

2026

PRIMARY SCHOOL

CURRICULUM GUIDE

Hume Anglican Grammar



Anglican Grammar
Hume

Aim High, Be Proud

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Curriculum Overview – The Australian Curriculum

The Australian Curriculum is designed to teach students what it takes to be confident and creative individuals, and become active and informed citizens. It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.

In the early years, priority is given to literacy and numeracy development as the foundations for further learning. As students make their way through the primary years, they focus more on the knowledge, understanding and skills of all eight learning areas.

The Australian Curriculum sets high aspirations for what all students should know, and be able to do, and supports improvement in Australia's educational performance. The review of the Australian Curriculum, undertaken in 2020-21, has led to the new Version 9.0. Hume Anglican Grammar will transition to the updated curriculum.

Year Level Summaries

Preparatory Curriculum Outline 2026

English

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.

They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet, and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words, including consonant–vowel–consonant words and some high-frequency words.

They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words, and experiment with capital letters and full stops.

Mathematics

By the end of Foundation Year, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections. Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10. They copy and continue repeating patterns.

Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. They sequence and connect familiar events to the time of day. Students name, create and sort familiar shapes and give their reasoning. They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space. Students collect, sort and compare data in response to questions in familiar contexts.

Humanities

By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.

Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.

Science

By the end of Foundation, students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.

Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others.

Technology

By the end of Foundation, students identify familiar products, services and environments, and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps, and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols, and identify examples of data that is owned by them.

Religious and Values Education (RAVE)

The students are introduced to Bible stories from the Old and New Testament. These stories are further resourced with songs, drama, multi-media presentations, craft tasks and activities. The messages from the biblical stories are related to common encounters and societal needs, especially in developing respectful relationships and values. Chapel services provide students with exposure and involvement in liturgical practices, behaviours and beliefs of the Church.

Performing Arts

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

Visual Arts

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

Health and Physical Education

By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive.

Languages (Italian)

By the end of the Foundation year, students use play and imagination to interact and create Italian texts, with support. They identify that Italian and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

Year 1 Curriculum Outline 2026

English

By the end of Year 1, students interact with others and listen to, and create, short spoken texts, including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.

They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

Mathematics

By the end of Year 1, students connect number names, numerals and quantities, and order numbers to at least 120. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. Students use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit.

They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning. Students measure the length of shapes and objects using uniform informal units. They make, compare and classify shapes and objects using obvious features. Students give and follow directions to move people and objects within a space. They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.

Humanities

By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.

Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.

Science

By the end of Year 1 students identify how living things meet their needs in the places they live. They identify daily and seasonal changes and describe ways these changes affect their everyday life. They describe how different pushes and pulls change the motion and shape of objects. They describe situations where they use science in their daily lives and identify examples of people making scientific predictions.

Students pose questions to explore observations and make predictions based on experiences. They follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns. With guidance,

they compare observations with predictions and identify further questions. They use everyday vocabulary to communicate observations, findings and ideas.

Technology

By the end of Year 1 students describe the purpose of familiar products, services and environments. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions.

Students show how simple digital solutions meet a need for known users. Students represent and process data in different ways. They follow and describe basic algorithms involving a sequence of steps and branching. With assistance, students access and use digital systems for a purpose. They use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours. Students recognise that digital tools may store their personal data online.

Religious and Values Education (RAVE)

The students are introduced to Bible stories from the Old and New Testament. These stories are further resourced with songs, drama, multi-media presentations, craft tasks and activities. The messages from the biblical stories are related to common encounters and societal needs, especially in developing respectful relationships and values. Chapel services provide students with exposure and involvement in liturgical practices, behaviours and beliefs of the Church.

Performing Arts

By the end of Year 1, students identify where they experience dance. They describe where, why and/or how people across cultures, communities and/or other contexts experience dance. Students use the elements of dance to structure dance sequences. They demonstrate fundamental movement skills and safe dance practice. They perform their dance in informal settings.

Students identify where they experience drama. They describe where, why and/or how people across cultures, communities and/or other contexts experience drama. Students pretend and imagine as they create roles and situations in improvised drama and/or dramatic play. They perform their drama in informal settings.

Visual Arts

By the end of Year 1, students identify where they experience visual arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience visual arts. Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

Health and Physical Education

By the end of Year 1, students explain how personal qualities contribute to identities. They describe how emotional responses affect their own and others' feelings. They demonstrate skills and describe strategies required to develop respectful relationships. Students apply protective behaviours and help-seeking strategies to keep themselves and others safe. They explain why health information is important for making choices. Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively. They describe factors that make physical activity beneficial. Students develop and apply rules while collaborating with others in a range of movement contexts.

Languages (Italian)

By the end of Year 1, students use Italian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of Italian, and demonstrate understanding that Italian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

Year 2 Curriculum Outline 2026

English

By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest, or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.

They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.

Mathematics

By the end of Year 2, students order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations. They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. Students identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts. They describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern. Students recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos.

They use uniform informal units to measure and compare shapes and objects. Students determine the number of days between events using a calendar and read time on an analogue clock to the hour, half hour and quarter hour. They compare and classify shapes, describing features using formal spatial terms. Students locate and identify positions of features in two-dimensional representations and move position by following directions and pathways. They use a range of methods to collect, record, represent and interpret categorical data in response to questions.

Humanities

By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people's lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.

Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.

Science

By the end of Year 2 students identify celestial objects and describe patterns they observe in the sky. They demonstrate how different sounds can be produced and describe the effect of sound energy on objects. They identify ways to change materials without changing their material composition. They describe how people use science in their daily lives and how people use patterns to make scientific predictions.

Students pose questions to explore observed patterns or relationships and make predictions based on experience. They suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and represent patterns in data. With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions. They use every day and scientific vocabulary to communicate observations, findings and ideas.

Technology

By the end of Year 2 students describe the purpose of familiar products, services and environments. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions.

Students show how simple digital solutions meet a need for known users. Students represent and process data in different ways. They follow and describe basic algorithms involving a sequence of steps and branching. With assistance, students access and use digital systems for a purpose. They use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours. Students recognise that digital tools may store their personal data online.

Religious and Values Education (RAVE)

The students are introduced to Bible stories from the Old and New Testament. These stories are further resourced with songs, drama, multi-media presentations, craft tasks and activities. The messages from the biblical stories are related to common encounters and societal needs, especially in developing respectful relationships and values. Chapel services provide students with exposure and involvement in liturgical practices, behaviours and beliefs of the Church.

Performing Arts

By the end of Year 2, students identify where they experience dance. They describe where, why and/or how people across cultures, communities and/or other contexts experience dance. Students use the elements of dance to structure dance sequences. They demonstrate fundamental movement skills and safe dance practice. They perform their dance in informal settings.

Students identify where they experience drama. They describe where, why and/or how people across cultures, communities and/or other contexts experience drama. Students pretend and imagine as they create roles and situations in improvised drama and/or dramatic play. They perform their drama in informal settings.

Visual Arts

By the end of Year 2, students identify where they experience visual arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience visual arts. Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

Health and Physical Education

By the end of Year 2, students explain how personal qualities contribute to identities. They describe how emotional responses affect their own and others' feelings. They demonstrate skills and describe strategies required to develop respectful relationships. Students apply protective behaviours and help-seeking strategies to keep themselves and others safe. They explain why health information is important for making choices. Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively. They describe factors that make physical activity beneficial. Students develop and apply rules while collaborating with others in a range of movement contexts.

Languages (Italian)

By the end of Year 2, students use Italian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of Italian and demonstrate understanding that Italian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

Year 3 Curriculum Outline 2026

English

By the end of Year 3, students interact with others and listen to, and create, spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features, including topic-specific vocabulary, and/or visual features and features of voice.

They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.

They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.

Mathematics

By the end of Year 3, students order and represent natural numbers beyond 10 000. They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. They use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies. Students represent unit fractions and their multiples in different ways. They make estimates and determine the reasonableness of financial and other calculations. Students find unknown values in number sentences involving addition and subtraction. They create algorithms to investigate numbers and explore simple patterns.

Students use familiar metric units when estimating, comparing and measuring the attributes of objects and events. They identify angles as measures of turn and compare them to right angles. Students estimate and compare measures of duration using formal units of time. They represent money values in different ways. Students make, compare and classify objects using key features. They interpret and create two-dimensional representations of familiar environments.

Students conduct guided statistical investigations involving categorical and discrete numerical data, and interpret their results in terms of the context. They record, represent and compare data they have collected. Students use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning. They conduct repeated chance experiments and discuss variation in results.

Humanities

By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities.

Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations.

Science

By the end of Year 3 students classify and compare living and non-living things and different life cycles. They describe the observable properties of soils, rocks and minerals and describe their importance as resources. They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects. They classify solids and liquids based on observable properties and describe how to cause a change of state. They describe how people use data to develop explanations. They identify solutions that use scientific explanations.

Students pose questions to explore patterns and relationships and make predictions based on observations. They use scaffolds to plan safe investigations and fair tests. They use familiar classroom instruments to make measurements. They organise data and information using provided scaffolds and identify patterns and relationships. They compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions. They communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate.

Technology

By the end of Year 3 students describe how people design products, services and environments to meet the needs of people, including sustainability. For each of the two prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps, and use technologies and techniques to safely produce designed solutions.

Religious and Values Education (RAVE)

The students are introduced to Bible stories from the Old and New Testament. These stories are further resourced with songs, drama, multi-media presentations, craft tasks and activities. The messages from the biblical stories are related to common encounters and societal needs, especially in developing respectful relationships and values. Chapel services provide students with exposure and involvement in liturgical practices, behaviours and beliefs of the Church.

Performing Arts

By the end of Year 3, students describe use of the elements of dance in dance they experience, create and/or perform. They describe where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts. Students use the elements of dance to structure dance sequences that communicate ideas, perspectives and/or meaning. They demonstrate fundamental movement skills and safe dance practice. They perform their dance in informal settings.

Students describe use of selected elements of drama in drama they experience, create and/or perform. They describe where, why and/or how drama is created and/or performed across cultures, times, places and/or other contexts. Students use selected elements of drama when creating drama and/or performing. They collaborate to improvise and/or devise drama that communicates ideas, perspectives and/or meaning. They perform their work in informal settings.

Visual Arts

By the end of Year 3, students describe the use of visual conventions, visual arts processes and materials in artworks they create and/or experience. They describe where, why and/or how visual artists create and/or display artworks across cultures, times, places and/or other contexts. Students use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They share or display their artworks and/or visual arts practice in informal settings.

Health and Physical Education

By the end of Year 3, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on choices and actions. Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline. They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing. Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. Students examine factors that influence participation and propose strategies to incorporate regular physical

activity into their own and others' lives. They demonstrate fair play and inclusion through a range of roles in movement contexts.

Languages (Italian)

By the end of Year 3, students use Italian language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.

Students imitate sound combinations and rhythms of Italian language. They demonstrate understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Italian and make comparisons between Italian and English. They understand that the Italian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

Year 4 Curriculum Outline 2026

English

By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.

They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

Mathematics

By the end of Year 4, students use their understanding of place value to represent tenths and hundredths in decimal form and to multiply natural numbers by multiples of 10. They use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation. Students use their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently. They choose rounding and estimation strategies to determine whether results of calculations are reasonable. Students use the properties of odd and even numbers. They recognise equivalent fractions and make connections between fraction and decimal notations. Students count and represent fractions on a number line. They find unknown values in numerical equations involving addition and subtraction. Students follow and create algorithms that generate sets of numbers and identify emerging patterns.

They use scaled instruments and appropriate units to measure length, mass, capacity and temperature. Students measure and approximate perimeters and areas. They convert between units of time when solving problems involving duration. Students compare angles relative to a right-angle using angle names. They represent and approximate shapes and objects in the environment. Students create and interpret grid references. They identify line and rotational symmetry in plane shapes and create symmetrical patterns.

Students create many-to-one data displays, assess the suitability of displays for representing data and discuss the shape of distributions and variation in data. They use surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicate their findings in context. Students order events or the outcomes of chance experiments in terms of likelihood and identify whether events are independent or dependent. They conduct repeated chance experiments and describe the variation in results.

Humanities

By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.

Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.

Science

By the end of Year 4, students identify the roles of organisms in a habitat and construct food chains. They identify key processes in the water cycle and describe how water cycles through the environment. They identify forces acting on objects and describe their effect. They relate the uses of materials to their properties. They explain the role of data in science inquiry. They identify solutions based on scientific explanations and describe the needs these meet.

Students pose questions to identify patterns and relationships, and make predictions based on observations. They plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. They use simple procedures to make accurate formal measurements. They construct representations to organise data and information and identify patterns and relationships. They compare their findings with those of others, assess the fairness of their investigation, identify further questions for investigation and draw conclusions. They communicate ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate.

Technology

By the end of Year 4, students describe how people design products, services and environments to meet the needs of people, including sustainability. For each of the two prescribed technologies contexts, they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. They communicate design ideas using models and drawings, including annotations and symbols. Students plan and sequence steps, and use technologies and techniques to safely produce designed solutions.

Religious and Values Education (RAVE)

The students are introduced to Bible stories from the Old and New Testament. These stories are further resourced with songs, drama, multi-media presentations, craft tasks and activities. The messages from the biblical stories are related to common encounters and societal needs, especially in developing respectful relationships and values. Chapel services provide students with exposure and involvement in liturgical practices, behaviours and beliefs of the Church.

Performing Arts

By the end of Year 4, students describe use of the elements of dance in dance they experience, create and/or perform. They describe where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts. Students use the elements of dance to structure dance sequences that communicate ideas, perspectives and/or meaning. They demonstrate fundamental movement skills and safe dance practice. They perform their dance in informal settings.

Students describe use of selected elements of drama in drama they experience, create and/or perform. They describe where, why and/or how drama is created and/or performed across cultures, times, places and/or other contexts. Students use selected elements of drama when creating drama and/or performing. They collaborate to improvise and/or devise drama that communicates ideas, perspectives and/or meaning. They perform their work in informal settings.

Visual Arts

By the end of Year 4, students describe the use of visual conventions, visual arts processes and materials in artworks they create and/or experience. They describe where, why and/or how visual artists create and/or display artworks across cultures, times, places and/or other contexts. Students use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They share or display their artworks and/or visual arts practice in informal settings.

Health and Physical Education

By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on choices and actions. Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline. They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing. Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. Students examine factors that influence participation and propose strategies to incorporate regular physical

activity into their own and others' lives. They demonstrate fair play and inclusion through a range of roles in movement contexts.

Languages (Italian)

By the end of Year 4, students use Italian language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.

Students imitate sound combinations and rhythms of Italian language. They demonstrate understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Italian and make comparisons between Italian and English. They understand that the Italian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

Year 5 Curriculum Outline 2026

English

By the end of Year 5, students interact with others and listen to, and create, spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

Mathematics

By the end of Year 5, students use place value to write and order decimals including decimals greater than one. They express natural numbers as products of factors and identify multiples. Students order and represent, add and subtract fractions with the same or related denominators. They represent common percentages and connect them to their fraction and decimal equivalents. Students use their proficiency with multiplication facts and efficient calculation strategies to multiply large numbers by one- and two-digit numbers and divide by single-digit numbers. They check the reasonableness of their calculations using estimation. Students use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation. They apply properties of numbers and operations to find unknown values in numerical equations involving multiplication and division. Students create and use algorithms to identify and explain patterns in the factors and multiples of numbers.

They choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area. Students convert between 12- and 24-hour time. They estimate, construct and measure angles in degrees. Students use grid coordinates to locate and move positions. They connect objects to their two-dimensional nets. Students perform and describe the results of transformations and identify any symmetries.

They plan and conduct statistical investigations that collect nominal and ordinal categorical and discrete numerical data using digital tools. Students identify the mode and interpret the shape of distributions of data in context. They interpret and compare data represented in line graphs. Students conduct repeated chance experiments, list the possible outcomes, estimate likelihoods and make comparisons between those with and without equally likely outcomes.

Humanities

By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

Science

By the end of Year 5, students explain how the form and behaviour of living things enables survival. They describe key processes that change Earth's surface. They identify sources of light and model the transfer of light to explain observed phenomena. They relate the particulate arrangement of solids, liquids and gases to their observable properties. They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They identify examples where scientific knowledge informs the actions of individuals and communities.

Students plan safe investigations to identify patterns and relationships and make reasoned predictions. They identify risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed and measured. They use equipment to generate data with appropriate precision. They construct representations to organise data and information and describe patterns, trends and relationships. They compare their methods and findings to those of others, identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. They use language features that reflect their purpose and audience when communicating their ideas and findings.

Technology

By the end of Year 5, students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the three prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions. Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions.

By the end of Year 5, students develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria. They process data and show how digital systems represent data. Students design algorithms involving complex branching and iteration and implement them as visual programs including variables. They securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. Students select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours. They identify their digital footprint and recognise its permanence.

Religious and Values Education (RAVE)

The students are introduced to Bible stories from the Old and New Testament. These stories are further resourced with songs, drama, multi-media presentations, craft tasks and activities. The messages from the biblical stories are related to common encounters and societal needs, especially in developing respectful relationships and values. Chapel services provide students with exposure and involvement in liturgical practices, behaviours and beliefs of the Church.

Performing Arts

By the end of Year 5, students explain how the elements of dance are used in dance that they choreograph, perform and/or experience. They describe how dance from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how dance is used to continue and revitalise cultures. Students use the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice and use of technical, and expressive skills. They perform dances in informal and/or formal settings.

Students explain how the elements of drama are used in drama they create, perform and/or experience. They describe how drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how drama is used to continue and revitalise cultures. Students work collaboratively as they combine elements of drama to shape and sustain dramatic action. They improvise and/or devise drama and/or interpret scripts. They perform their drama in informal and/or formal settings.

Visual Arts

By the end of Year 5, students explain the ways that visual conventions, visual arts processes and materials are used in artworks they create and/or experience. They describe how artworks created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or

meaning. They describe how visual arts are used to continue and revitalise cultures. Students develop and document ideas for their own artworks. They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They present documentation and artworks that communicate ideas, perspectives or meaning in informal and/or formal settings.

Health and Physical Education

By the end of Year 5, students explain how different factors influence identities. They propose strategies to manage emotions, developmental changes and transitions. They propose strategies to demonstrate respect, empathy and inclusion. They explain how stereotypes influence roles and responsibilities. Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. They analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing. Students refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and evaluate the impact on movement outcomes. Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing. They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

Languages (Italian)

By the end of Year 5, students initiate and use strategies to maintain interactions in Italian language that are related to their immediate environment. They use appropriate sound combinations, intonation, and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Italian. They compare language structures and features in Italian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

Year 6 Curriculum Outline 2026

English

By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences.

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

Mathematics

By the end of Year 6, students use integers to represent points on a number line and in the Cartesian plane. They solve problems using the properties of prime, composite and square numbers. Students order common fractions, giving reasons, and add and subtract fractions with related denominators. They use all four operations with decimals and connect decimal representations of measurements to the metric system. Students solve problems involving finding a fraction, decimal or percentage of a quantity and use estimation to find approximate solutions to problems involving rational numbers and percentages. They use mathematical modelling to solve financial and other practical problems involving percentages and rational numbers, formulating and solving the problem, and justifying choices. Students find unknown values in numerical equations involving combinations of arithmetic operations. They identify and explain rules used to create growing patterns. Students create and use algorithms to generate sets of numbers, using a rule.

They interpret and use timetables. Students convert between common units of length, mass and capacity. They use the formula for the area of a rectangle and angle properties to solve problems. Students identify the parallel cross-section for right prisms. They create tessellating patterns using combinations of transformations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane.

They compare distributions of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigations, using digital tools. Students critique arguments presented in the media based on statistics. They assign probabilities using common fractions, decimal and percentages. Students conduct simulations using digital tools, to generate and record the outcomes from many trials of a chance experiment. They compare observed frequencies to the expected frequencies of the outcomes of chance experiments.

Humanities

By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.

Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.

Science

By the end of Year 6, students explain how changes in physical conditions affect living things. They model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth. They identify the role of circuit components in the transfer and transformation of electrical energy. They classify and compare reversible and irreversible changes to substances. They explain why science is often collaborative and describe different individuals' contributions to scientific knowledge. They describe how individuals and communities use scientific knowledge.

Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings.

Technology

By the end of Year 6, students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the three prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions. Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions.

By the end of Year 6, students develop and modify digital solutions, define problems and evaluate solutions, using user stories and design criteria. They process data and show how digital systems represent data. Students design algorithms involving complex branching and iteration, and implement them as visual programs including variables. They securely access and use multiple digital systems, and describe their components and how they interact to process and transmit data. Students select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours. They identify their digital footprint and recognise its permanence.

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Health and Physical Education

By the end of Year 6, students explain how different factors influence identities. They propose strategies to manage emotions, developmental changes and transitions. They propose strategies to demonstrate respect, empathy and inclusion. They explain how stereotypes influence roles and responsibilities. Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. They analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing. Students refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and evaluate the impact on movement outcomes. Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing. They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

Languages (Italian)

By the end of Year 6, students initiate and use strategies to maintain interactions in Italian language that are related to their immediate environment. They use appropriate sound combinations, intonation, and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Italian. They compare language structures and features in Italian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

Camps

Our camping/sleepover program is designed to complement and enhance the classroom program. Attendance at camp/sleepover is compulsory for all students.

The following camps/sleepovers are planned for 2026:

- Prep: Teddy Bear's Picnic – after school until 5:15 pm
- Year 1: Big Day Out
- Year 2: Big Day Out and Sleepover at school
- Year 3: two-night camp (YMCA Anglesea)
- Year 4: two-night camp (Alexandra)
- Year 5: three-night camp (Sovereign Hill)
- Year 6: four-night camp (Canberra)

Primary School Homework Guidelines

The purpose of homework:

- To help establish study patterns
- To give students the opportunity to work independently
- To consolidate knowledge
- To prepare for subsequent classes (research)
- To develop organisational skills
- To explore and extend the curriculum
- To finish off work started in class
- To allow parents to see their child at work

Please be aware that homework expectations will change from term to term. However, there will be an emphasis on home reading. We would like the children to read each night with a family member (mother, father or older sibling), for approximately 10–20 minutes. This is a fantastic opportunity for the family to share the learning experience together.

Homework should take a total of 20 minutes for Prep to Year 2. Homework for Years 3–6 will range between 30–40 minutes.

Finishing work

A distinction is made between work that is started in class and finished for homework, and work to be finished at home because the student was not working effectively in class.

The first would be included in the homework allocation with reasonable turn-around time given. The second would apply to students who have not worked to their personal best within the class and would be accompanied by a note to inform the parents of the situation. This work would not be part of the normal time allocation and would require immediate attention.

Work Submission Policy Primary

To further support students in their accountability for their assessment tasks and also assist students in preparation for Year 7, we have introduced a 'Work Submission Policy – Primary' for Year 6 students. This is based on the Secondary 'Work Submission Policy'.

Year 5 students who do not submit assessment tasks by the due date or have not communicated with their teacher about a possible work extension will receive a formal email home and will be expected to complete their assessment task in their own time.

Supporting Learning at Home

Additional Home Learning Guidelines for Years 3–6

All students in Years 3–6 are expected to be doing the following activities each day:

- 20 minutes of independent reading
- Approximately five minutes of focused practise of multiplication facts.

Beyond this, students in Years 3–6 will also be expected to do work, which may be an extension or preparation of class work, projects and assignments, essays and research. The time will vary and is also dependent on the students' year level.

Students will in most cases be given at least two nights to work on this homework before it is due to the teacher.

- Students in Year 3 may have an additional 15 minutes a night.
(No more than 75 minutes over a week.)
- Students in Year 4 may have an additional 20 minutes a night.
(No more than 100 minutes over a week.)
- Students in Year 5 may have an additional 30 minutes a night.
(No more than 150 minutes over a week.)
- Students in Year 6 may have an additional 40 minutes a night.
(No more than 180 minutes over a week.)

What Can Parents Do to Support Education at Home? General Guidelines.

There are many ways that parents can demonstrate to their adolescent children that they are interested in academic success and that they are available to offer support and protection when there are problems.

Here are some suggestions:

- Talk with your child about what happens at school every day.
- Ask often if there are messages from school.
- Spend some relaxed time with your children. Share a meal or a snack. Tell them often what you like about them.
- Listen to and share their worries. Support what you believe to be good about the School and offer your help to change any school practices that you are concerned about.
- It helps if your children know you believe they will be successful.
- Value their education by encouraging homework and reading.
- Help your children choose a good time and place to do their assignments and special projects.
- Provide the necessary materials and give them your unconditional support.

Library Information

The borrowing of books regularly is an important aspect of guiding students towards a love of reading. Students will have opportunities both within a regular class session as well as times outside of this to borrow books. The number of books students may have borrowed out at a time is dependent on their level.

- For Prep, they may borrow out one book at a time.
- For Years 1 and 2, they may borrow more two to three books at a time.
- For Upper Primary, they may have up to four books borrowed at a time.

Books cannot be borrowed if a student has an overdue item. Two reminder notices will be sent and if the books remain outstanding or are badly damaged an invoice for the cost of the book as well as a \$5.00 processing fee will be applied.

Chapels and Assemblies

Chapels and Assemblies are both important parts of the Primary School week. Chapel events teach students about Anglican traditions as well as exposing and instilling values based on Christian traditions and encouraging students to have a closer relationship with God. Assemblies allow us to celebrate and share together teaching and learning, individual and group achievements. They also expose and provide opportunities to students about different behavioural expectations in these types of formal occasions. Parents are always welcome to attend Primary School Chapels and assemblies. However, we ask that you look after younger siblings being mindful that these are important occasions that we all wish to enjoy and celebrate together.

Assemblies are held in the Sports Centre on Wednesday (Day 3) from 9:00am – 9:30am

Chapels are held in the Sports Centre on Tuesday (Day 8) from 9:00am – 9:30am.

Parent Volunteers

We look forward to working with parents. If you are willing to spend some time in the classrooms to assist teachers, or in other parts of the School community please inform your child's Homeroom teacher.

When working in the classroom, all information about students should be kept private and confidential. All parent volunteers are required to attend compulsory sessions on how to help in the classroom. A Parent Volunteer Policy will be given to all parent volunteers prior to helping in the classrooms. Parent volunteers must sign and abide by the guidelines stated in the policy. The last page of the policy must be returned to the office with a photocopy of the current Working With Children Check (WWCC).

When volunteering for off school site activities such as excursions or camps, a WWCC will also be required. By volunteering for these types of activities, you are indicating a willingness to actively participate and help in all components of the activities as required and directed by the teacher in charge.

All parent volunteers are required to complete a Parent Volunteer Session prior to beginning to volunteer in classrooms.

Year 6 Exams

Year 6 students complete exams, which will take place in Term 4. We believe these exams will be valuable for our students to assist in preparing them for Year 7 and demonstrate to teachers their overall understanding of the Year 6 English and Mathematics outcomes, outlined in the Australian Curriculum.

Years 3–4 Activity Program

The Years 3–4 Primary Activity Program will run once a week, on a Friday Period 5. The program will have both a curriculum and Pastoral Care Focus, involving students with the opportunity to further develop their interpersonal skills, promoting both leadership and mentoring skills, as well as cooperation and understanding over multi-age groups. The program will also have a House-based component, promoting House spirit and community.

Year 5–6 Interschool Sport Program

Years 5 and 6 students participate in a sports program every Friday during Periods 1 and 2. Year 6 students compete against other schools in our district in a range of sports, while Year 5 students focus on developing their game sense, sporting skills, and teamwork at school. This program prepares Year 5 students for participation in interschool competitions the following year and supports all students in building confidence and a positive attitude towards sport and competition.

Canvas – Learning Management System

At Hume Anglican Grammar, Canvas is used by staff and students across P–6. Each term, selected student work samples are uploaded to Canvas for parents to view. These work samples are reflective of the student's current level of understanding. In Years 4–6, students will also use Canvas to access and submit their weekly homework tasks. Homeroom teachers, from time to time, will send important reminders and updates through the Announcements page.

The use of Canvas will continue to evolve as staff, students and parents become more familiar with this learning management system.