

Curriculum

We are committed to providing a comprehensive curriculum for all students from Prep to Year Six.

Like all Victorian Schools, our curriculum is based on the Victorian Curriculum. The Victorian Curriculum is a common set of knowledge and skills required for life-long learning, social development and active and informed citizenship'. More information can be found on the Victorian Curriculum website - <http://victoriancurriculum.vcaa.vic.edu.au/>.

Curriculum Overview (extracted from the Victorian Curriculum)

English – Reading and Viewing

Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for reading.

English – Writing

Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on these aspects. It involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a metalanguage to discuss language conventions and use.

English – Speaking and Listening

Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an understanding of the conventions of different spoken texts.

Mathematics

Strands	Number and Algebra	Measurement and Geometry	Statistics and Probability
Sub-strands	Number and place value Fractions and decimals Real numbers' Money and financial matters Patterns and algebra Linear and non-linear relationships	Using units of measurement Shape Geometric reasoning Location and transformation Pythagoras and trigonometry	Chance Data representation and interpretation

In the mathematics curriculum students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

The Arts

Area	Students are supported to develop:
Dance	<ul style="list-style-type: none"> ▪ body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently ▪ choreographic and performance skills and appreciation of their own and others' dances ▪ aesthetic, artistic and cultural understandings of dance in past and contemporary contexts in relationship with other art forms and contributions to cultures and societies ▪ respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.
Drama	<ul style="list-style-type: none"> ▪ confidence and self-esteem to explore, depict and celebrate human experiences, take risks and challenge their own creativity through drama ▪ knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning ▪ sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, ideas, and actions as drama makers and audiences ▪ knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.
Media Arts	<ul style="list-style-type: none"> ▪ conceptual and perceptual ideas and representations through design and inquiry processes ▪ understanding of the use of techniques, materials, processes and technologies ▪ critical and creative thinking skills, Media Arts languages, knowledge of Media Arts theories and practices ▪ respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists ▪ understanding of Media Arts social, cultural and industry practices ▪ confidence, curiosity, imagination, enjoyment and a personal aesthetic.
Music	<ul style="list-style-type: none"> ▪ confidence to be creative, innovative, thoughtful, skilful and informed musicians ▪ skills to listen, improvise, compose, interpret, perform, and respond with intent and purpose ▪ aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions ▪ understanding of music as an aural art form, its relationship with other arts forms and contributions to cultures and societies.

Visual Arts	<ul style="list-style-type: none"> ▪ conceptual and perceptual ideas and expressions through design and inquiry processes ▪ visual arts techniques, materials, processes and technologies ▪ critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement ▪ respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists ▪ respect for visual arts as social and cultural practices, including industry practices ▪ confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.
Visual Design	<ul style="list-style-type: none"> ▪ confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices ▪ creative and innovative ways to communicate ideas and information ▪ aesthetic knowledge, including the application of design elements and principles, as they explore visual communications ▪ visual communication design practices, processes and technologies ▪ creative, critical and reflective thinking, using visual design thinking skills ▪ respect for and acknowledgement of the diverse roles and practices of designers, and the cultural context of visual communication design

Italian

Italian has been chosen as the school's Language Other Than English as it allows a smooth transition to our local secondary school, Gladstone Park Secondary College. On enrolment in year seven, students have the option to be involved in immersion classes in which the general curriculum is taught using the Italian language.

The Humanities

Area	Students are supported to develop:
History	<ul style="list-style-type: none"> ▪ interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens ▪ knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society ▪ understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect, and determining historical significance ▪ capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments
Geography	<ul style="list-style-type: none"> ▪ a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world ▪ a deep geographical knowledge of their own locality, Australia, the Asia region and the world ▪ the ability to think geographically, using geographical concepts ▪ the capacity to be competent, critical and creative users of geographical methods and skills ▪ the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.
Civics & Citizenship	<ul style="list-style-type: none"> ▪ civic identity ▪ roles in the community ▪ the rights and responsibilities of citizens' ▪ developing their connections to the school and community ▪ values which underpin democratic communities such as freedom, equality, responsibility, accountability, respect, tolerance and inclusion ▪ skills and knowledge in making judgments, forming conclusions and making plans for action ▪ their sense of school, community and civic engagement and participation.
Economics and Business	<ul style="list-style-type: none"> ▪ enterprising behaviours and capabilities that are transferable into life, work and business opportunities and contribute to the development and prosperity of individuals and society ▪ understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers ▪ understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region ▪ reasoning and interpretation skills to apply economics and business concepts and theories to evaluate information they encounter, make informed decisions and use problem-solving skills to respond to economics and business issues and events ▪ understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians ▪ knowledge, understandings and skills that will enable them to participate actively and ethically in the local, national, regional and global economy as economically, financially and business-literate citizens.

Health and Physical Education

Students are supported to:

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

The Health and Physical Education curriculum plays a significant role in building the knowledge, skills and understandings that apply to a range of health, wellbeing, safety and movement contexts, including:

- swimming and water safety
- respectful relationships
- building resilience
- health and lifestyle
- emerging issues in drug and alcohol education
- bullying
- child safety
- road safety

Science

Students are supported to develop:

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

Technologies

Area	Students are supported to develop:
Design and Technologies	<ul style="list-style-type: none"> ▪ become critical users of technologies, and designers and producers of designed solutions ▪ can investigate, generate and critique designed solutions for sustainable futures ▪ use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences ▪ create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment ▪ learn how to transfer the knowledge and skills from design and technologies to new situations ▪ understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.
Digital Technologies	<ul style="list-style-type: none"> ▪ design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs ▪ use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions ▪ apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments ▪ confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings ▪ apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences.

Personal and Social Capability

Students are supported to:

- recognise, understand and evaluate the expression of emotions
- demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
- understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
- work effectively in teams and develop strategies to manage challenging situations constructively.

Intercultural Capability

Students are supported to:

- demonstrate an awareness of and respect for cultural diversity within the community
- reflect on how intercultural experiences influence attitudes, values and beliefs
- recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.

Intercultural Capability

Students are supported to:

- analyse and evaluate ethical issues, recognising areas of contestability
- identify the bases of ethical principles and ethical reasoning
- engage with the challenges of managing ethical decision making and action for individuals and groups
- cultivate open-mindedness and reasonableness.

Critical and Creative Thinking

Students are supported to:

- understanding of thinking processes and an ability to manage and apply these intentionally
- skills and learning dispositions that support logical, strategic, flexible and adventurous thinking
- confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts.