Systematic Curriculum Delivery

In the Diocese of Cairns

ST FRANCIS XAVIER'S SCHOOL
MANUNDA
KNOW LOVE SERVE

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Contents

INTRODUCTION

Systematic Curriculum Delivery - learning and teaching - is the core activity of our schools. Quality learning and teaching in Catholic schools is informed by:

- The educational vision, mission, policies and strategic priorities of the Diocese of Cairns
- Contemporary educational research and practices
- The needs and the aspirations of students, their families and the local community
- The knowledge and skills of teachers and support staff
- The requirements of Government educational policies and directions

Schools in the Diocese of Cairns are committed to preparing young people for tomorrow's world by providing an education that is congruent with the values of the gospels and the teachings of the Catholic Church. To realise such a system of education we hold firmly a vision for the kinds of adults our young people need to become and this is clearly articulated in our Diocesan Learning Framework.

The schools 'Effective Pedagogical Practices' defines a consistent and effective teaching approach to deliver the systematic curriculum outlined in this document to ensure that we:

excite and empower learners

to enjoy, shape and enrich our changing world,

inspired by the Gospel of Jesus Christ.

SECTION ONE: CURRICULUM OVERVIEW

This section contains information about

- Documents which Inform the Systematic Delivery of Curriculum
- Phases of Learning
- Cross Curriculum Priorities
- General Capabilities

Documents which Inform the Systematic Delivery of Curriculum

Diocesan Defining Features

- Defines the seven features of Catholic schools in the context of the Church's evolving mission in the world
- Requires our schools to seek more effective ways to respond to the educational, pastoral and spiritual needs of all

Melbourne Declaration

http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

- Promotes high-quality schooling for all Australian students and articulates two goals
- Equity and excellence
- Successful learners; confident and creative individuals; active and informed citizens

The Diocesan Learning Framework

http://www.cns.catholic.edu.au/wp-content/uploads/2013/11/Learning-Framework-low-res.pdf

- Describes the key elements that should inform curriculum planning and decision- making in our schools, along with the delivery and evaluation of curriculum in classrooms across the diocese

The Australian Curriculum

http://www.australiancurriculum.edu.au/

- Describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community
- This document is based on Version 8 of the Australian Curriculum.

Phases of Learning

Prep to Year Two - http://www.australiancurriculum.edu.au/overview/f-2

Students bring to school a wide range of experiences, abilities, needs and interests. They have a natural curiosity about their world. Their desire to make sense of the world provides a platform to plan and review their learning through interactions with others, experimentation, scaffolding, explicit teaching, practice and play in the classroom and beyond.

The Australian Curriculum builds on the key learning outcomes of the national Early Years Learning Framework.

In Foundation – Year 2, priority in the Australian Curriculum is given to literacy and numeracy development because these are the foundations on which further learning is built. The foundation for the Literacy general capability is built primarily in English; and the foundation for the Numeracy general capability is built primarily in Mathematics. However, both Literacy and Numeracy capabilities are reinforced and strengthened through learning in all areas of the curriculum.

The Foundation – Year 2 English curriculum engages students with listening, reading, viewing, speaking and writing activities for various purposes and contexts. It supports students to create and enjoy a range of literature. It presents explicit strategies for beginning reading and writing, spelling and expanding students' vocabulary. The English curriculum expands students' understanding of the conventions of spoken and written language use at home, at school, socially and in other contexts to promote skills and interest in language and its use and importance.

The Foundation – Year 2 Mathematics curriculum develops a sense of number, order, sequence, pattern and position, using the students' environment. It introduces mathematical symbols and language to communicate and explain mathematical ideas; it presents simple strategies to pose basic mathematical questions and to investigate and solve simple, concrete problems.

The development of movement skills, and social and emotional skills through physical play, and the development of knowledge and skills to help keep students safe, healthy and active are provided for in the Health and Physical Education curriculum. Purposeful exploration in personal and familiar contexts provides an opportunity for students to harness their curiosity about people, places and how their world works, as they develop skills in inquiry and investigation in Science, and Humanities and Social Sciences.

In these early years, the development of sensory, cognitive and affective appreciation of the world is provided through exploratory, analytical and creative

practices in The Arts and Technologies curricula, and through the opportunity to learn a language using the Languages curricula.

Year Three to Six - http://www.australiancurriculum.edu.au/overview/3-6

The Australian Curriculum across Years 3–6 assists students to develop their ability to take positive action for well-being; relate and communicate well with others; pose questions and solve problems; make informed decisions and act responsibly. It engages students more purposefully with the discipline knowledge, understanding and skills of the eight learning areas of the Australian Curriculum.

Literacy and numeracy are again prioritised across these years of schooling. The curriculum further builds the essential knowledge and skills in literacy, consolidating 'learning to read and write' through English, as well as increasingly using literacy skills for 'reading and writing to learn' in other learning areas. Similarly, the curriculum continues to progress the development of specific mathematical skills and knowledge, and uses these skills in learning across the curriculum to both enrich the study of other learning areas and contribute to the development of broader and deeper numeracy skills. The development of Information and Communication Technology Capability is more apparent across the curriculum at this level.

The English curriculum provides opportunities to develop further understanding of grammar and language, and the skills to articulate this knowledge. More complex punctuation, clause and sentence structures, textual purposes and patterns are introduced, as are skills for classifying word, sentence and text structure and the metalanguage to communicate these ideas. Students engage with different forms (narrative, prose, plays and film) and purposes of written and spoken language to develop their skills for text creation.

The Mathematics curriculum extends key understandings of number, patterns and relationships, measurement and geometry, and statistics. The introduction of fractions and decimals is important; it represents a key challenge for students at this stage. While relevant mathematics and active and concrete experiences remain important, there is an increasing use of models, pictures and symbols to represent and communicate mathematical ideas.

The Science curriculum focuses on recognising questions of interest that can be investigated scientifically and investigating them in an increasingly systematic way. Skills and techniques to conduct a fair test using variables, accurate measurement and the idea of cause and effect, and evidence and explanation are highlighted.

The Humanities and Social Sciences curriculum continues to draw on students' growing experience of community and the wider world to develop their understanding of the world, its systems, and students' relationship to other people,

places and systems, past and present. Methodical investigation using observations and concrete information sources offers opportunities to develop skills of inference, prediction, reflection and generalisation, which enhance conceptual development.

An increasing range of movement activities, including more specialised movement skills, structured games, fitness and challenge and adventure activities, is introduced in the Health and Physical Education curriculum. Critical and creative thinking is encouraged in both movement and health by questioning contextual factors. The focus of social and emotional skill development broadens to working effectively with others, understanding and valuing diversity, challenging stereotypes, managing change and negotiating roles and responsibilities.

The Arts curriculum in these years introduces description and interpretation of art works across dance, drama, media arts, music and visual arts. It introduces and develops knowledge and use of subject-specific skills and techniques, and uses these in the production of artworks, including performance. The Arts in the primary years encourages engagement with local artworks and those from around Australia and from further afield.

The Technologies curriculum, in Years 3–6 Design and Technologies, introduces a systematic approach for students to design, produce and evaluate a range of designed solutions in at least three technologies contexts, considering sustainability and future use. In Digital Technologies, there is a focus on knowledge and understanding of data, digital systems and their interactions; and computational thinking skills and their application to design and implementation of digital solutions.

Cross Curriculum Priorities

http://www.australiancurriculum.edu.au/crosscurriculumpriorities/overview/introduction

Cross Curriculum Priorities equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

With these considerations and the Melbourne Declaration on Educational Goals for Young Australians in mind, the Australian Curriculum gives special attention to three priorities:

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Active engagement of inclusive curriculum practices, which reflect Aboriginal and Torres Strait Islander perspectives, knowledge, histories, cultures and spirituality. A genuine commitment to Reconciliation, guided by principles of personal dignity, social justice and equity, which reflects the Gospel message and the mission of the Church. The curriculum provides opportunities to value and respect:

- traditional knowledge and practices
- culture and natural heritage
- spirituality

and to critically examine and/or challenge:

- social constructs
- prejudice and racism

ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

This perspective requires students to develop skills, knowledge and understandings related to Asia and Australia's engagement with Asia. The curriculum provides opportunities to know, understand and be able to:

- Understand 'Asia'
- Develop informed attitudes and values
- Know about contemporary and traditional Asia
- Connect Australia and Asia
- Communicate effectively with people of the Asian region both within and outside Australia confidently

SUSTAINABILITY

Education for sustainability develops the knowledge, skills and values necessary for people to act in ways that contribute to more sustainable patterns of living. It is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through action that recognises the relevance and interdependence of environmental, social, cultural and economic considerations. The curriculum provides opportunities to reflect upon:

- The gift of creation
- An attitude of responsible stewardship

and to critically examine and/or challenge:

- the impact of human interaction with the natural, built and social environment
- current environmental issues

As a Catholic school we have three additional priorities:

CATHOLIC ETHOS

The overarching purpose of Catholic schools of the past, as well as the future, is to bring the Good News of Jesus to all who hear it. In the midst of a world of educational, social and economic change the focus on the holistic growth of the individual remains the surest way catholic school can prepare students for the uncertainties of the future. The curriculum provides opportunities for young people to connect their curriculum experiences to a living Christian faith.

Defining Features, Diocese of Cairns

INCLUSIVE EDUCATION

It is by the quality of interactions and relationships that all students learn to understand and appreciate difference, to value diversity and learn to respond with dignity and respect to all through mutually enriching interactions. The curriculum provides equitable access for and/or positive interactions with students from different backgrounds and with diverse needs and abilities.

SOCIAL EMOTIONAL LEARNING

Social and emotional competencies are integral to academic and work success and are the basis of resilience, relational quality and social capital. The curriculum provides opportunities to develop:

- Self Awareness

- Social Awareness
- Responsible Decision Making
- Self-Management
- Relationship Management

Cross-curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning areas.

General Capabilities

http://www.australiancurriculum.edu.au/generalcapabilities/overview/introduction

General capabilities encompass skills, behaviours and dispositions that students develop and apply to content knowledge and that support them in becoming successful learners, confident and creative individuals and active and informed citizens.

Throughout their schooling students develop and use these capabilities in their learning across the curriculum, in co-curricular programs and in their lives outside school.

LITERACY

Students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading, viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas.
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)

NUMERACY

Students become numerate as they develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives in ways that are constructive and meaningful.

As they become numerate, students develop and use mathematical skills related to:

- Calculation and number
- Patterns and relationships
- Proportional reasoning
- Spatial reasoning

- Statistical literacy
- Measurement

INFORMATION AND COMMUNICATION TECHNOLOGY

Students develop ICT competence when they learn to:

- Investigate with ICT: using ICT to plan and refine information searches; to locate and access different types of data and information and to verify the integrity of data when investigating questions, topics or problems
- Create with ICT: using ICT to generate ideas, plans, processes and products to create solutions to challenges or learning area tasks
- Communicate with ICT: using ICT to communicate ideas and information with others adhering to social protocols appropriate to the communicative context (purpose, audience and technology)
- Operate ICT: applying technical knowledge and skills to use ICT efficiently and to manage data and information when and as needed
- Apply appropriate social and ethical protocols and practices to operate and manage ICT.

CRITICAL AND CREATIVE THINKING

Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In learning to think broadly and deeply students learn to use reason and imagination to direct their thinking for different purposes. In the context of schooling, critical and creative thinking are integral to activities that require reason, logic, imagination and innovation.

As they develop critical and creative thinking students learn to:

- Pose insightful and purposeful questions
- Apply logic and strategies to uncover meaning and make reasoned judgments
- Think beyond the immediate situation to consider the ‘big picture’ before focusing on the detail
- Suspend judgment about a situation to consider alternative pathways
- Reflect on thinking, actions and processes
- Generate and develop ideas and possibilities
- Analyse information logically and make reasoned judgments
- Evaluate ideas and create solutions and draw conclusions
- Assess the feasibility, possible risks and benefits in the implementation of their ideas
- Transfer their knowledge to new situations

ETHICAL BEHAVIOUR

Students develop ethical behaviour as they learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical

principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.

As they develop ethical behaviour students learn to:

- Recognise that everyday life involves consideration of competing values, rights, interests and social norms
- Identify and investigate moral dimensions in issues
- Develop an increasingly complex understanding of ethical concepts, the status of moral knowledge and accepted values and ethical principles
- Explore questions such as:
    1. What is the meaning of right and wrong and can I be sure that I am right?
    2. Why should I act morally?
    3. Is it ever morally justifiable to lie?
    4. What role should intuition, reason, emotion, duty or self-interest have in ethical decision making?

PERSONAL AND SOCIAL COMPETENCE

Students develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. This involves recognising and regulating their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

As they develop personal and social competence students learn to:

- Recognise and understand their own emotions, values and strengths, have a realistic assessment of their own abilities and a well-grounded sense of self-esteem and self-confidence (Self-awareness)
- Manage their emotions and behaviour, persevere in overcoming obstacles, set personal and academic goals, develop self-discipline, resilience, adaptability and initiative (Self-management)
- Perceive and understand other people's emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)
- Form positive relationships, manage and influence the emotions and moods of others, cooperate and communicate effectively with others, work in teams, build leadership skills, make decisions, resolve conflict and resist inappropriate social pressure (Social management).

INTERCULTURAL UNDERSTANDING

Students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures

and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise commonalities and differences, create connections and cultivate respect between people.

As they develop intercultural understanding students learn to:

- Identify increasingly sophisticated characteristics of their own cultures and the cultures of others
- Recognise that their own and others' behaviours, attitudes and values are influenced by their languages and cultures
- Consider what it might be like to 'walk in another's shoes'
- Compare the experiences of others with their own, looking for commonalities and differences between their lives and seeking to understand these
- Reflect on how intercultural encounters have affected their thoughts, feelings and actions
- Accept that there are different ways of seeing the world and live with that diversity
- Stand between cultures to facilitate understanding
- Take responsibility for developing and improving relationships between people from different cultures in Australia and in the wider world
- Contribute to and benefit from reconciliation between Indigenous and non-Indigenous Australians.

Students with Diverse Learning Needs

http://www.australiancurriculum.edu.au/studentdiversity/student-diversity-advice

All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs. We use the Australian Curriculum to develop teaching and learning programs that build on students' interests, strengths, goals and learning needs, and address the cognitive, affective, physical, social and aesthetic needs of all students.

Personalising the learning and teaching program enables teachers to:

- meet the learning needs of students with disability, gifted and talented students, and students for whom English is an additional language or dialect
- select age-equivalent content that is meaningful and respects students' individual needs, strengths, language proficiencies and interests
- provide stimulating learning experiences that challenge, extend and develop the gifts and talents of all students
- use their knowledge of students' individual needs, strengths and interests to ensure access to the teaching and learning program.

SECTION TWO: SCHOOL PROFILE

St Francis Xavier's Catholic Primary School is an inner city school in the unique tropical north region of Cairns. Our school community gathers from all parts of the Cairns area. Our student enrolment encompasses a diverse range of nationalities from many parts of the world. It also includes students from Torres Strait and Indigenous cultures.

St Francis Xavier's School has a multicultural diversity of children and time is taken to encompass the language, religion, economy, government and other cultural phenomena from the children's background which then connects to the children's real world.

St Francis Xavier's was founded by the Sister's of Saint Joseph in 1961. The school continues the traditions and charism of the Sisters of St Joseph and celebrates the major feast days of Mary MacKillop, St Joseph and St Francis Xavier. 'Never see a need without doing something about it!' www.marymackillopplace.org.au. Geographically, St Francis Xavier's is located within the Cairns West Parish. Providing a distinctive 'Catholic Education' with a real-life and inclusive approach to Religious Education and Spiritual Formation, St Francis Xavier's strives to live out the motto – To Know, Love and Serve God and each other.

In developing this Systemic Curriculum Delivery documentation, consultation was sought from staff through the Professional Learning Communities. Teaching staff have been consulted during various staff meetings throughout the year with the CES Curriculum Officer's support and input. Teachers have been introduced to the curriculum including the Achievement Standards, Rationale and Pedagogy.

The Mission Statement at Saint Francis School highlights the importance of the religious faith of staff and their commitment to Gospel values in their daily lives, the development of genuine relationships in the school community in an environment that teaches the values of trust, respect, responsibility, empathy, trust, compassion, forgiveness, equity, integrity and community.

Saint Francis Xavier's School is one of the 29 Catholic Schools and Colleges in the diocese of Cairns and has an enrolment of approximately 530 students. The school is currently staffed by a Principal, APRE, APA, HOLT (Head of Learning and Teaching), LST, ILO, Specialist Teachers in The Arts, HPE, LOTE, Classroom teachers and School Officers. All classrooms from Prep to Year 6 have interactive whiteboards and/or apple TV. Students have access to laptops, iPads and mobile devices.

One of our ongoing commitments is to being an Asian Literate School, establishing cultural awareness, understanding and friendship with our Asian neighbours. Our school has established a Sister School relationship with Taketoyo community in Japan. Our year 6 students are invited to visit their Sister School every second year, which is currently under review. Taketoyo School students visit every year. We also

have a strong relationship with Notre Dame Catholic School in Kyoto who also visit each year.

In developing this Systemic Curriculum Delivery document, consultation was sought from staff through the Professional Learning Communities. Teaching staff have been consulted during various staff meetings throughout the year with the CES Curriculum Officer's support and input. Teachers have been introduced to the curriculum including the Achievement Standards, Rationale and Pedagogy.

Teachers and parents have access to this Systemic Curriculum Document through the Staff and Parent Portals located on the Saint Francis Xavier's main Portal.

Catholic Education School Effectiveness Framework and Leadership Framework are companion documents which capture the 'what' and 'how' of the work of the school. The School Effectiveness Framework can be located on the Staff and Parent Portal which identifies ten interrelated dimensions that provide Saint Francis Xavier's with a structure for planning, monitoring, evaluating and reporting to support the well-being and learning of all students.

The Pedagogical approach to the delivery of Curriculum is identified in the Effective Pedagogical Practices at Saint Francis Xavier's school. The EPP is the key to improving student learning throughout the school.

Close communication and engagement with parents and the local Christian community is seen as vitally important to the effectiveness of the mission of the school.

SECTION THREE: LEARNING AREA PLANS

For each Learning Area of the Australian Curriculum this section contains the following:

- Rationale - the **why**
- Aims and Achievement Standards - the **what**
- Time Allocation
- Sequence and Scope – the **when**
- Resources – a list of generic resources that can be used to teach this area

English http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=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 plays a key role in the development of reading and literacy skills which help 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 Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Australia is a linguistically and culturally diverse country, with participation in many aspects of Australian life dependent on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes to nation-building and to internationalisation.

The Australian Curriculum: English 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 Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

Aims

The Australian Curriculum: English 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.

Achievement Standards

Prep	**Receptive modes (listening, reading and viewing)** By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words. **Productive modes (speaking, writing and creating)** Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.
Year 1	**Receptive modes (listening, reading and viewing)** By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature. Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills. ‘ **Productive modes (speaking, writing and creating)** Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

Year 2	**Receptive modes (listening, reading and viewing)** By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. **Productive modes (speaking, writing and creating)** When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.
Year 3	**Receptive modes (listening, reading and viewing)** By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills. **Productive modes (speaking, writing and creating)** Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

Year 4	**Receptive modes (listening, reading and viewing)** By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions. **Productive modes (speaking, writing and creating)** Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.
Year 5	**Receptive modes (listening, reading and viewing)** By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. **Productive modes (speaking, writing and creating)** Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.
Year 6	**Receptive modes (listening, reading and viewing)** By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas. **Productive modes (speaking, writing and creating)**

	Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

Time Allocation

Prep to 2	Year 3 and 4	Year 5 and 6
At SFX staff allocate time for English in a Literacy Block for a total of 9 hours per week in the lower school. This includes reading and library.	At SFX staff allocate 8 hours per week in the middle school. This includes reading and library.	At SFX staff allocate 7.5 hours per week in the upper school. This includes reading and library.

Mathematics http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?layout=1

Rationale

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: 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 has its own value and beauty and the Australian Curriculum: 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. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The Australian Curriculum: Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom. In science, for example, understanding sources of error and their impact on the confidence of conclusions is vital, as is the use of mathematical models in other disciplines. In geography, interpretation of data underpins the study of human populations and their physical environments; in history, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative and spatial information is an important aspect of making meaning of texts.

The curriculum anticipates that schools will ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. The Mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Aims

The Australian Curriculum: 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.

Achievement Standards

Prep	By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.
Year 1	By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays. Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences.
Year 2	By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information. Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.
Year 3	By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information.

	Students recognise angles in real situations. They interpret and compare data displays. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables.
Year 4	By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness. Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.
Year 5	By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students interpret different data sets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and

	decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.
Year 6	By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.

Time Allocations

Prep to 2	Year 3 and 4	Year 5 and 6
At SFX staff allocate 6.5 hours per week in the lower school.	At SFX staff allocate 5.5 hours per week in the middle school.	At SFX staff allocate 5.5 hours per week in the upper school.

Science http://www.australiancurriculum.edu.au/science/curriculum/f-10?layout=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 Australian Curriculum: Science 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 ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident, self-motivated and active members of our society.

Aims

The Australian Curriculum: Science 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 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.

Achievement Standards

Prep	By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events.
Year 1	By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.
Year 2	By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives. Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.
Year 3	By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions. Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.
Year 4	By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They describe how contact and non-contact forces affect interactions between objects. They discuss how natural processes and human activity cause changes to Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions. Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They use provided tables and column graphs to organise data and identify patterns. Students suggest

	explanations for observations and compare their findings with their predictions. They suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.
Year 5	By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.
Year 6	By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.

Time Allocation

Prep to 2	Year 3 and 4	Year 5 and 6
At SFX staff allocate 1 hour per week in the lower school.	At SFX staff allocate 1 hour 45 mins per week in the middle school.	At SFX staff allocate 1 hour 45 mins per week in the upper school.

Humanities and Social Sciences

http://www.australiancurriculum.edu.au/humanities-and-social-sciences/introduction

Rationale

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

The Australian Curriculum for the Humanities and Social Sciences plays an important role in harnessing students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

Thinking about and responding to issues requires an understanding of different perspectives; the key historical, geographical, political, economic and societal factors involved; and how these different factors interrelate. The Humanities and Social Sciences in F–6/7, which encompasses the knowledge and understandings of history, geography, civics and citizenship, and economics and business, gives students a deep understanding of the world they live in from a range of perspectives, past and present, and encourages them to develop an appreciation and respect for social, cultural and religious diversity.

The Australian Curriculum for the Humanities and Social Sciences empowers students to shape change by developing a range of skills to enable them to make informed decisions and solve problems. The subject provides students with the skills, behaviours and capabilities that will equip them to face challenges in their lifetime and to participate in and contribute to the wellbeing and sustainability of the environment, the economy and society. Through studying Humanities and Social Sciences, students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Through the Humanities and Social Sciences, students become well placed to contribute to Australia's ideas of a cohesive society, sustainable environment, productive economy and stable democracy.

Aims

The F–6 Australian Curriculum for Humanities and Social Sciences aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena

- key historical, geographical, civic and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- the capacity to use inquiry methods and skills, including questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including critical and creative problem-solving, informed decision making, responsible and active citizenship, enterprising financial behaviour and ethical reflection.

Achievement Standards

Prep	By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places. **HISTORY ACHIEVEMENT STANDARD** By the end of the Foundation year, students identify important events in their own lives. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students sequence familiar events in order. They respond to questions about their own past. Students relate a story about their past using a range of texts. **GEOGRAPHY ACHIEVEMENT STANDARD** By the end of Foundation Year, students describe the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people. Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share and compare observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.
Year 1	By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for. Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

	HISTORY ACHIEVEMENT STANDARD By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. Students sequence personal and family events in order, using everyday terms about the passing of time. They respond to questions about the past using sources provided. Students relate stories about life in the past, using a range of texts. **GEOGRAPHY ACHIEVEMENT STANDARD** By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and identify where features of places are located. They recognise that people describe the features of places differently. Students identify changes in features and describe how to care for places. Students respond to questions about familiar and unfamiliar places by locating and interpreting information from sources provided. They represent the location of different places and their features on labelled maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.
Year 2	By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time. **HISTORY ACHIEVEMENT STANDARD** By the end of Year 2, students describe a person, site and/or event of significance in the local community. They identify how and why the lives of people have changed over time while others have remained the same.

	Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided to answer these questions and to identify a point of view. They compare objects from the past and present. Students develop a narrative about the past using a range of texts. **GEOGRAPHY ACHIEVEMENT STANDARD** By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. Students recognise that the world can be divided into major geographical divisions. They describe how people in different places are connected to each other and identify factors that influence these connections. They explain why places are important to people, recognising that places have meaning. Students pose questions about familiar and unfamiliar places and answer them by locating information from observations and from sources provided. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.
Year 3	By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities. Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms **HISTORY ACHIEVEMENT STANDARD** By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe

	aspects of their community that have changed and remained the same over time. They identify the importance of different celebrations and commemorations for different groups. Students sequence information about events and the lives of individuals in chronological order. They pose questions about the past and locate and collect information from sources (written, physical, visual, oral) to answer these questions. They analyse information to identify a point of view. Students develop texts, including narrative accounts, using terms denoting time. **GEOGRAPHY ACHIEVEMENT STANDARD** By the end of Year 3, students describe the location of the states and territories of Australia, the location of selected Aboriginal and Torres Strait Islander Countries/Places and selected countries neighbouring Australia. They describe the characteristics of different places at local scales and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places and recognise that people have different perceptions of places. Students pose geographical questions and locate and collect information from different sources to answer these questions. They record and represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to identify and describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They reflect on their learning to suggest individual action in response to a geographical challenge. **CIVICS AND CITIZENSHIP ACHIEVEMENT STANDARD** By the end of Year 3, students explain the role of rules in their community and the importance of making decisions democratically. They describe how people participate in their community as active citizens. Students pose simple questions about the society in which they live. They collect information from sources to answer these questions. They examine information to identify a point of view and draw simple conclusions. Students share their views on an issue and describe how they participate in a group. They present their ideas and conclusions in oral, visual and written forms using civics and citizenship terms.
Year 4	By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment

	and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge. Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms. **HISTORY ACHIEVEMENT STANDARD** By the end of Year 4, students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They develop questions about the past and locate, collect and sort information from different sources to answer these questions. They analyse sources to detect points of view. Students develop and present texts, including narrative recounts, using historical terms. **GEOGRAPHY ACHIEVEMENT STANDARD** By the end of Year 4, students describe the location of selected countries using compass direction. They describe and compare the characteristics of places in different locations at local to national scales. They identify the interconnections between components of the environment and between people and the environment. Students recognise the importance of the environment and identify different possible responses to a geographical challenge. Students develop geographical questions to investigate and locate, collect and sort information and data from different sources to answer these questions. They record and represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using grid references and compass direction. Students interpret geographical data to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts.

	They propose individual action in response to a local geographical challenge and identify some possible effects of their proposed action. **CIVICS AND CITIZENSHIP ACHIEVEMENT STANDARD** By the end of Year 4, students identify structures and decisions that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. Students develop questions about the society in which they live and locate and collect information from different sources to answer these questions. They examine information to distinguish between facts and opinions,identify points of view and to draw conclusions. They share their points of view, respecting the views of others, and identify the groups they belong to. Students present ideas and conclusions using discipline-specific terms in a range of communication forms.
Year 5	By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge. Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

History Achievement Standard

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past.

Students sequence information about events and the lives of individuals in chronological order using timelines. When researching, students develop questions for a historical inquiry. They identify a range of sources and locate, collect and organise information related to this inquiry. They analyse sources to determine their origin and purpose and to identify different viewpoints. Students develop, organise and present their texts, particularly narrative recounts and descriptions, using historical terms and concepts.

Geography Achievement Standard

By the end of Year 5, students describe the location of selected countries in relative terms. They explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. They identify and describe different possible responses to a geographical challenge.

Students develop appropriate geographical questions for an investigation. They locate, collect and organise data and information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title and north point. They describe the location of places and their characteristics using compass direction and distance. Students interpret maps, geographical data and other information to identify and describe spatial distributions, simple patterns and trends, and suggest conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the possible effects of their proposed action.

Civics and Citizenship Achievement Standard

By the end of Year 5, students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They identify various ways people can participate effectively in groups to achieve shared goals and describe different views on how to respond to a current issue or challenge.

Students develop questions for an investigation about the society in which they live. They locate and collect information from different sources to answer these questions. They examine sources to determine their purpose and identify different viewpoints. They interpret information to suggest

	conclusions based on evidence. Students identify possible solutions to an issue as part of a plan for action and reflect on how they work together. They present their ideas, conclusions and viewpoints in a range of communication forms using civics and citizenship terms and concepts. **ECONOMICS AND BUSINESS ACHIEVEMENT STANDARD** By the end of Year 5, students distinguish between needs and wants and recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers. Students identify individual strategies that can be used to make informed consumer and financial choices. Students develop questions for an investigation about an economics or business issue or event. They locate and collect data and information from a range of sources to answer these questions. They examine sources to determine their purpose and suggest conclusions based on evidence. They interpret, sort and represent data in different formats. They generate alternative responses to an issue or challenge and reflect on their learning to propose action, describing the possible effects of their decision. Students apply economics and business skills to everyday problems. They present their ideas, findings and conclusions in a range of communication forms using economics and business terms.
Year 6	By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge. Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and

	represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms. **HISTORY ACHIEVEMENT STANDARD** By the end of Year 6 students explain the significance of an event/development, an individual or group. They identify and describe continuities and changes for different groups in the past. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students sequence information about events and the lives of individuals in chronological order and represent time by creating timelines. When researching, students develop appropriate questions to frame a historical inquiry. They identify a range of primary and secondary sources and locate, collect,organise and categorise relevant information to answer inquiry questions. They analyse information or sources for evidence to determine their origin and purpose and to identify different perspectives. Students develop texts, particularly narrative recounts and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts, and incorporate relevant sources. **GEOGRAPHY ACHIEVEMENT STANDARD** By the end of Year 6, students describe the location of places in selected countries in absolute and relative terms. They describe and explain the diverse characteristics of places in different locations from local to global scales. They describe the interconnections between people in different places, identify factors that influence these interconnections and describe how interconnections change places and affect people. They identify and compare different possible responses to a geographical challenge. Students develop appropriate geographical questions to frame an inquiry. They locate, collect and organise useful data and information from primary and secondary sources. They record and represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. Students interpret maps, data and other information to identify, describe and compare spatial distributions, patterns and trends, to infer relationships and to draw conclusions. They present findings and ideas using geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge and describe the probable effects of their proposal.

	CIVICS AND CITIZENSHIP ACHIEVEMENT STANDARD By the end of Year 6, students explain the role and importance of people, institutions, and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students develop appropriate questions to frame an investigation about the society in which they live. They locate, collect and organise useful information from a range of different sources to answer these questions. They examine sources to determine their origin and purpose and describe different perspectives. They evaluate information to draw conclusions. When planning for action, they identify different points of view and solutions to an issue. They reflect on their learning to identify the ways they can participate as citizens in the school or elsewhere. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials and civics and citizenship terms and concepts. **ECONOMICS AND BUSINESS ACHIEVEMENT STANDARD** By the end of Year 6, students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. Students develop appropriate questions to frame an investigation about an economics or business issue, challenge or event. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and evaluate evidence to draw conclusions. They interpret, organise and represent data in a range of formats using appropriate conventions. They generate alternative responses to an issue or challenge and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to a challenge and identify the possible effects of their decision. They apply economics and business knowledge and skills to familiar problems. Students present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials and economics and business terms.

Time Allocation

Prep to 2	Year 3 and 4	Year 5 and 6
At SFX staff allocate the following time to subject areas: History 0.5 Geography 0.5	At SFX staff allocate the following time to subject areas: History 1.0 Geography 1.0 Civics and Citizenship 0.5	At SFX staff allocate the following time to subject areas: History 1.0 Geography 1.0 Civics and Citizenship 0.5 Business and Economic 0.5 (currently being taught, but awaiting confirmation from CES)

Health and Physical Education http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1

Rationale

In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. This is a strong investment in the future of the Australian population.

Technology and media will continue to transform our lives and change the way we communicate. Some health issues will endure while new ones will emerge. New forms of physical activity will become available. Students need critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also need to be resilient, to develop empathy and to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Aims

The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan

- develop and use personal, behavioural, social and cognitive 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 understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Achievement Standards

Prep	By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.
Year 1/2	By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.
Year 3/4	By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity. Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.
Year 5/6	By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and

	others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.

Time Allocation

Prep to 2	Year 3 and 4	Year 5 and 6
HPE is a shared responsibility between classroom teachers and the HPE specialist teacher. Health and Physical Education to total 2 hours a week.	HPE is a shared responsibility between classroom teachers and the HPE specialist teacher. Health and Physical Education to total 2 hours a week.	HPE is a shared responsibility between classroom teachers and the HPE specialist teacher. Health and Physical Education to total 2 hours a week.

The Arts http://www.australiancurriculum.edu.au/the-arts/introduction

In the Australian Curriculum, The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Australian Curriculum: The Arts comprises five subjects:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts.

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 five arts subjects in the Australian Curriculum provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Rich in tradition, the arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world. The Australian Curriculum: The Arts values, respects and explores the significant contributions of Aboriginal and Torres Strait Islander Peoples to Australia's arts heritage and contemporary arts practices through their distinctive ways of representing and communicating knowledge, traditions and experience. In The Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the arts. They acquire knowledge, skills and understanding specific to The Arts subjects and develop critical understanding that informs decision-making and aesthetic choices. Through The Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. They learn that designing, producing and resolving their work is as essential to learning in the arts as is creating a finished artwork. Students develop their arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the arts subjects. Arts learning provides students with opportunities to engage with creative industries and arts professionals.

The arts entertain, challenge, provoke 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 response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

This rationale is extended and complemented by the specific rationale for each arts subject.

Aims

The Australian Curriculum: The Arts aims to develop students':

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia's histories and traditions through the arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

These aims are extended and complemented by specific aims for each arts subject.

Achievement Standards

Music	
Prep to Year 2	By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.
Year 3 and Year 4	By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.
Year 5 and Year 6	By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

Achievement Standards

Dance	
Prep to Year 2	By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.
Year 3 and Year 4	By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending on the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.
Year 5 and Year 6	By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.

Achievement Standards

Drama	
Prep to Year 2	By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.
Year 3 and Year 4	By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.

Achievement Standards

Visual Arts	
Prep To Year 2	By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.
Year 3 And Year 4	By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.
Year 5 And Year 6	By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.

Achievement Standards

Media Arts	
Prep to Year 2	By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.
Year 3 and Year 4	By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.
Year 5 and Year 6	By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places. Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.

Time Allocation

Prep to 2	Year 3 and 4	Year 5 and 6
At SFX the specialist ARTS teacher is responsible for a 40minute lesson each week covering Music, Dance, Drama. Classroom teachers are responsible for teaching Media and Visual Arts. Total allocation is 1.0 hr a week.	At SFX the specialist ARTS teacher is responsible for a 40minute lesson each week covering Music, Dance, Drama. Classroom teachers are responsible for teaching Media and Visual Arts. Total allocation is 1.5 hrs a week.	At SFX the specialist ARTS teacher is responsible for a 40minute lesson each week covering Music, Dance, Drama. Classroom teachers are responsible for teaching Media and Visual Arts. Total allocation is 1.5 hrs a week.

Technologies http://www.australiancurriculum.edu.au/technologies/introduction

Rationale

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively 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 Australian Curriculum: Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

All young Australians should develop capacity for action and a critical appreciation of the processes through which technologies are developed and how technologies can contribute to societies. Students need opportunities to consider the use and impact of technological solutions on equity, ethics, and personal and social values. In creating solutions, as well as responding to the designed world, students consider desirable sustainable patterns of living, and contribute to preferred futures for themselves and others.

This rationale is extended and complemented by specific rationales for each Technologies subject.

Aims

The Australian Curriculum: Technologies aims to develop the knowledge, understanding 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.

These aims are extended and complemented by specific aims for each Technologies subject.

Achievement Standards

Prep to Year 2	By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet a range of present needs. They list the features of technologies that influence design decisions and identify how digital systems are used. Students identify needs, opportunities or problems and describe them. They collect, sort and display familiar data from a range of sources and recognise patterns in data. Students record design ideas using techniques including labelled drawings, lists and sequenced instructions. They design solutions to simple problems using a sequence of steps and decisions. With guidance, students produce designed solutions for each of the prescribed technologies contexts. Students evaluate their ideas, information and solutions on the basis of personal preferences and provided criteria including care for the environment. They safely create solutions and communicate ideas and information face-to-face and online.
Year 3 and Year 4	By the end of Year 4, students describe how social, technical and sustainability factors influence the design of solutions to meet present and future needs. They describe features of technologies that influence design decisions and how a range of digital systems can be used. Students outline and define needs, opportunities or problems. They collect, manipulate and interpret data from a range of sources to support decisions. Students generate and record design ideas for an audience using technical terms and graphical and non-graphical representation techniques including algorithms. They plan a sequence of steps (algorithms) to create solutions, including visual programs. Students plan and safely produce designed solutions for each of the prescribed technologies contexts. They use identified criteria for success, including sustainability considerations, to judge the suitability of their ideas, solutions and processes. Students use agreed protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online.
Year 5 and Year 6	By the end of Year 6, students explain how social, ethical, technical and sustainability considerations influence the design of solutions to meet a range of present and future needs. They explain how the features of technologies influence design decisions and how digital systems are connected to form networks. Students describe a range of needs, opportunities or problems and define them in terms of functional requirements. They collect and validate data from a range of sources to assist in making judgements. Students generate and record design ideas for specified audiences using appropriate technical terms, and graphical and non-graphical representation techniques including algorithms. They plan, design, test, modify and create digital solutions that meet intended purposes including user interfaces and a visual program. Students plan and document processes and resources and safely produce designed solutions for each of the prescribed technologies contexts. They negotiate criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas, solutions and processes. Students use ethical, social and technical protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online.

Time Allocation

Prep to 2	Year 3 and 4	Year 5 and 6
At SFX staff allocate 0.5 hour a week.	At SFX staff allocate 1 hour a week.	At SFX staff allocate 1.5 hours a week.

SECTION FOUR: LEARNING AND TEACHING

Teacher Planning

Year level teachers are responsible for developing units of work (unit plans) for their class. They use the Backwards Design process (*Understanding by Design* Wiggins., G and Mctighe., J) when developing these plans.

Unit plans include:

- A unit overview and time frame
- The achievement standard being addressed
- Content Descriptions - the essential or core elements to be delivered in relation to knowledge and understanding of what the students need to know and what students need to be able to do with what they know
- Assessment tasks, techniques and recording instruments to be used
- Links to the Diocesan Learning Framework and School Curriculum Document
- An indication of the Cross Curriculum Priorities that are to be addressed
- An indication of the General Capabilities that are to be addressed
- Identification of curriculum integration where appropriate
- The learning / teaching strategies and resources required to teach the unit
- Differentiation strategies - the way in which the learning will be modified for learners with special needs i.e. working beyond or below the required standard.
- Reflective practices for evaluation.

Teachers' plans and assessment records are to be of a professional standard and should reflect a knowledge of and familiarity with the relevant framework and support documents as well as school policies. They are regularly monitored by members of the school leadership team to ensure alignment with school based documents.

Pedagogical Practices

Highly effective teaching is the key to improving student learning throughout the school. We use research-based teaching practices in all learning areas to ensure that every student is engaged, challenged and learning successfully.

The school-based "Effective Pedagogical Practices" document/site has been developed to guide and reflect our teachers' commitment to a consistent and effective teaching approach. Through this commitment, we are ensuring that our students are able to clearly articulate what it means to be a 'visible learner'.

Assessment and Reporting

For continuous improvement in student learning it is important that we:

- systematically use data and evidence to plan for the learning needs of all students.
- use multiple methods of assessment including diagnostic, formative and summative assessments.
- develop open-ended assessment tasks where the criteria for assessment are known by all stakeholders.
- use the achievements on a variety of tasks to report on student progress using a set of clearly articulated standards.
- use information from student assessments as feedback about the effectiveness of our teaching.

Student achievement is recognised and celebrated in many ways throughout the school year; at informal meetings; through awards at school assembly; parent/student/teacher interviews; through class work that is sent home; through class oral presentations and through written reports.

Written reports communicate information that has been obtained from a variety of assessment processes and involves a professional judgement made on a body of evidence about a student's progress and achievement against a set of clearly articulated standards.

SECTION FIVE: EVALUATION

Evaluation occurs in two ways:

- Evaluation of planning, evaluation of learning and teaching strategies/resources by the teacher/learning area coordinator
- Evaluation of the school curriculum document to ensure it reflects current understandings and practices.

Evaluation is the process of making judgements about the effectiveness of curriculum documents, teaching programs, procedures and resources. Evaluation is an inherent part of our professional lives as teachers and as a school.

Evaluation of Teacher Planning

Teachers reflect on and evaluate their unit plans at the end of each unit. Recommended modifications are made to improve each unit and digital copies of each unit are amended with suggestions accordingly.

Evaluation of the School Systematic Curriculum Delivery document

This document will be evaluated and updated as the school moves through the continuous improvement process and will be reviewed formally in 2021.