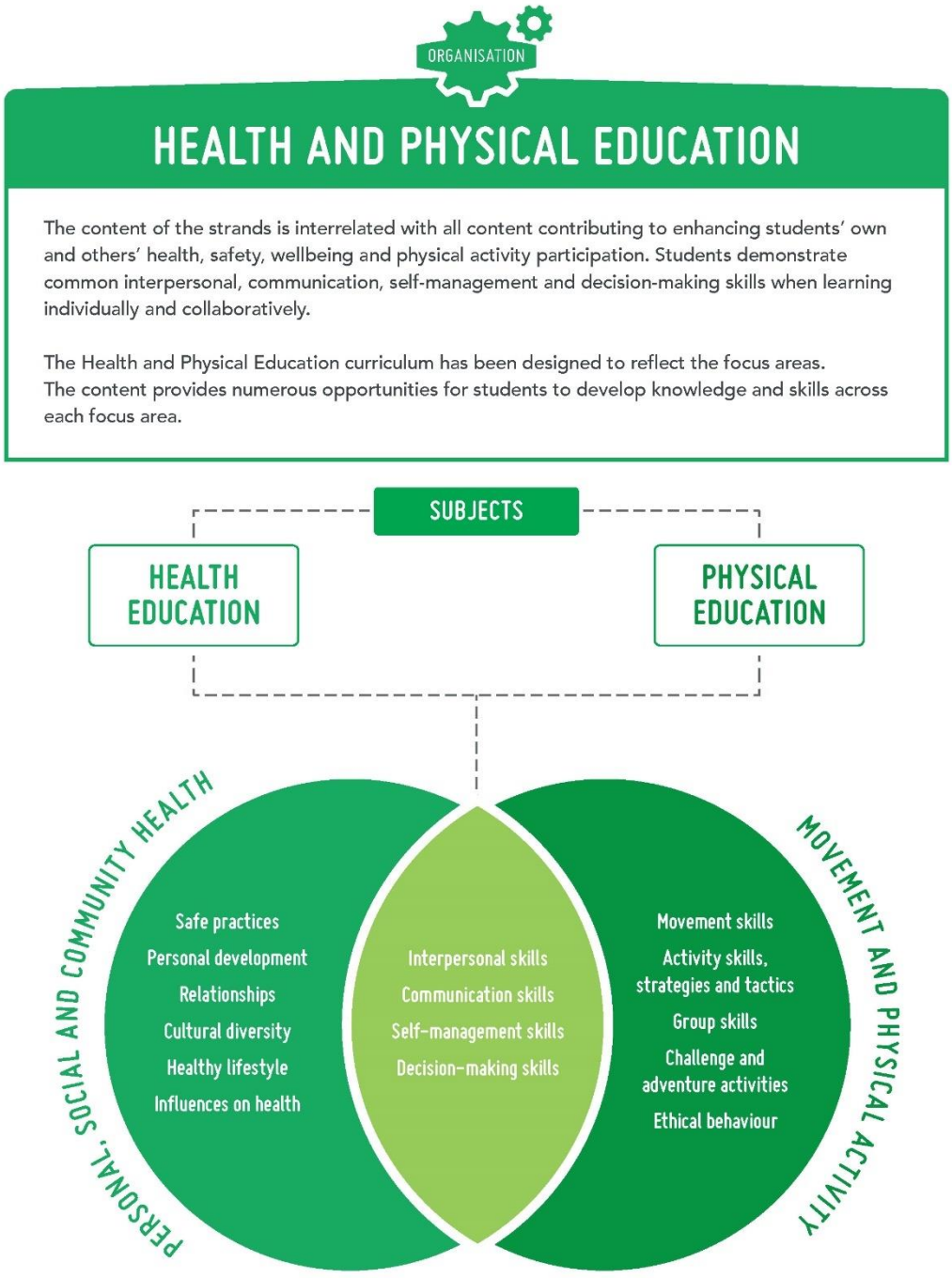


Appendix Two – Humanities and Social Sciences Skills

Figure 2

Appendix Three – Interrelation of Health and Physical Education Skills

Figure 3



Appendix Four – Christian Education Curriculum Overview

	YEAR/STAGE Ground PP-5 Grapple 6-12	GOD'S BIG STORY *Plot*	LEARN ABOUT *Wise* (Know the Path)	CALLED TO BE/DO *Peacemakers* (Walk with God)	Holistic Flourishing by Practicing
Grounded in (Pre-primary to Year 5)	Pre-primary *STORY*	What story are we in? Setting the scene.	People (characters) and Places (scenes)	*Trust* God's guidance	*Obedience* to God's Word
	Year 1 *CREATION*	Our *Purpose:* Shalom Formed	The duty and delight of *Work*	*Cultivate* god's garden	*Faithfulness* to stick at the job
	Year 2 *THE FALL*	Our *problem*: Shalom Deformed	The promise and peril of *Knowledge*	*Rethink* our wrong steps	*Humility* to listen to others, especially when mistaken
	Year 3 *REDEMPTION*	God's *Response*: Shalom Reformed	Co-operation and justice on the road to *Salvation*	*Love* sacrificially, blessing the world	*Graciousness* to help, serving even when it hurts
	Year 4 *RESTORATION*	Living with *Hope*: Shalom Transformed	The virtues and vision grounding our *Hope*	*Create* inspired signs of God's peaceful reign	*Patience* to wait with joy while working for change
	Year 5 *LOGOS*	The Word of God: A Christ-Centred Story	*Incarnation*, taking on flesh to save the world	*Serve* the least of these, leading by lifting others up	*Generous Justice* in responding to cries for the oppressed
Grappling with (Years 6-12)	Year 6 *WHICH STORY?*	One Worldview among Many: Which Story to Believe & why?	Plot (time) and Purpose (mission)	*Wrestle* with a playful God for a new name and way	*Self-control* to cling to life when it's easier to let go
	Year 7 *CREATION*	Making Shalom: Designed for Good (world *formed*)	*Work*	*Cultivate*	*Creativity*, demonstrating Responsibility
	Year 8 *THE FALL*	Breaking Shalom: Damaged by Evil (world de*formed*	*Knowledge*	*Repent*	*Discernment*, demonstrating Critical Thinking
	Year 9 *ISRAEL*	Seeking Shalom: Chosen to Bless (world *informed)*	*Wisdom*	*Bless*	*Dialogue*, demonstrating Understanding
	Year 10 *JESUS*	Saving Shalom: Restored for Better (world *reformed*)	*Reciprocity*	*Love*	*Compassion*, demonstrating Care
	Year 11 *THE CHURCH*	Embracing Shalom: Sent to Heal (world *transformed*)	*Holiness*	*Reconcile*	*Virtue*, *demonstrating inclusion*
	Year 12 *NEW CREATION*	Entering Shalom: God Sets it Right (world *conformed*)	*Hope*	*Worship*	*Gratitude*, demonstrating Integration