

JUNIOR SCHOOL CURRICULUM HANDBOOK

2020



CRICOS NO: 01645K

*Woodcroft College is vibrant, innovative and inclusive.
It seeks to provide an excellent all-round education
in a Christian environment.*

School Philosophy

Woodcroft College is future-oriented, equipping students with the knowledge, attitudes and skills they need to gain worthwhile employment, be responsible global citizens, and model their lives on Christian values and beliefs.

The curriculum is diverse and broadly based.

It is centred on the intellectual, physical, emotional and spiritual needs of students.

It encourages them to:

- Pursue academic excellence, yet caters for individual differences in learning styles and abilities
- Strive in all areas of human endeavour from the subject-based disciplines to the arts, outdoor education, sports and leisure-time activities
- Become confident, active, resilient, self-reliant and successful lifelong learners
- Grow in faith through Religious and Values Education, corporate worship, and service to others in school, local community and international projects.

The curriculum, co-curriculum and pastoral care program have a global perspective, preparing students for citizenship in a democratic, multicultural society.

They are encouraged to:

- Be themselves, showing tolerance and respect for the rights of others
- Appreciate social, religious and cultural differences
- Grow in self-respect, taking responsibility for their own actions and conduct
- Become leaders, experienced in decision-making.



Introduction

The Junior School Curriculum Handbook is designed to give you a clear understanding of what to expect of the learning program in the Junior School at Woodcroft College. The Handbook covers the teaching and learning that takes place during the school day and gives an overview of specialist programs and the extra curricular programs which are offered to the children in the Junior School.

The curriculum is organised according to the framework provided by the International Baccalaureate Primary Years Program (PYP) and covers all of the Junior School year levels from Reception to Year 5. Details of the PYP and of the curriculum areas taught are included in this booklet.

Information in the following pages is correct at the time of printing. However, the PYP is an ongoing developmental journey. Parents will be informed promptly of any changes or initiatives that will affect the learning of their children.

Teaching and learning in the Junior School reflect the view that:

- Children need to experience success;
- Children learn through their senses;
- Children learn in different ways;
- Children learn through self-discovery, building on what they already know;
- Cooperation assists learning, as children make sense of the world with and through others;
- Children need to be challenged and engaged. Learning is an active process;
- Learning is influenced by the quality of the interactive role of the adult;
- Self-esteem influences learning.

Teachers provide for the range of ability and maturity that children display at school and introduce skills at a rate that allows children to progress confidently. We wish every child well in their learning at Woodcroft College. Teachers look forward to each child's contribution, both in the classroom and as an active participant in the extra curricular program.

If you have any comments or questions about the Junior School curriculum, please contact one of the staff members below.

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Contents

General Information

The International Baccalaureate PYP Program	5
The PYP Curriculum Model.....	6
The PYP Learner Profile	7
Assessment and Reporting.....	8
Program of Inquiry	9
Collaborative Teaching - LINC	13
The Junior School Library.....	13
Parental Involvement in the Curriculum	14

Areas of Learning

English	15
Mathematics	17
Digital Technologies.....	19
Design Technologies	21
Science.....	23
HASS (Humanities and Social Sciences)	25
Personal, Social and Physical Education.....	27
Outdoor Education.....	28
Religious and Values Education	29
The Arts - Visual Art.....	31
The Arts - Music.....	33
Language other than English	35
Student Leadership	36

Extra Curricular Program

Instrumental Music Program.....	37
The Sports Pathway.....	38
Clubs and Activities.....	39

General Curriculum Information

The International Baccalaureate Primary Years Program

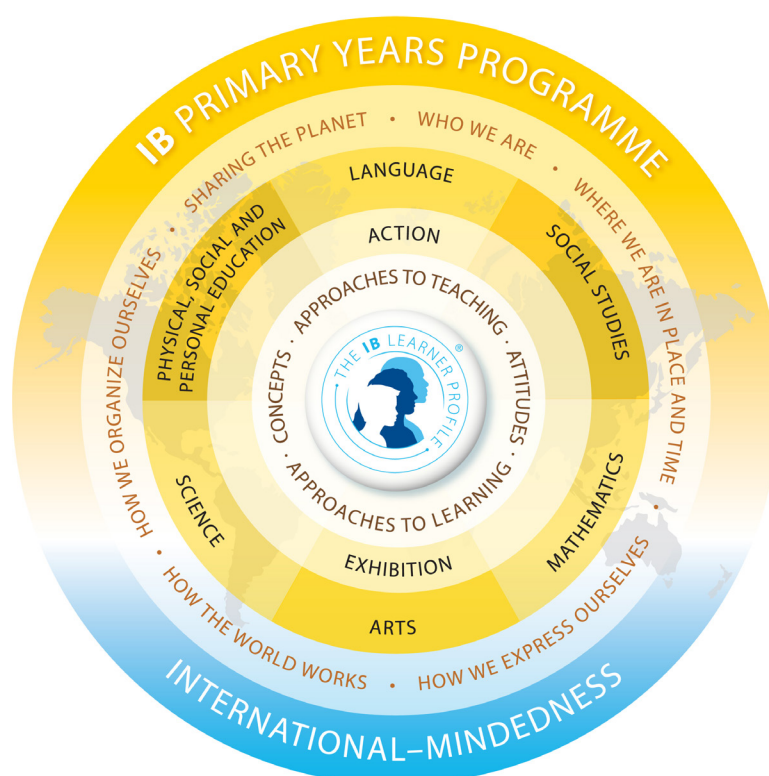
In 2001 Woodcroft College embarked on the introduction of the International Baccalaureate Primary Years Program (IBPYP). The Primary Years Program (PYP) is designed for children between the ages of 3 and 12 years. In 2002 all Junior School teachers began using this program as a curriculum framework to provide for the development of each and every child. The IBPYP shares the same philosophy as the International Baccalaureate Middle Years Program (IBMYP), which operates in the Middle School, and the International Baccalaureate Diploma Program (IBDip), which operates in the Senior School.

All three programs have a similar pedagogical base and are learner-centred and inquiry-based. The aim of each program is to contribute to the development of well-rounded, reflective and compassionate young adults.

The IBPYP:

- is a uniquely, international program, focused on the total growth of the developing child. It touches hearts as well as minds and encompasses academic, social, physical, emotional and cultural needs;
- is a curriculum model, which includes guidelines on what students should learn;
- uses structured inquiry as a vehicle for learning. Six organising statements provide the framework for the exploration of knowledge;
- allows students to explore different curriculum areas through these statements;
- encourages children to develop an understanding of important concepts, acquire essential skills and knowledge, develop positive attitudes and learn to act responsibly.

In today's world students are confronted with a vast and often bewildering array of choice. Therefore, the goal of education at all levels, is to provide young people with the values and opportunities that will enable them to develop sound judgement to become life-long learners and responsible members of a diverse world community.



General Curriculum Information

The PYP Curriculum Model

What do we want the children to learn? The written curriculum incorporates five essential elements:

- concepts;
- skills;
- attitudes;
- action; and
- knowledge.

The first four are relevant across the disciplines and provide the framework for structured and purposeful inquiry.

They can have different applications and interpretations across the different curriculum areas. The fifth element is knowledge. The emphasis in the PYP is not on the acquisition of isolated facts and skills, but on a holistic understanding of ideas.

CONCEPTS	SKILLS	ATTITUDES	ACTION
Form	Thinking	Tolerance	Reflection
Function	Communication	Respect	Choice
Causation	Social	Integrity	Responsible Action
Change	Research	Independence	
Connection	Self-management	Enthusiasm	
Perspective		Empathy	
Responsibility		Curiosity	
Reflection		Creativity	
		Cooperation	
		Confidence	
		Commitment	
		Appreciation	

The PYP Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Assessment and Reporting

Assessment and Evaluation

Woodcroft College teachers carry out assessment of student work in the PYP. All assessment within the Junior School curriculum consists principally of two types, each of which has a specific function:

- Formative assessment is interwoven with daily learning and helps teachers and students find out what the student already knows in order to plan the next stage in learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other;
- Summative assessment happens at the end of the teaching and learning process and gives the students opportunities to demonstrate what they have learned.

The PYP promotes the use of a range and balance of school-based assessment techniques, including student/teacher meetings, writing samples, structured observations, checklists, performance tasks, open ended tasks and portfolios. Teachers and students can evaluate these types of assessment through the use of rubrics, benchmarks, holistic or analytical scoring.

Learning Portfolios and SeeSaw

Each child shares the achievements and accomplishments through their learning portfolio and the SeeSaw app. Together these create a purposeful collection of a student's work that is designed to demonstrate success, growth, high order thinking and reflection. These reporting tools include:

- examples of student work;
- information about extra curricular achievement of other activities undertaken by the student;
- self evaluations and peer evaluations; and
- examples of assessment pieces.

Both the Learning Portfolio and SeeSaw are important tools for documenting and reporting a child's educational progress through the curriculum.

External Assessment

Students in Years 3, 5, 7 and 9 participate in National Benchmark testing (NAPLAN). The benchmarks articulate nationally agreed, minimum acceptable standards in Literacy and Numeracy for these year levels. The results from this testing are reported to parents. The Manager of Teaching and Learning, the Head of School and classroom teachers use analysed data from the testing results to direct future priorities in the Literacy and Numeracy curriculum.

Reporting to Parents

Semester reports are provided to parents of students in Reception to Year 5.

Program of Inquiry

The table that follows names the Units of Inquiry that will be studied at each year level. The units describe the knowledge and concepts to be built and developed. The Central Idea clearly identifies the concept, idea or pattern that will be the focus of the study in each unit.

The ‘inquiry into’ section outlines the direction which the inquiry will take, and the scope of information that will help the student to build an understanding of the concept, idea or the recognition of a pattern.

The Program of Inquiry has been designed to establish a broad and varied knowledge of concept for our students through their years in the Junior School.

These units have been arranged in a sequence to ensure that concepts are developed systematically and form a firm foundation on which new knowledge can be successfully built at subsequent year levels.

PYP Transdisciplinary Themes

Who we are	An inquiry into the nature of the self: beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
Where we are in place and time	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnections of individuals and civilizations, from local and global perspectives.
How we express ourselves	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
How the world works	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
How we organise ourselves	An inquiry into the interconnections of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.
Sharing the planet	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Program of Inquiry

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>An inquiry into the way in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p>Central Idea My family and my school community help me learn</p> <p>Key Concepts Connection, Form</p> <p>Related Concepts Family, identity, communication</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Who is in my family. Who is in my school community. How do I learn and who helps me. 		<p>Central Idea We express our thoughts and feelings in many different ways</p> <p>Key Concepts Perspective, connection</p> <p>Related Concepts Imagination, creativity, communication</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Ways of expressing ourselves. How we use different forms of expression to communicate our feelings. Responding to others and communicating feelings. 		<p>Central Idea People work in many ways that help a community</p> <p>Key Concepts Form, Function, Connection</p> <p>Related Concepts Community, work</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The services in our community. The roles and responsibilities of workers in the services. How people work together to support a community. 	<p>Central Idea Living things get what they need from their natural environment</p> <p>Key Concepts Form, Connection, Responsibility</p> <p>Related Concepts Habitat, classification</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Caring and respecting native animals' homes and the environments. Basic needs of living things. How natural environments support living things.
<p>Central Idea Relationships with other people can have an impact on well-being.</p> <p>Key Concepts Connection, function, responsibility</p> <p>Related Concepts Cooperation, friendship, balance</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How we develop relationships. How relationships affect us. Roles and behaviours within relationships. 	<p>Central Idea Family life can change over time</p> <p>Key Concepts Function, change</p> <p>Related Concepts Families, celebrations</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Roles and responsibilities within families. Family life over time. Ways families celebrate together. 	<p>Central Idea People use visual arts to tell stories and recall events.</p> <p>Key Concepts Form, function</p> <p>Related Concepts Communication, emotions, imagination</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Art as a visual form of communication. How art can tell as story. Different art forms. 	<p>Central Idea Matter has properties which change under different conditions.</p> <p>Key Concepts Form, change, causation</p> <p>Related Concepts Properties, transformation, evidence</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The different states of matter and their properties. Everyday materials can be physically changed in a variety of ways. Matter is changed to meet people's needs. 	<p>Central Idea Many products go through a process of change before they are consumed or used.</p> <p>Key Concepts Connection, change</p> <p>Related Concepts Production, industries</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Origins of products. Processes that products go through. Why products go through processes of change. 	<p>Central Idea Living things have become endangered in the world</p> <p>Key Concepts Connection, responsibility</p> <p>Related Concepts Conservation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Endangered animals The reasons why some animals have become endangered. Our roles and responsibilities in protecting living things.

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<p>Central Idea Our body's systems have important functions and choices we make can affect how these systems work.</p> <p>Key Concepts Responsibility, function</p> <p>Related Concepts Consequences, balance, action</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Keeping ourselves healthy and safe. • Body systems. 	<p>Central Idea Changing technology has impacted on people's lives.</p> <p>Key Concepts Form, change, connection,</p> <p>Related Concepts History, chronology</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • What is technology. • Changes in technology over time e.g. school, entertainment, transport, communication. • The impact of these technologies and changes on people's lives. 	<p>Central Idea Authors and illustrators express their creativity through story books.</p> <p>Key Concepts Function, causation, connection</p> <p>Related Concepts Communication</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The roles of authors and illustrators in story telling. • Expressing creative ideas and imagination through stories. • How story books are created. 	<p>Central Idea Communities respond to natural disasters in a variety of ways.</p> <p>Key Concepts Causation, connection</p> <p>Related Concepts Impact, climate, tectonic plate movement</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • A range of natural disasters. • The causes of some natural disasters. • Community response to natural disasters. 	<p>Central Idea Communities are organised and developed to support the needs of people.</p> <p>Key Concepts Change, causation, function</p> <p>Related Concepts Systems, community</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The needs of communities. • Systems that are used to support communities. • Changes that have occurred as a result of the community's needs changing. 	<p>Central Idea The Earth has a limited amount of water available for us to use.</p> <p>Key Concepts Function, connection, responsibility</p> <p>Related Concepts Balance, interdependence, water cycle</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Sources and uses of water. • Our responsibility towards water. • How the water cycle supports life.
<p>Central Idea The way we connect to our environment affects our wellbeing.</p> <p>Key Concepts Reflection, perspective, connection</p> <p>Related Concepts Community</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Well being. • A range of environments and the effect they have on our wellbeing. • Ways in which we can create an environment to support our well being. 	<p>Central Idea Historical evidence can tell us about the past.</p> <p>Key Concepts Form, causation, change</p> <p>Related Concepts Discovery, exploration, chronology</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The history of our local area. • Evidence of historical events and changes. • How diverse backgrounds influence communities. 	<p>Central Idea People can communicate through performing arts.</p> <p>Key Concepts Form, perspective, function</p> <p>Related Concepts Communication, music in society, appreciation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The genres of performing arts. • Using performing arts to communicate. • How people respond to performing arts. 	<p>Central Idea Living things need an ideal temperature in order to survive.</p> <p>Key Concepts Form, function, responsibility</p> <p>Related Concepts Energy, conservation, transformation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • How living things retain an ideal body temperature. • Technology used by humans to retain an ideal body temperature. • How heat is produced and transferred. 	<p>Central Idea Humans design systems to help organise themselves.</p> <p>Key Concepts Function, causation</p> <p>Related Concepts Systems, community</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Systems we use in our community. • How systems are connected. • Why communities need systems. 	<p>Central Idea Human made changes can affect the balance of ecosystems.</p> <p>Key Concepts Responsibility, connection, change</p> <p>Related Concepts Animals, ecosystems, interdependence, conservation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • How ecosystems are interdependent. • The impact that change can have on ecosystems.

<p>Who we are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p>Where we are in place and time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>How we express ourselves</p> <p>An inquiry into the way in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>How the world works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>How we organise ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p>Central Idea</p> <p>People's spiritual beliefs within a religion affect the way that they live.</p> <p>Key Concepts</p> <p>Function, connection</p> <p>Related Concepts</p> <p>Traditions, religion, similarities, diversity</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Practices of religions in our community. The effects of religion on individual lives and the life of a community. The commonalities of religion. 	<p>Central Idea</p> <p>Explorers have an impact on the areas they explore.</p> <p>Key Concepts</p> <p>Change, connection, causation</p> <p>Related Concepts</p> <p>Exploration, conflict, distribution</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Stories of exploration. The nature of contact between Indigenous people, and the effects of these interactions. 	<p>Central Idea</p> <p>Advertising uses a range of techniques to persuade and inform us.</p> <p>Key Concepts</p> <p>Form, function, perspective</p> <p>Related Concepts</p> <p>Interpretation, visual communication, language</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The language used in advertising. The elements of advertising. The effect of advertising on our everyday choices. 	<p>Central Idea</p> <p>Simple machines have moving parts that exert a force.</p> <p>Key Concepts</p> <p>Change, function, connection</p> <p>Related Concepts</p> <p>Simple machines, force</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Simple machines and forces. How simple machines are used in our daily lives. How machines have changed over time. 	<p>Central Idea</p> <p>Governing systems determine how we live as a community.</p> <p>Key Concepts</p> <p>Causation, connection</p> <p>Related Concepts</p> <p>Distribution, consumption</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Local government's contribution. The difference between rules and laws and why they're important. Community groups and their impact on the community. 	<p>Central Idea</p> <p>The choices we make have an impact on the amount of waste we produce.</p> <p>Key Concepts</p> <p>Causation, connection, responsibility</p> <p>Related Concepts</p> <p>Consequences, interdependence, conservation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The problems associated with waste. The properties of natural and processed materials. Options available to conserve the environment such as recycling, reducing, refusing, rethinking and reusing.
<p>Central Idea</p> <p>Changes throughout life affect us.</p> <p>Key Concepts</p> <p>Change, responsibility, connection</p> <p>Related Concepts</p> <p>Relationships, consequences, growth</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The social, emotional and physical changes that we go through during life. The consequences of our decisions. 	<p>Central Idea</p> <p>The movement of people causes change.</p> <p>Key Concepts</p> <p>Causation, perspective, reflection</p> <p>Related Concepts</p> <p>Colonization, conflict, migration</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Why people move. The affects of migration. Colonisation. 	<p>Central Idea</p> <p>Visual arts are used to represent time and place.</p> <p>Key Concepts</p> <p>Perspective, change, connection</p> <p>Related Concepts</p> <p>Properties, similarities, opinions</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Comparing styles of art over time Techniques used in artwork to convey meaning (historical perspective) How art is connected to cultural understanding and values. 	<p>Central Idea</p> <p>Exploration can lead to change.</p> <p>Key Concepts</p> <p>Form, function, change</p> <p>Related Concepts</p> <p>Solar system, exploration, technology</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Features of the solar system. How we know what is in space. Changes that have occurred through space exploration. 	<p>Central Idea</p> <p>Actions of citizens make a difference to communities</p> <p>Key Concepts</p> <p>Connection, responsibility</p> <p>Related Concepts</p> <p>Civics, citizenship, democracy</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The roles and responsibilities of members within a community. Key values of community. Leadership in communities. 	<p>Central Idea</p> <ul style="list-style-type: none"> As part of the global community, it is our responsibility to take action. (2019) <p>PYP Exhibition</p>

Collaborative Teaching - LINC

(Literacy, Numeracy & Inquiry Collaborating Staff)

We are committed to supporting all students in their learning.

Supporting Learning through LINC (Literacy, Inquiry, Numeracy, Collaboration)

Collaborative teaching from Reception to Year 5 provides enrichment for all children and supports learning on a needs basis in the areas of Literacy, Numeracy and Inquiry learning. LINC teachers and LINC Education Support Officers (ESOs), support student learning in collaboration with classroom teachers to enable students to work at their level of ability. Differentiation of the curriculum and instruction ensures that students of exceptional ability are extended.

The Teacher-Librarian also supports learning in all classrooms. Every child receives extra support, greater variety with learning strategies, more mentoring possibilities, small groups and extension opportunities as an added value outcome of collaborative teaching.

The Junior School Library

Students and their parents eagerly visit our Junior School Library for a variety of reasons.

They may be borrowing books to read for recreation, support their classroom reading program, find answers to questions, explore personal interests and borrow books written by their favourite authors. Students also spend time in the library using the resources to research into PYP Units of Inquiry.

Many students participate in the Premier's Reading Challenge which is supported by our well resourced library.

Junior School students also enjoy visiting the library during their lunch break to read, research, play board games, do puzzles, make things and borrow and return books. Year 5 students also have the opportunity to become a library monitor and assist in making the library facilities available to students at lunch time.

The library also has a Media Room and this provides another rich learning space.

We are very grateful for the support of library staff and volunteers in such a busy and vibrant part of our Junior School.



Parental Involvement in the Curriculum

In order to offer the best developmental program to our children, parents are encouraged to be actively involved in various aspects of the curriculum and extra curricular program. Confidentiality is an important aspect of parents working with children in the classroom.

Parent volunteers wishing to help in the Junior School are asked to complete documentation including a police check.

A photo ID will be issued on receipt of the pack available from the Junior School Office.

Classroom Support

Teachers feel it is essential to have valuable input from parents who are, after all, the first teachers of our children. Parents are invited into classrooms to help on a regular basis as voluntary assistants. Parents can be involved in a variety of ways such as cooking, helping with art and craft activities and supervising small groups of children. Not only does parent participation assist the teachers but it also helps parents to understand the developmental process and gives each child the satisfaction to see that his/her parents are interested in what he/she is doing.

Literacy

The Junior School is committed to every child developing literacy skills to a high level of competency. To achieve this goal for every child we have put into place several strategies and teaching methodologies to ensure success. In the classroom it is imperative that children read regularly to an active listener. The active listener does not need to be the teacher, but it needs to be an adult who can reinforce positive behaviours and offer lots of encouragement. Parental support in Reading Time, which is usually the first 20 minutes of every day, is highly valued. One adult to a table grouping is the ideal ratio.

Excursions

Extra help is sometimes required on special activities such as excursions, so that the ratio of adults to children is significantly reduced, thus ensuring the safety, enjoyment and well being of each child.

Sports Coaching

The sporting program of the College is increasing. Parents' assistance is needed in coaching, training and transport. Each parent works with a staff member to organise and supervise the teams.

English

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.

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; and
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Structure (IBPYP Language Scope and Sequence doc.)

Oral Language

Listening and speaking are natural, developmental processes that infants and young children are immersed in from their earliest experiences. Almost all children arrive at school with an impressive command of their mother-tongue language. However, the expectations and approach to language development in school is often very different from the successful learning environment the child has previously experienced. In the transition from home to school, or from one school to another, it is important to acknowledge the language profile of the individual and build on previous learning in ways that are positive and productive.

Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers. A balanced programme will provide meaningful and well-planned opportunities for learners to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables learners to articulate thoughts as they construct and reconstruct meaning to understand the world around them. Oral language involves recognising and using certain types of language according to the audience and purposes (for example, the language used at home, the language of the classroom, the language of play, the language of inquiry, conversations with peers, giving instructions, interpreting creative texts, the language of fantasy, the language of different generations, of different times and places). (IBPYP Language Scope and Sequence)

Visual Language - Viewing and Presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. The receptive processes (viewing) and expressive processes (presenting) are connected and allow for reciprocal growth in understanding; neither process has meaning except in relation to the other. It is important to provide a balanced programme with opportunities for students to experience both viewing and presenting.

These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. Visual texts may be paper, electronic or live, observable forms of communication that are consciously constructed to convey meaning and immediately engage viewers, allowing them instant access to data. Examples of visual texts are:

Advertisements, brochures, computer games and programs, websites, movies, posters, signs, logos, flags, maps, charts, graphs, diagrams, illustrations, graphic organisers, cartoons and comics. Learning to interpret this data, and to understand and use different media, are invaluable life skills.

Acquiring skills related to information and communication technology (ICT) and visual texts is significant because of their persuasive influence in society. It is important to learn how visual images influence meaning and produce powerful associations that shape the way we think and feel. Opportunities that invite students to explore the function and construction of images facilitate the process of critically analysing a range of visual texts. Learning to understand and use different visual texts expands the sources of information and expressive abilities of students. (IBPYP Language Scope and Sequence)

Written Language - Reading

Reading is a developmental process that involves constructing meaning from text. The process is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, and the text itself. It begins to happen when the young learner realises that print conveys meaning and becomes concerned with trying to make sense of the marks on the page. The most significant contribution parents and teachers can make to success in reading is to provide a captivating range of picture books and other illustrated materials to share with beginning readers. Enthusiasm and curiosity are essential ingredients in promoting the desire to read. Children of all ages need to experience and enjoy a wide variety of interesting, informative, intriguing and creative reading materials.

Reading helps us to clarify our ideas, feelings, thoughts and opinions. Literature offers us a means of understanding ourselves and others, and has the power to influence and structure thinking. Well-written fiction provides opportunities for learners to imagine themselves in another's situation, reflecting on feelings and actions, and developing empathy. The ability to read and comprehend non-fiction is essential for the process of inquiry. As inquirers, learners need to be able to identify, synthesise and apply useful and relevant information from text. Teachers should provide a balance between fiction and non-fiction, to meet the range of learning needs and interests of their students.

Children learn to read by reading. In order to develop lifelong reading habits, learners need to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. As learners engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers. (IBPYP Language Scope and Sequence)

Mathematics

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; and
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Components (IBPYP Mathematics Scope and Sequence doc.)

Data Handling

Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know.

- Data can be collected, organised, represented and summarised in a variety of ways to highlight similarities, differences and trends; the chosen format should illustrate the information without bias or distortion.
- Probability can be expressed qualitatively by using terms such as “unlikely”, “certain” or “impossible”. It can be expressed quantitatively on a numerical scale.

Measurement

To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.

Shape and Space

The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two-dimensional (2D) and three-dimensional (3D) world.

Pattern and Function

To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalised rules called “functions”. This builds a foundation for the later study of algebra.

Number

Our number system is a language for describing quantities and the relationships between quantities. For example, the value attributed to a digit depends on its place within a base system.

Numbers are used to interpret information, make decisions and solve problems. For example, the operations of addition, subtraction, multiplication and division are related to one another and are used to process information in order to solve problems. The degree of precision needed in calculating depends on how the result will be used.

Digital Technologies

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

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

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

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

Aims

In addition to the overarching aims for the Australian Curriculum: Technologies, Digital Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs;
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions;
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings;
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences; and
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

Structure

The Australian Curriculum: Digital Technologies (F–10) comprises two related strands:

1. Digital Technologies knowledge and understanding – the information system components of data, and digital systems (hardware, software and networks); and
2. Digital Technologies processes and production skills – using digital systems to create ideas and information, and to define, design and implement digital solutions, and evaluate these solutions and existing information systems against specified criteria.

Key Concepts

A number of key concepts underpin the Digital Technologies curriculum. These establish a way of thinking about problems, opportunities and information systems and provide a framework for knowledge and practice. The key concepts are:

- abstraction, which underpins all content, particularly the content descriptions relating to the concepts of data representation, and specification, algorithms and implementation;
- data collection (properties, sources and collection of data), data representation (symbolism and separation) and data interpretation (patterns and contexts);
- specification (descriptions and techniques), algorithms (following and describing) and implementation (translating and programming);
- digital systems (hardware, software, and networks and the internet); and
- Interactions (people and digital systems, data and processes) and impacts (sustainability and empowerment).

Design Technologies

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

The Australian Curriculum: Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

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

Aims

In addition to the overarching aims for the Australian Curriculum: Technologies, Design and Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- develop confidence as critical users of technologies and designers and producers of designed solutions;
- investigate, generate and critique innovative and ethical designed solutions for sustainable futures;
- use design and systems thinking to generate design ideas and communicate these to a range of audiences;
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes;
- evaluate processes and designed solutions and transfer knowledge and skills to new situations; and
- understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

Structure

The Australian Curriculum: Design and Technologies (F–10) comprises two related strands:

1. Design and Technologies knowledge and understanding – the use, development and impact of technologies and design ideas across a range of technologies contexts; and
2. Design and Technologies processes and production skills – the skills needed to create designed solutions.

Design and Technologies Processes and Production Skills

The Design and Technologies processes and production skills strand is based on the major aspects of design thinking, design processes and production processes. The content descriptions in this strand reflect a design process and would typically be addressed through a design brief. The Design and Technologies processes and production skills strand focuses on creating designed solutions by:

- investigating and defining;
- generating and designing;
- producing and implementing;
- evaluating; and
- collaborating and managing.

Science

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; and
- 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.

Structure

The Australian Curriculum: Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

The content in the science as a human endeavour strand is described in two-year bands. There are two sub-strands of science as a human endeavour. These are:

1. Nature and development of science: This sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people; and
2. Use and influence of science: This sub-strand explores how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments. The skills students develop give them the tools they need to achieve deeper understanding of the science concepts and how scientific thinking applies to these understandings.

Students develop skills in;

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

HASS (Humanities and Social Sciences)

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-6/7 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; and
- 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.

Structure

The F-6/7 Humanities and Social Sciences curriculum encompasses knowledge and understanding from the four sub-strands of history, geography, civics and citizenship, and economics and business. The curriculum includes the sub-strands of history and geography in Foundation Year to Year 2, and introduces the sub-strand of civics and citizenship in Year 3, and the sub-strand of economics and business in Year 5.

Table 1: Organisation of sub-strands in the Australian Curriculum: Humanities and Social Sciences (F - 6/7)

Foundation – Year 2	Years 3 – 4	Years 5 – 6/7
Geography	Geography	Geography
History	History	History
N/A	Civics and Citizenship	Civics and Citizenship
N/A	N/A	Economics and Business

Each of the four sub-strands in the Humanities and Social Sciences has its own way of thinking. The Australian Curriculum: Humanities and Social Sciences focuses on developing students' ability to apply concepts of disciplinary thinking. The concepts of disciplinary thinking for each of the sub-strands are outlined below:

History: sources, continuity and change, cause and effect, significance, perspectives, empathy and contestability.

Geography: place, space, environment, interconnection, sustainability and change, applying this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Civics and citizenship: government and democracy, laws and citizens, and citizenship, diversity and identity

Economics and Business: Resource allocation and making choices, the business environment, and consumer and financial literacy.

Personal, Social and Physical Education

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; and
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Structure

The Australian Curriculum: Health and Physical Education is organised into two content strands: personal, social and community health and movement and physical activity. Each strand contains content descriptions which are organised under three sub-strands.

Strands

Personal, social and community health	Movement and physical activity
Being healthy, safe and active <ul style="list-style-type: none">• Identities• Changes and transitions• Help-seeking• Making healthy and safe choices	Moving our body <ul style="list-style-type: none">• Refining movement skills• Developing movement concepts and strategies
Communicating and interacting for health and wellbeing <ul style="list-style-type: none">• Interacting with others• Understanding emotions• Health literacy	Understanding movement <ul style="list-style-type: none">• Fitness and physical activity• Elements of movement• Cultural significance of physical activity
Contributing to healthy and active communities <ul style="list-style-type: none">• Community health promotion• Connecting to the environment• Valuing diversity	Learning through movement <ul style="list-style-type: none">• Teamwork and leadership• Critical and creative thinking in movement• Ethical behaviour in movement settings

Outdoor Education

Camps

Camps are an integral part of the Junior School curriculum. Children have the opportunity to participate in two experiences. These will usually be calendared for Year 4 and 5.

In Year 3 children participate in a school sleepover.

In Year 4 children participate in an overnight camp. They will experience hands-on tasks related to their learning, while using collaborative team-building skills and decision-making.

In Year 5 the children go on a two night camp which promotes leadership and team building skills and attitudes.

Excursions and Swimming

Throughout the year, the school organises educational excursions to highlight particular learning experiences for the children through the Primary Years Program. It is expected that all students will participate, as they are an important part of the educational program provided by the College. Teachers will use such activities, which are beyond the classroom walls, as a rich resource for real life learning.

A Water Safety and Swimming Program, for every year level, is also organised as a module of the Physical Education Program. Children in Reception, Year 1 and Year 2 participate in a swimming programme at SA Aquatic and Leisure Centre, Oaklands Park. Children in Year 3, Year 4 and Year 5 participate in an outdoor Aquatics program held at Port Noarlunga Aquatics Centre. The water safety aspect of these 2 programmes is a crucial component for the skill development and understanding of all children.

Religious and Values Education

Aims

- To provide children with an awareness of God and an appreciation of Christian values;
- To introduce Bible stories from the Old and New Testaments;
- To encourage loving/caring/forgiving attitudes in all children;
- To present Christianity as a foundation for community living and as a means of attaining individual fulfilment;
- To introduce the children to prayer and worship;
- To celebrate the Church calendar and customs with the children to help them develop an understanding of it;
- To practise the disciplines of relaxation and meditation using a range of techniques to introduce the habit and attitude of stillness in their daily life.

Components

1. Regular Christian Education lessons which present Bible stories from the Old and New Testaments.
2. Daily prayer where the teacher leads the class in Morning Prayer to start the day and an afternoon prayer to finish the day. Teachers choose from a range of children's prayer books as well as the Lord's Prayer and the School Prayer. Songs used in class are selected from songs used at assembly.
3. Regular worship is part of the Assembly structure. The Assembly begins with the Junior School Song, the Lord's Prayer and the School Prayer. A teacher or visiting local clergy present a Christian message during the assembly.
4. Celebrations which focus on particular church celebrations, include:
 - Easter;
 - St Hilda's Day (the school patron saint); and
 - Christmas.These celebrations usually take the form of a church liturgy with the children's participation being a major focus.
5. Christian service which encourages caring for others and builds a sense of Christian community. This includes:
 - Fundraising for charities through the Student Representative Council and Student Forums;
 - Working with student buddies;
 - Utilising student leaders to promote community service projects;
 - Welcoming visitors to the Junior School.
6. Relaxation, meditation and reflection techniques taught in class to enable students to develop the discipline of regularly setting time aside for quietness. This benefits their mental and spiritual health and teaches them strategies of refreshment in the hustle and bustle of modern society.

Major Teaching Emphases

All children are encouraged to think and talk about values from a Christian perspective. Emphasis is placed on creating a nurturing, open and non-threatening environment for this to occur.

Their awareness of God at work in their lives as Father, Son and Holy Spirit includes the realisation of God's action in and through the lives of people past and present.

All topics focus on people belonging and contributing to community and what the children can offer in their own lives.

Woodcroft College Junior School Prayer

Dear Loving God, this is our school.

We thank you for the many hands that have worked to build our school.

And the willing hearts of parents, children and teachers, who give to help us grow.

May Woodcroft College grow as we grow.

Help us God to enjoy learning, and to care for our environment.

May we keep showing the love of Jesus to one another.

Amen.

The Arts - Visual Art

Visual arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly with the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by using visual techniques, technologies, practices and processes. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others.

Visual Arts supports students to view the world through various lenses and contexts. Students recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge to make critical judgements about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

Aims

In addition to the overarching aims of the Australian Curriculum: The Arts, visual arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- conceptual and perceptual ideas and representations through design and inquiry processes;
- visual arts techniques, materials, processes and technologies;
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement;
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences;
- confidence, curiosity, imagination and enjoyment; and
- a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

Structure

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Making in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

Responding in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate their own and others' visual artworks.

Both making and responding involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning.

Knowledge and skills of Visual Arts

Students make new knowledge and develop their skills, techniques and processes as they explore a diversity of artists, visual imagery, representations, designed objects and environments, and viewpoints and practices.

Knowledge, understanding and skills are intrinsically linked and interact with each other constantly through and between making and responding. The following information serves to articulate the main parts of the broader conceptual areas of knowledge and skills. These are not an exclusive, exhaustive list, but an indication of the breadth of study within Visual Arts.

The Arts - Music

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students' progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

Aims

In addition to the overarching aims of the Australian Curriculum: The Arts, music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- the confidence to be creative, innovative, thoughtful, skilful and informed musicians;
- skills to compose, perform, improvise, respond and listen with intent and purpose;
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions; and
- an understanding of music as an aural art form as they acquire skills to become independent music learners.

Structure

Students learning Music listen, perform and compose. They learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Aural skills development is essential for making and responding to a range of music while listening, composing, and performing. Learning through music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity.

Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing.

Responding in Music involves students being audience members listening to, enjoying, reflecting on, analysing, appreciating and evaluating their own and others' musical works.

Both making and responding involve developing aural understanding of the elements of music through experiences in listening, performing and composing. The elements of music work together and underpin all musical activity. Students learn to make music using the voice, body, instruments, found sound sources, and information and communication technology.

Music is recorded and communicated as notation by a unique system of symbols and terminology, and as audio recordings using technology. With increasing experience of the elements of music, students develop analytical skills and aesthetic understanding.

Knowledge and skills of Music

In Music, students' exploration and understanding of the elements of music, musical conventions, styles and forms expands with their continued active engagement with music.

In listening to, performing and composing music from a broad range of styles, practices, traditions and contexts, students learn to recognise their subjective preferences and consider diverse perspectives of music. This, in turn, informs the way in which they interpret music as performers and how they respond to the music they listen to. Additionally, students develop their own musical voice as composers and their own style as musicians.

Language other than English

Aims

The children will be given the opportunity to develop their understanding of another society by studying the language and culture of Japan.

We aim to:

- Foster a cultural understanding of Japan;
- Include the learning of Japanese characters;
- Be able to communicate in another language;
- Experience aspects of traditional Japanese culture.

Components

The main elements of language and culture of Japan are to:

- Communicate orally in the language in a variety of contexts, for a variety of purposes and with a variety of people;
- Communicate by reading a range of written texts in a variety of contexts and for a variety of purposes and then responding to them by speaking, or writing, or in non-verbal ways;
- Communicate in the language through writing, either as a response to oral or written language or as an expression of the students own thoughts and ideas;
- Develop an understanding and enjoyment of the culture of Japan.

Major Teaching Emphases

Children will be involved in a variety of cultural experiences incorporating the study of the Japanese Language. Learning is developed through independent inquiry, experimentation, imitation and interaction with others. There is particular emphasis placed on internationalism in the Japanese classroom and a focus is given to developing the PYP Student Profile in Japanese.

Oral Interaction

- Activities include routine language of social interaction – greetings, simple requests, cultural courtesy;
- Students imitate and reproduce language through listening to the spoken language;
- Students participate in stories, songs, games and rhymes.

Reading and Responding

- Roomaji is used in written and oral Japanese to assist students in correctly recognising and pronouncing words;
- Read characters and simple words and sentences;
- Respond to reading and instructions by translating Hiragana and Katakana into Roomaji.

Writing

- Students are given practice in recognising and writing the Japanese alphabets: Hiragana, Katakana and Kanji;
- The alphabet characters are presented stroke by stroke to help students accurately write them;
- Visual aids are used to enhance the writing of words – posters, charts, word pictures, flashcards and labels.

Cultural Experiences

- Include activities e.g. origami, chiyogami, making models, cooking, plays, stories, songs, games, rhymes, sumi-e painting;
- Use support materials e.g. theatre masks, clothing, puppets, toys and festival banners;
- Integrate with relevant units of inquiry e.g. self, family, school, festival days and calendar events.

Student Leadership

Students in the Junior School are involved in a variety of exciting events, activities and important decision-making processes through Student Representative Council (Reception to Year 4) and the work of our Captains and Year 5 Leadership Program.

House Captains are elected each year. Year 5 students are invited to nominate for House Captain positions. These nominees then present their views on how their leadership would benefit each House and the Junior School. The Junior School students and staff then vote for the selection of 16 House Captains to lead Hardy, Morphett, McLaren and Reynell.

In addition to House Captains, all Year 5 students participate in weekly Leadership activities designed to build skills in working with others and develop a sense of community and pride in their House. Through this program, which is led by the House Manager, students not only identify what it means to be a leader but also have the opportunity to nominate their peers for the role of Honorary House Leader as a means of recognising those students who display excellent leadership skills in all areas of school life.

Classes from Reception to Year 5 hold regular class meetings to address items on their class agenda. Class meetings provide opportunities for students to learn how to conduct meetings successfully as they experience the various roles such as time-keeper, minute taker and observer. Ideas and other issues raised during class meetings are taken to the next SRC meeting or house meeting.

Young and active Junior School leaders develop important leadership and communication skills through these student governance opportunities.

The Extra Curricular Program

The Junior School has a wide variety of activities as part of its Extra Curricular Program. Students are kept informed of opportunities as they arise.

The Instrumental Music Program

The College Music Department offers tuition by professional and experienced musicians in a wide range of musical instruments. This tuition is available to Junior School children from Year 3 level. Instruments taught at Woodcroft are piano, keyboard, flute, clarinet, saxophone, trumpet, trombone, violin, modern guitar, recorder and drums. Lessons are thirty minutes in duration and are conducted at school during the day, on a rotational basis where possible, so that students do not miss the same lesson each week.

In Year 3 all children learn the recorder for one semester. A music teacher provides this tuition to the children in their classroom. Costs for this are included within the fee structure. At the completion of the semester children have the opportunity to continue learning either individually or within a small group.

All children in Year 5 participate in the school's Band Program. Students learn one band instrument (flute, clarinet, trumpet or trombone) for three terms in small group tuition lessons and participate in the Year 5 Band. Students develop skills in ensemble playing, musical notation and reading and develop a level of proficiency in playing an individual band instrument. After the three terms of tuition students are able to continue learning their 'band' instrument or may choose another instrument to continue their musical journey through the school-based Instrumental Tuition. Unlike the Year 5 Band Program which is included within the fee structure, parents will need to pay a fee for their children who wish to continue learning an instrument after the initial three terms of Year 5.

Individual lessons are recommended for all instruments. Group lessons are also available but not for piano, keyboard or voice. Clarinets, violins, saxophones flutes and trumpets are available for hire through the College.

In the Junior School, music takes on quite a focus in third term. All children who are learning a musical instrument are encouraged to play at the Art Showcase Performance . This is an opportunity for children to demonstrate their skills in front of a positive audience.



The Sports Pathway

At Woodcroft College Junior School we offer a wide variety of sporting experiences for our students. We provide students with a clear sports pathway beginning with the development of a sound base of fundamental skills in the early years before applying those skills to specific sports as they progress.

Our Extra curricular Sport Program is aimed at fostering students' natural tendency to play. This is initially done in a controlled Junior School environment with Year 1 and Year 2 students exposed to developmental skill clinics aimed at developing a sound base of skills. Students then progress further along the sports pathway into Year 3 Sport. Students then enter the Year 4/5 Inter-School Sport Program where they represent the College in organised external competitions in a variety of sports.

A Coaching Partnership

At Woodcroft College Junior School we pride ourselves on the successful use of a coaching partnership between staff and parents. As part of the organisation of our sports teams and sports activities, we provide for the inclusion of parents as coaches, assistants, team managers or helpers. Each sport offered at Woodcroft College Junior School has an appointed staff member in charge with the use of parents determined by expertise and demand.

All our staff provide an environment which fosters confidence, independence, cooperation, respect, tolerance and a willingness to take risks. With a firm commitment to allowing students of all abilities to experience success, players in organised teams are rotated consistently to provide them with a range of positional experience.

Sports Organisations

The only sports teams involved in outside sporting organisations are the Year 4/5 Sporting teams. Currently we enter Soccer teams into the Noarlunga Districts Junior Soccer Association playing on Saturday mornings. Indoor Cricket teams also play on Saturday mornings at the Morphett Vale Indoor Cricket Stadium. Basketball teams play at the Morphett Vale Basketball Stadium, with Netball teams playing on Tuesday nights as part of the Southern United Netball Association. Football teams play in the Panther League. The remainder of the extra curricular sport for other age groups is played at the College in internal competitions.

Wet Weather Policy

After school sport organised by the Junior School will be cancelled if:

- It is raining at 2:30 pm;
- Rain sets in after 2:30 pm and before the scheduled start of play, the game will be cancelled at the discretion of the coach.

Sport organised off campus will be cancelled according to individual association guidelines. Participants and parents will be notified accordingly

Hot Weather Policy

After school sport organised by the Junior School will be cancelled if the temperature forecast in the morning Advertiser is 34° degrees or more.

Sport organised off campus will be cancelled according to individual association guidelines. Participants and parents will be notified accordingly.

Clubs & Activities

Woodcroft College Junior School also offers a variety of extra curricular opportunities outside of organised sport. Clubs and societies are organised on a yearly basis determined by teacher expertise and student demand.

The following are examples of organised clubs and societies offered.

Music – Instrumental

Students may wish to receive private instruction in either piano, flute, clarinet, brass, guitar, drums, violin, recorder or saxophone. Enrolment forms are sent out at the beginning of each year. Professional instructors come to the College and withdrawal from normal lesson time is arranged to minimise disruption to lessons. Tuition fees and hire fees, if appropriate, are paid by parents.

School Choir

At the beginning of the year, students in Years 4 are invited to audition for the School Choir. The main event for these young singers is to learn words, practise harmonies so that they are prepared to sing in organised events. The Junior School Choir also features at the College Christmas Celebration at the end of the school year.

Competitions and Awards

Children are encouraged to participate in external competitions. Such opportunities include Oliphant Science Awards, Art Displays and Poetry Competitions.

Junior Band

Each year a small but enthusiastic group of children who learn concert band instruments are encouraged to join the Junior Band to learn important ensemble skills. The opportunity to play together and learn to read band music is very important. Children learn in a fun and non-threatening atmosphere with our instrumental staff and Junior School music teacher. The Junior Band is also encouraged to perform at the annual Arts Showcase alongside the Senior and Middle School bands. They also play at the Junior School assemblies and for parent meetings as the timetable permits.





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