2021
Primary Parent Handbook

Hume Anglican Grammar
Mt Ridley Campus

Anglican Grammar
Hume

Contents

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.

Year Level Summaries:

Preparatory Curriculum Outline 2021

English
Receptive modes (listening, reading and viewing)
By the end of the Preparatory year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self- monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)
Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.
In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Mathematics
By the end of the Preparatory year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.
Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inference.

Humanities
By the end of Preparatory Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.

Science
By the end of the Preparatory year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events.

Technology
Learning in Digital Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems.

By the end of Year 2, students will have had opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications. In Preparatory – Year 2, students begin to learn about common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning.

Students use the concept of abstraction when defining problems, to identify the essential information, such as the significant steps involved in making a sandwich. They begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process or controlling robotic devices. Students describe how information systems meet information, communication and recreational needs. Through discussion with teachers, students learn to apply safe and ethical practices to protect themselves and others as they interact online.

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as categorising and outlining procedures; and developing an increasing awareness of how digital systems are used and could be used at home, in school and the local community.

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
During the year, students in will experience the Performing Arts through Music, Drama and Dance. They will develop aural skills in rhythm, pitch, dynamics, form and timbre. In Drama, students will respond to various stimuli and create their own dramatic presentations. They will use improvisation and storytelling techniques to communicate meaning for various audiences and purposes. During Dance, students will respond to performances from different cultures and create movement sequences for specific purposes. They will use both music and silence as stimuli and will learn simple routines as well as working in small groups to structure and perform their own.

Visual Arts
Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Personal and Physical Development (PPD)
By the end of Preparatory Year, students recognise how they are growing and changing. They describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.
Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

Languages (Italian)
Students use Italian to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate simple words and phrases. They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?* They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea.

They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'c' and 'ch' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They make meaning using paralinguistic and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Ho sei anni. Sono bravo. Il gelato è buono.*

Year 1 Curriculum Outline 2021

English

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

Mathematics

By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects.

Students describe data displays. Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences.

Humanities

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

Science
By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things.

Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.

Technology
Learning in Digital Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems.

By the end of Year 2, students will have had opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications. In Preparatory – Year 2, students begin to learn about common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning. Students use the concept of abstraction when defining problems, to identify the essential information, such as the significant steps involved in making a sandwich. They begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process or controlling robotic devices.

Students describe how information systems meet information, communication and recreational needs. Through discussion with teachers, students learn to apply safe and ethical practices to protect themselves and others as they interact online. Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as categorising and outlining procedures; and developing an increasing awareness of how digital systems are used and could be used at home, in school and the local community.

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
During the year, students in Years 1 will experience the Performing Arts through Music, Drama and Dance. During our Music focus, students will respond to a variety of music from different cultures and create their own music through various mediums, including ICT. They will develop aural skills in rhythm, pitch, dynamics, form and timbre. Ensemble work and instrumental technique also form a large part of the Music Program.

In Drama, students will respond to various stimuli and create their own dramatic presentations. They will use improvisation and storytelling techniques to communicate meaning for various audiences and purposes. During Dance, students will respond to performances from different cultures and create movement sequences for specific purposes. They will use both music and silence as stimuli and will learn choreographed routines as well as working in small groups to structure and perform their own.

Visual Arts
By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.
Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Personal and Physical Development (PPD)
By the end of Year 1, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Languages (Italian)
By the end of Year 1, students use Italian to communicate with their teacher and peers through action- related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate simple words and phrases. They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?* They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea.

They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'c' and 'ch' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They make meaning using paralinguistic and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Ho sei anni. Sono bravo. Il gelato è buono.*

Year 2 Curriculum Outline 2021

English

Receptive modes (listening, reading and viewing)
By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events or to communicate factual information.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail.
Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)
When discussing their ideas and experiences, students use everyday language features and topic- specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately and write words and sentences legibly using unjoined upper- and lower-case letters.

Mathematics

Students undertake the study of Mathematics across three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

By the end of Year Two, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations.

They explain the effects of one- step transformations. Students make sense of collected information. Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two- dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs.

Humanities
By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have a different meaning for different people and why the significant features of places should be preserved.

Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions.

They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

Science
By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.

Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.

Technology
Learning in Digital Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems.

By the end of Year 2, students will have had opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications. In Preparatory – Year 2, students begin to learn about common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning.

Students use the concept of abstraction when defining problems, to identify the essential information, such as the significant steps involved in making a sandwich. They begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process or controlling robotic devices.

Students describe how information systems meet information, communication and recreational needs. Through discussion with teachers, students learn to apply safe and ethical practices to protect themselves and others as they interact online. Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as categorising and outlining procedures; and developing an increasing awareness of how digital systems are used and could be used at home, in school and the local community.

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
During the year, students in Years 2 will experience the Performing Arts through Music, Drama and Dance. During our Music focus, students will respond to a variety of music from different cultures and create their own music through various mediums, including ICT. They will develop aural skills in rhythm, pitch, dynamics, form and timbre. Ensemble work and instrumental technique also form a large part of the Music Program.

In Drama, students will respond to various stimuli and create their own dramatic presentations. They will use improvisation and storytelling techniques to communicate meaning for various audiences and purposes. During Dance, students will respond to performances from different cultures and create movement sequences for specific purposes. They will use both music and silence as stimuli and will learn choreographed routines as well as working in small groups to structure and perform their own.

Visual Arts
By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Personal and Physical Development (PPD)
By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Languages (Italian)
By the end of Year 2, students use Italian to communicate with their teacher and peers through action- related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate simple words and phrases. They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?* They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea.

They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'c' and 'ch' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They make meaning using paralinguistic and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Ho sei anni. Sono bravo. Il gelato è buono.*

Year 3 Curriculum Outline 2021

English

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

In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and texts used by students as models for constructing their own work.

The range of literary texts for Preparatory to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts include the content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Mathematics

Students undertake the study of Mathematics across three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.

Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three- dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.

Humanities
By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline- specific terms.

Science
By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.

Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.

Technology
Students may create a range of digital solutions, such as interactive adventures that involve user choice, modelling simplified real-world systems and simple guessing games. Students explore digital systems regarding their components, and peripheral devices such as digital microscopes, cameras and interactive whiteboards. They collect, manipulate and interpret data, developing an understanding of the characteristics of data and their representation.

Using the concept of abstraction, students define simple problems using techniques such as summarising facts to deduce conclusions. They record simple solutions to problems through text and diagrams and develop their designing skills from initially following prepared algorithms to describing their own that support branching (choice of options) and user input. Their solutions are implemented using appropriate software including visual programming languages that use graphical elements rather than text instructions. They explain, in general terms, how their solutions meet specific needs and consider how society may use digital systems to meet needs in environmentally sustainable ways.

With teacher guidance, students identify and list the significant steps needed to complete a task or project. When sharing ideas and communicating in online environments, they develop an understanding of why it is essential to consider the feelings of their audiences and apply safe practices, and social protocols agreed by the class that demonstrate respectful behaviour.

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
During the year, students in Years 3 will experience the Performing Arts through Music, Drama and Dance. During our Music focus, students will respond to a variety of music from different cultures and create their own music through various mediums, including ICT. They will develop aural skills in rhythm, pitch, dynamics, form and timbre. Ensemble work and instrumental technique also form a large part of the Music Program.

In Drama, students will respond to various stimuli and create their own dramatic presentations. They will use improvisation and storytelling techniques to communicate meaning for various audiences and purposes. During Dance, students will respond to performances from different cultures and create movement sequences for specific purposes. They will use both music and silence as stimuli and will learn choreographed routines as well as working in small groups to structure and perform their own.

Visual Arts
By the end of Year 3, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks.

Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.

Personal and Physical Development (PPD)
By the end of Year 3, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have with their community and identify local resources to support their health, wellbeing, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision- making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

Languages (Italian)
By the end of Year 3, students comprehend a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities. They use Italian to communicate and to interact, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expressions. They ask and respond to simple questions, by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Italian phrases and structures, or by using a key word to convey a whole idea.

They talk about self, family, people, places, routine, school life and their own interests and preferences, for example, *Com'è la tua casa? La mia casa è grande, Ci sono due camere da letto e due bagni. Mi piace la mia camera da letto.* They use short sentences, reorganising known language to fit personal responses, for example, *Giochi domani?Sì/no/Forse.* Students understand short written texts, using visual cues, prediction and questioning to decipher meaning. They recall key ideas and events, recognise meanings, and respond meaningfully. Students create written texts of a few sentences using familiar language and structures.

Year 4 Curriculum Outline 2021

English

Receptive modes (listening, reading and viewing)
By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts

They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts and respond to others' viewpoints. They listen for and share key points in discussions.
Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas to different audiences.

They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate an understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

Mathematics

Students undertake the study of Mathematics across three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps.

Students identify dependent and independent events. They describe different methods for data collection and representation and evaluate their effectiveness.
Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers.

Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.

Humanities
By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others.

Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

Science
By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They describe how contact and non-contact forces affect interactions between objects. They discuss how natural processes and human activity cause changes to Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions.

Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They use provided tables and column graphs to organise data and identify patterns. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.

Technology
Students may create a range of digital solutions, such as interactive adventures that involve user choice, modelling simplified real-world systems and simple guessing games. Students explore digital systems regarding their components, and peripheral devices such as digital microscopes, cameras and interactive whiteboards. They collect, manipulate and interpret data, developing an understanding of the characteristics of data and their representation.

Using the concept of abstraction, students define simple problems using techniques such as summarising facts to deduce conclusions. They record simple solutions to problems through text and diagrams and develop their designing skills from initially following prepared algorithms to describing their own that support branching (choice of options) and user input. Their solutions are implemented using appropriate software including visual programming languages that use graphical elements rather than text instructions. They explain, in general terms, how their solutions meet specific needs and consider how society may use digital systems to meet needs in environmentally sustainable ways.

With teacher guidance, students identify and list the significant steps needed to complete a task or project. When sharing ideas and communicating in online environments, they develop an understanding of why it is essential to consider the feelings of their audiences and apply safe practices, and social protocols agreed by the class that demonstrate respectful behaviour.

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
During the year, students in Years 4 will experience the Performing Arts through Music, Drama and Dance. During our Music focus, students will respond to a variety of music from different cultures and create their own music through various mediums, including ICT. They will develop aural skills in rhythm, pitch, dynamics, form and timbre. Ensemble work and instrumental technique also form a large part of the Music Program.

In Drama, students will respond to various stimuli and create their own dramatic presentations. They will use improvisation and storytelling techniques to communicate meaning for various audiences and purposes. During Dance, students will respond to performances from different cultures and create movement sequences for specific purposes. They will use both music and silence as stimuli and will learn choreographed routines as well as working in small groups to structure and perform their own.

Visual Arts
By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks.
Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.

Personal and Physical Development (PPD)
By the end of Year 4, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health- related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.

Languages (Italian)
By the end of Year 4, students comprehend a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities. They use Italian to communicate and to interact, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expressions.

They ask and respond to simple questions, by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Italian phrases and structures, or by using a key word to convey a whole idea. They talk about self, family, people, places, routine, school life and their own interests and preferences, for example, *Com'è la tua casa? La mia casa è grande, Ci sono due camere da letto e due bagni. Mi piace la mia camera da letto.* They use short sentences, reorganising known language to fit personal responses, for example, *Giochi domani?Sì/no/Forse*.

Students understand short written texts, using visual cues, prediction and questioning to decipher meaning. They recall key ideas and events, recognise meanings, and respond meaningfully. Students create written texts of a few sentences using familiar language and structures.

Year 5 Curriculum Outline 2021

English

Receptive modes (listening, reading and viewing)
By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)
Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.
Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives.

When writing, they demonstrate an understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

Mathematics

In Mathematics, students will work on solving simple problems involving the four operations using a range of strategies. They check the accuracy of answers by estimating and rounding numbers. Students identify and describe factors and multiples. They connect three - dimensional objects with their two dimensional representations. They order decimals and unit fractions and located them on number lines.

Students add and subtract fractions with the same denominator. They continue patterns by adding and subtracting fractions and decimals. Students use appropriate units of measurement for length and calculate perimeter and area of rectangles as well as classifying, measuring and constructing different angles. They convert between 12 and 24-hour time.

Humanities
By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments.

Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.

Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small- scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriateconventions.

Science
By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions.

Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations and communicate their ideas and findings using multimodal texts.

Technology
Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as identifying similarities in different problems and describing smaller components of complex systems. It also focuses on the sustainability of information systems for current and future uses.
Students will have had opportunities to create a range of digital solutions, such as games or quizzes and interactive stories and animations.

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

They learn to further develop abstractions by identifying common elements across similar problems and systems and develop an understanding of the relationship between models and the real-world systems they represent. When creating solutions, students define problems clearly by identifying appropriate data and requirements. When designing, they consider how users will interact with the solutions, and check and validate their designs to increase the likelihood of creating working solutions. Students increase the sophistication of their algorithms by identifying repetition and incorporate repeat instructions or structures when implementing their solutions through visual programming, such as reading user input until an answer is guessed correctly in a quiz. They evaluate their solutions and examine the sustainability of their own and existing information systems.

Students progress from managing the creation of their ideas and information for sharing to working collaboratively. In doing so, they learn to negotiate and develop plans to complete tasks. When engaging with others, they take personal and physical safety into account, applying social and ethical protocols that acknowledge factors such as social differences and privacy of personal information.
They also develop their skills in applying technical protocols such as devising file naming conventions that are meaningful and determining safe storage locations to protect data and information.

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.

Visual Arts
By the end of Year 5, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making.
Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.

Performing Arts
During the year, students in Years 5 will experience the Performing Arts through Music, Drama and Dance. During our Music focus, students will respond to a variety of music from different cultures and create their own music through various mediums, including ICT. They will develop aural skills in rhythm, pitch, dynamics, form and timbre. Ensemble work and instrumental technique also form a large part of the Music Program.

In Drama, students will respond to various stimuli and create their own dramatic presentations. They will use improvisation and storytelling techniques to communicate meaning for various audiences and purposes. During Dance, students will respond to performances from different cultures and create movement sequences for specific purposes. They will use both music and silence as stimuli and will learn choreographed routines as well as working in small groups to structure and perform their own. All students in Years 5 will work towards a Primary Production involving a combination of skills from the above focus areas.

Personal and Physical Development (PPD)
Year 5/6 interschool sport will be a major focus during Semester 1 where the students play against other schools. The focus will be on game play and learning the various rules of the sports being undertaken. Some students will also participate in the alternative sporting program that will focus on skill development and the introduction of the basic rules of different games.

By the end of Year 5, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health- related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.

Languages (Italian)
By the end of Year 5, students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices. They share aspects of their environment, express opinions, for example, *È buonissimo ...è molto bravo, mi piace di più ..., penso di sì/no, secondo me...,* accept or reject ideas, agree and disagree, for example, *No,non sono d'accordo! Hai ragione/torto.* They ask simple questions, for example, Ti *piace? Cosa prendi? Chi viene alla festa? Vieni anche tu?* They understand the main points in spoken interactions consisting of familiar language in simple sentences.

When speaking, they imitate pronunciation and intonation. They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary. In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, for example, *La musica di ... è bella, ma mi piace di più ...*

They write descriptions, letters, messages, summaries, invitations and narratives They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite.

Year 6 Curriculum Outline 2021

English

Receptive modes (listening, reading and viewing)

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

Mathematics

Students are involved in Mathematical learning within the contents strands of Number and Algebra, Measurement and Geometry, Statistics and Probability. Within each of these are the proficiency strands Understanding, Fluency, Problem Solving and Reasoning. During the semester, students are working through these proficiency strands with a particular focus on Number and Algebra.

Students focus on understanding language relating to different mathematical concepts, revising and building on their knowledge of the four operations, using simple algebraic equations to work through problems, fractions and decimals.

Humanities
By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They *describe* the causes and effects of change in society. They compare the experiences of different people in the past.

Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

Science
By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause the rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and culturalcontributions.

Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.

Technology
Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as identifying similarities in different problems and describing smaller components of complex systems. It also focuses on the sustainability of information systems for current and future uses.

By the end of Year 6, students will have had opportunities to create a range of digital solutions, such as games or quizzes and interactive stories and animations.
Students develop an understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data and are introduced to the concept of data states in digital systems and how data are transferred between systems.

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Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.

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In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, for example, *La musica di ... è bella, ma mi piace di più...*

They write descriptions, letters, messages, summaries, invitations and narratives They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite.

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 2020:

Prep:	Teddy Bear's Picnic – after school until 5pm
Year 1:	Year 1 Dinner - 3.20pm-8.00pm
Year 2:	Sleepover at school
Year 3:	2 night camp (Mt Evelyn)
Year 4:	2 night camp (Anglesea)
Year 5:	2 night camp (Sovereign Hill)
Year 6:	4 night camp (Canberra)

Primary School Homework Policies

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. Records of reading will be kept in the reading log or diary. 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 to 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 Upper Primary

All students in Upper Primary are expected to be doing the following activities each day:

- 20 minutes of independent reading which is to be recorded as directed by the teacher.
- Approximately 5 minutes of focused practise of multiplication facts.

Beyond this, students in the Upper Primary 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 Preparatory they may borrow out 1 book at a time.
- For Year One and Two they may borrow more 2 to 3 books at a time.
- For Upper Primary they may have up to 4 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 CGA on Tuesday (Day 2) from 9.00am – 9.30am.
Chapels are held in the CGA on Tuesday (Day 7) from 9:00 am – 9:30 am. Information regarding upcoming Assemblies and Chapels in the Primary School will be placed into the fortnightly Bulletin.

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 (WWC) check.

When volunteering for off school site activities such as excursions or camps, a WWC check 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. These exams will take place in Semester 2. 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 Australian Curriculum. Exams will be conducted in key areas such as Literacy, Numeracy and Transdisciplinary learning. Extending the subject areas examined will be considered throughout the year.

Years 3-6 Activity Program

The Years 3-6 Primary Activity Program will run once a week on a Friday afternoon. 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 amongst the older Primary students as well as cooperation and understanding over multi-age groups. The program will also have a House based component. A variety of Science and Technology activities will be offered in the STEM Centre in order to meet students' needs and interests.

Digital Portfolios – Seesaw

Seesaw is a commercial web-site designed to help educators. Our school uses Seesaw in its most simple form. Seesaw is able to complete many complex tasks, however, we use it to show how students are working in school. Parents are able to view basic images of various types of work completed in class.
Parents are able to view the types of skills the students are developing.