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THE HILLS

GRAMMAR SCHOOL

ACADEMIC PROGRAM:

YEARS 3 - 6 2012

CONTENTS

INTRODUCTION

Years 3 and 4 present a large range of opportunities for students to model, compare, draw conclusions, describe, evaluate and begin to justify. They explore their world with more independence.

For many Year 3 students it is their first opportunity to participate in the Junior School Swimming Carnival, the Year Three to Twelve Athletics Carnival and the Cross Country Carnival. From each of these events students are selected to participate in representative competitions at higher levels.

Year 3 students participate in The National Assessment Program Literacy and Numeracy (NAPLAN). NAPLAN is held over a three day period and assesses the areas of spelling, writing, grammar, punctuation, reading and numeracy.

Students in Year 4 explore a variety of interesting topics. They build on their knowledge of the first European settlers and the impact they had on the Australian environment and original inhabitants, investigate national parks, identify some properties of liquids, solids and gases and learn about their bodies and the major systems that keep us alive.

Year 4 continue to work on improving their literacy skills. They explore novels written by leading childrens' authors and are encouraged to respond critically to these texts through discussions and written media.

In Years 5 and 6, students develop greater independence both academically and socially and are encouraged to view themselves as individuals within a global community.

In these grades, a greater emphasis is placed on the importance of the students' own role in their learning. Teachers and students are engaged in a co-operative partnership where together they work to develop understanding. Students are encouraged to be active learners and to reflect on all the ways in which they are involved in learning during lessons and at home.

Year 5 students participatein The National Assessment Program Literacy and Numeracy (NAPLAN). NAPLAN is held over a three day period and assesses the areas of spelling, writing, grammar, punctuation, reading and numeracy.

Year 6 students attend an overnight excursion to Canberra where they visit many of the sites and attractions, including Parliament House, to enrich their studies and understanding of Australian democracy.

In Years 5 and 6, students enjoy increased leadership responsibilities and are encouraged to display initiative and creativity as they participate and help organise events like the Junior School Disco, Book Fair, Grandparents and Friends Day and Open Day.

The curriculum and learning activities for Years Three and Four provide a unique experience for students. These experiences and programs recognise the prior development of each child, in that they consolidate past learning while presenting a large range of opportunities for further growth.

Learning in Years Three and Four centres around the child's family, place within the school and local community. Teaching becomes more student directed with the teacher scaffolding learning experiences. Students model, compare, draw conclusions, describe, evaluate and begin to justify. They explore their world with more independence.

For many Year Three students it is their first opportunity to participate in the Junior School Swimming Carnival and the Year Three to Twelve Athletics Carnival. It is also the first opportunity for many students to compete in the Cross Country Carnival. From each of these events students are selected to participate at higher levels.

THE ACADEMIC PROGRAM - YEARS THREE & FOUR

CURRICULUM STATEMENT

PURPOSE:

To provide the students in Years Three and Four with a wide variety of learning experiences which focus on the development of the whole child and are congruent with the NSW Board of Studies requirements.

RATIONALE:

Through thorough research and investigation the NSW Board of Studies have developed Foundation Statements. These have been written to help teachers manage curriculum more effectively by describing clearly the state-wide common curriculum requirements and prioritising what needs to be taught in all primary schools.

The Board's syllabuses in the six key learning areas (KLAs) provide the framework for teaching program development.

FOUNDATION STATEMENTS:

- set out a clear picture of the knowledge, skills and understanding that each student should develop at each stage of primary school. They encompass, at a level broader than syllabus outcomes, the nature (key concepts and content) and scope (breadth, depth and rigour) of learning in Kindergarten to Year 6. They do not add new content or concepts to the K–6 curriculum
- provide an answer to the question 'What must be taught?' in all schools. Using them teachers can be confident that they are delivering the most important learning for students. They place an emphasis on the fundamental skills needed to succeed at and beyond school, particularly in the areas of literacy and numeracy
- give teachers the freedom to focus on the diverse learning needs of students. Describing what must be taught in this way will ensure that important concepts and content such as Australian history and democracy, scientific investigation, cultural diversity, Aboriginal history and culture, and safe and healthy lifestyle are included in teaching and learning programs. By focusing on the statements teachers can be sure that they are meeting the common curriculum requirements in each key learning area
- guide teachers in planning to meet the needs of students with varying ability levels and learning needs. Teachers can select and use the syllabus outcomes and content that best suit the learning needs of their students.

COURSES

ENGLISH AND LITERACY

English is the key learning area where students develop knowledge, skills and understandings about English language and literature. K–6 syllabuses in New South Wales are organised in broad stages that describe the sequence of learning experiences through which students will progress. The outcomes and content in English K–6 is organised in three strands:

- Talking and Listening
- Reading
- Writing

The outcomes describe the knowledge, skills, understandings and strategies that students demonstrate when learning to talk, listen, read and write. They also specify the knowledge and understandings students develop when learning about talking, listening, reading and writing. These outcomes are achieved as students engage with the content of the syllabus.

When students engage in the English learning experiences, they develop the ability to talk, listen, read, view and write with purpose, effect and confidence. They develop knowledge of the ways in which language varies according to context (eg purpose, audience, channel of communication and content). Students develop a grasp of the language structures and grammar of Standard Australian English.

Literacy teaching at The Hills Grammar School takes an integrated approach incorporating Reading, Writing, Talking & Listening with all other Key Learning Areas. From ECEC, children are engaged in lessons targeted at developing specific skills including phonemic awareness, comprehension, text-type writing and reading. Children learn their basic foundation skills and begin to read, write and spell.

Teachers place emphasis on developing students' communication skills and provide opportunities for students to interact with others, through oral presentations such as 'News' and 'Topic Talks' as well as more formal debate structures. Students develop an understanding of the importance of purpose and audience and identify organisational patterns and features of both spoken and written texts.

Through explicit instruction, students develop their ability to read an increasingly complex range of text types, responding to themes and issues and developing their ability to justify interpretations and critically analyse the work of others. Children from Kindergarten to Year Two participate in Home Reading and sight words programs designed to support developing literacy skills.

Students learn to write well-structured literary and factual texts, incorporating complex sentences and appropriate grammatical features. Students learn strategies to spell words accurately and use both computer technology and NSW Foundation style handwriting to produce their work.

Knowledge

To develop students' knowledge and understanding of texts and how texts are structured within different contexts.

Knowledge about the characteristic ways in which different texts are organised assists students to create different spoken and written texts and to interpret or respond more effectively to the texts they encounter.

Skills

To develop students' competence in learning and using language in a broad range of contexts.

The development of skills in using spoken and written language is fundamental to the learning of English. The development of these skills allows students to use language effectively for different purposes. The skills developed in talking, listening, reading and writing assist students' learning in all areas of the curriculum.

Values and Attitudes

To develop students' enjoyment, confidence and independence as language users and learners.

A love of language, an enjoyment of language and an appreciation of the rich variety of language can motivate students to pursue future study of language and literature.

MATHEMATICS

The aim of Mathematics is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

The practice of learning and teaching Mathematics at The Hills Grammar School is based on the latest mathematical research and pedagogical developments. The Learning In Early Numeracy and Learning In Numeracy (LIEN and LIN) programs have been designed to improve student learning outcomes in Mathematics. The LIEN and LIN programs support teachers to develop learning and teaching approaches which place the development of conceptual understanding at the forefront. Teachers use a series of student interviews to identify what each student understands, and apply this information to further develop students' mathematical thinking and dialogue.

The LIEN and LIN Programs assist students to build and extend their knowledge of Mathematics and give teachers a better understanding of how students learn Mathematics. Teachers plan learning experiences that build upon what students already know and understand. This develops students' confidence as users of mathematical ideas. Emphasis is placed on the key role that discussion plays in the learning of Mathematics, and students are encouraged to use mathematical terms and concepts to help describe their own understanding.

The LIEN and LIN programs are designed to address the requirements of the Number, and Patterns & Algebra content strands, and the process strand of Working Mathematically, of the NSW Board of Studies Mathematics K-10 Syllabus (2002).

Knowledge, Skills and Understanding

Students will develop knowledge, skills and understanding:

- through inquiry, application of problem-solving strategies including the selection and use of appropriate technology, communication, reasoning and reflection
- in mental and written computation and numerical reasoning
- in patterning, generalisation and algebraic reasoning
- in collecting, representing, analysing and evaluating information
- in identifying and quantifying the attributes of shapes and objects and applying measurement strategies
- in spatial visualisation and geometric reasoning.

Values and Attitudes

Students will:

- appreciate mathematics as an essential and relevant part of life
- show interest and enjoyment in inquiry and the pursuit of mathematical knowledge, skills and understanding
- demonstrate confidence in applying mathematical knowledge, skills and understanding to everyday situations and the solution of everyday problems
- develop and demonstrate perseverance in undertaking mathematical challenges
- recognise that mathematics has been developed in many cultures in response to human needs.

The essential content for mathematics is structured using one process strand

• Working Mathematically,

and five content strands

• Number
• Patterns and Algebra
• Data
• Measurement
• Space and Geometry

These strands contain the knowledge, skills and understanding for the study of mathematics in the compulsory years of schooling.

SCIENCE AND TECHNOLOGY

Science and Technology is the learning area in which all students learn about the natural and made environments by investigating, by designing and making and by using technology. Learning in Science and Technology will draw on and contribute to learning related to the other five Key Learning Areas.

Knowledge and Understanding

Students will develop their knowledge and understanding of:

• Built Environments
• Information and Communication
• Living Things
• Physical Phenomena
• Products and Services
• Earth and its Surroundings
• the process of investigation that people use in order to develop reliable understandings of the natural and made environments
• the process of designing and making that people use in order to satisfy their wants and needs
• the technologies people select and use; how these technologies affect other people, the environment and the future.

Skills

Students will be able to:

• investigate natural phenomena and made environments
• design and make products, systems and environments to meet specific needs
• assess, select and use a range of technologies.

Values and Attitudes

Students will engage in learning experiences which will enable them to develop positive and informed values and attitudes:

• towards themselves
• towards others
• towards science and technology

HUMAN SOCIETY AND ITS ENVIRONMENT

Human Society and Its Environment is the key learning area in which students develop knowledge, understandings, skills, and values and attitudes about people and their social and physical environments.

The outcomes and content in Human Society and Its Environment are organised in four strands:

- Change and Continuity
- Cultures
- Environments
- Social Systems and Structures

Through the learning experiences, students will develop knowledge and essential understandings about Australia's history and geography, the people who live within its territory and their social, cultural, economic and political lives. They will learn about Australians, European influences, the original occupation of Australia by Aboriginal people and Australia's shared history, Australia in the context of the Asian and Pacific regions and the world, and other cultures in the world.

The development of academic and social skills is an important aspect of learning and teaching in Human Society and Its Environment. Students will develop skills that enable them to acquire information, use an inquiry process and participate in social and civic life.

The development of values and attitudes underpins learning and teaching in Human Society and Its Environment. Values and attitudes related to social justice, intercultural understanding, ecological sustainability, democratic processes, beliefs and moral codes and lifelong learning are incorporated into the outcomes and content.

THE INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM

The Hills Grammar School is a Candidate School for the International Baccalaureate Primary Years Program. This program focuses on the development of the whole child as an inquirer and global citizen. The International Baccalaureate has at its heart a commitment to fostering international mindedness in its students and in a rapidly globalising world it is a good fit with the philosophy of The Hills Grammar School.

Our **Science and Technology** and **Human Society and Its Environment** outcomes are taught through the International Baccalaureate Primary Years Program. These Key Learning Areas provide the scaffolding for our Units of Inquiry- in depth studies around a Central Idea, although a Unit of Inquiry may have outcomes across many Key Learning Areas, including English and Mathematics as well as specialist subjects.

Central Ideas are the starting points for in-depth investigations. They are developed by the teaching staff and last for several weeks. The Central Ideas fall into one of the six transdisciplinary themes explored in each grade each year: Who we are; Where we are in place and time; How the world works; How we express ourselves; How we organise ourselves and Sharing the planet.

All students know that the Unit of Inquiry involves questioning, experimenting, reflecting, hypothesising, researching, making connections and working co-operatively. They know teachers will be collecting evidence as to how well they have understood the Central Idea and they can demonstrate their learning in increasingly creative ways through the use of ICT programs.

Students have a greater ownership over their learning as they pose questions to satisfy elements of the Central Idea. Students strive to embody the attributes of the International Baccalaureate Learner Profile as they become inquirers, open-minded, risk-takers, knowledgeable, reflective, principled, caring, balanced, thinkers, and communicators.

An inquiries based philosophy caters to all learning styles and is a fully differentiated program allowing students to learn at their own pace and inquire at various depths into the Central Ideas. Students are highly engaged with each new inquiry unit and make connections between what they already know and what they want to find out as each unit progresses.

CREATIVE AND PRACTICAL ARTS

Visual Arts, Music, Drama, Dance

Students make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world. They discuss artworks in terms of how subject matter is used and represented, artists' intention and audience interpretation and make reasoned judgements about these artworks.

Students sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts. They organise musical ideas into compositions, using notation systems to record these ideas. Students listen to a range of familiar and unfamiliar music with a sense of understanding, appreciation and discrimination.

Students use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts. They devise and perform a range of drama forms for audiences. Students interpret a range of drama experiences by making, performing and appreciating drama.

Students perform dances from a range of contexts demonstrating movement and expressive qualities appropriate to the dance. They explore, refine and organise movement to convey meaning to an audience. They recognise and discuss how dance has various artistic and cultural contexts.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

The study of PDHPE is concerned with:

• physical, social, cognitive and emotional growth and development patterns

Feelings of self-confidence and self-acceptance and the ability to act in the best interests of themselves and others are fostered by an understanding of the nature of life's changes and the uniqueness of individual development.

• the development and maintenance of positive interpersonal relationships

Successful interaction with others in contexts such as the family, peer group and teams is essential to meet the individual's need for belonging and security. Students' capacity to form relationships and cope with changes in relationships is influenced by understandings and skills in negotiation, conflict resolution, tolerance, roles, responsibilities and community expectations associated with friendships and relationships.

• the factors influencing personal health choices

Young students need clear guidance concerning appropriate health attitudes and behaviours. As students mature they require assistance in discerning between conflicting messages from a range of sources. An understanding of health issues empowers students to make appropriate decisions and commit to adopting sound community values.

• living and learning in a safe secure environment

The safety and security of children is enhanced when they can recognise situations where their personal safety may be at risk, and use strategies to protect themselves. When power is used positively in relationships, individuals can support their own and others' rights to respect and safety.

• the adoption of an active lifestyle

Physical activity habits developed in school years are often maintained in later life. Students need to understand the importance of a balanced lifestyle incorporating regular physical activity for health and fitness.

• fundamental movement patterns and coordinated actions of the body

Children do not naturally develop fundamental movement skills as they grow. Opportunities should be provided for these skills to be taught, practised and encouraged. Having mastery of the Fundamental Movement Skills such as throwing, catching, running and jumping opens up a vast array of sport, leisure and recreation options for the individual. Skills are developed through play, dance, gymnastics, games, sports, aquatics and other recreational activities. The quality of movement is further enhanced through exploring, composing, performing and appreciating movement.

• skills that enable action for better health and movement outcomes

Understanding about health and movement is utilised when students have the necessary ability and self-confidence. The skills of effective communication, interaction, decision making and problem solving and moving with efficiency and confidence empower students to take action leading to better health, improved performance and enhanced self-esteem.

Not all students will have the same degree of control over their health. Illness, disability and sociocultural circumstances will have significant impacts on health and the ability to affect change. However, an emphasis on these skills and understandings of those factors that influence health best prepares students to work towards better health for themselves and others.

FRENCH

The aim of the French K-6 Syllabus is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits. There are three main objectives to the learning of this language;

1. Using Language

Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in French.

2. Making Linguistic Connections

Students will explore the nature of languages as systems by making comparisons between French and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

3. Moving Between Cultures

Students will develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Each objective describes the active commitment students will make to the acquisition of skills in communicating in French, and to the development of knowledge and understanding of the language and culture of French-speaking communities. The effective delivery of French will emphasise the equal significance and interdependence of all objectives. However, depending on the stage of learning, one or other of the objectives may be emphasised at any given time.

INFORMATION AND COMMUNICATIONS TECHNOLOGIES

Purpose:

Information and Communications Technologies (ICTs) will be used authentically to enhance the learning experience of our school community. Students will be prepared for the future, critical users of information and committed to lifelong learning. ICT will be used to inspire students to collaborate, create, analyse and evaluate their own learning.

Rationale:

Integrating technology into classroom practice is vital if we wish to engage the students of today and prepare them for the future of tomorrow.

Research has shown that technology enhances learning which leads to improved learning outcomes for students. Effective integration of Information and Communication Technologies (ICTs) must happen across the curriculum in order to deepen and enhance the learning process, providing relevance and engagement to all students. ICT tools add value and provide a rich range of opportunities that facilitate open-ended learning experiences. Integrating technology increases engagement, provides instant feedback, dynamic representations, investigative opportunities not available with paper and pencil and enables differentiation for all learners. Through integrating technology into the classrooms at The Hills Grammar School, students will be taught to think, create and innovate, ultimately providing students with the skills to adapt to technological and occupational change in the future.

HOMEWORK

Purpose:

To recognise the wide range of after school activities, encourage positive family interactions and allow relaxed time for children to pursue and consolidate their own learning.

Rationale:

Schools, teachers and parents need to work together to broaden the types of activities that children do at home to give them life skills as well as academic skills to cope with life at school, beyond school and beyond home.

Teachers and parents often report stresses associated with homework. The School's structured homework pedagogy embraces technological change, reduces homework stress and values the development of the whole child.

The Homework Grid

The homework pedagogy for Stage 2 includes everything a child does outside of school hours. The diverse learning a child is involved in outside of school is valued as part of the development of the whole child.

Every night activities • Reading • Housework • Spelling	Physical activity/ Sport training	Art	Shopping with parents
Be read to by: A family member or friend	Teach a new task to a parent or Play a game with an adult	Meditation / Spiritual / Relaxation	Cultural / Music practice
Use the computer for work	Maths activity	Assignments / Project research	Dates to remember

Each cell represents a period of time dependent upon the age of the child. Activities in the Homework Grid are completed on a fortnightly cycle. Individual classes have the opportunity to modify grid entries but maintain the integrity of the grid overall.

ASSESSMENT AND REPORTING

Purpose:

To provide information about student achievement to assist in the development of learning experiences and the reporting of this achievement to parents and the student.

Rationale:

Assessing and reporting involves the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus.

Student achievements of syllabus outcomes are the goal of planning, programming and assessing. Reporting is the communication of that achievement. The sequence of learning experiences that teachers provide should build on what students already know and should be designed to ensure that students will progress through the stages identified in the syllabus. As students participate in a range of learning experiences, teachers make judgements about student progress. Student work samples can provide information about what students know and understand.

Evaluating is the process of making judgements about the effectiveness of teaching programs, policies and procedures. Modifications to programs, policies and procedures may result from the evaluation process.

Students also participate in an annual program of standardised testing in the key areas of Mathematics, Reading, Spelling and Written Expression. The results are used by classroom teachers as a means of identifying current strengths, as well as areas of the curriculum requiring extra attention for the following year. This information is extremely useful as a means of fashioning a learning program that provides an appropriate level of challenge and support for each student.

THE ACADEMIC PROGRAM - YEARS FIVE & SIX

CURRICULUM STATEMENT

PURPOSE:

To provide the students in Years Five & Six with a wide variety of learning experiences which focus on the development of the whole child and are congruent with the NSW Board of Studies requirements.

RATIONALE:

Through thorough research and investigation the NSW Board of Studies have developed Foundation Statements. These have been written to help teachers manage curriculum more effectively by describing clearly the state-wide common curriculum requirements and prioritising what needs to be taught in all primary schools.

The Board's syllabuses in the six key learning areas (KLAs) provide the framework for teaching program development.

FOUNDATION STATEMENTS:

- set out a clear picture of the knowledge, skills and understanding that each student should develop at each stage of primary school. They encompass, at a level broader than syllabus outcomes, the nature (key concepts and content) and scope (breadth, depth and rigour) of learning in Kindergarten to Year 6. They do not add new content or concepts to the K–6 curriculum
- provide an answer to the question 'What must be taught?' in all schools. Teachers can be confident that they are delivering the most important learning for students. They place an emphasis on the fundamental skills needed to succeed at and beyond school, particularly in the areas of literacy and numeracy
- give teachers the freedom to focus on the diverse learning needs of students. Describing what must be taught in this way will ensure that important concepts and content such as Australian history and democracy, scientific investigation, cultural diversity, Aboriginal history and culture, and safe and healthy lifestyle are included in teaching and learning programs. By focusing on the statements teachers can be sure that they are meeting the common curriculum requirements in each key learning area
- guide teachers in planning to meet the needs of students with varying ability levels and learning needs. Teachers can select and use the syllabus outcomes and content that best suit the learning needs of their students.

COURSES

ENGLISH AND LITERACY

Talking and Listening: Students communicate effectively, using considered spoken language to entertain, inform and influence audiences for an increasing range of purposes. They work productively and independently, in pairs or groups to deliver effective oral presentations using various skills and strategies. Students listen attentively to gather specific information and ideas, recognising and exploring how spoken and written language differ, and how spoken language varies according to context. Students evaluate characteristic language features and organisational patterns of challenging spoken texts.

Reading: Students independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies. They respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge and experience. Students identify, critically analyse and respond to techniques used by writers to influence readers through language and grammar. They identify text structure of a range of complex texts and explore how grammatical features work to influence an audience's understanding of written, visual and multimedia texts.

Writing: Students write well-structured and well-presented literary and factual texts for a wide range of purposes and audiences, dealing with complex topics, ideas, issues and language features. They write well-structured sentences, effectively using a variety of grammatical features. Students spell most common words accurately, and use a variety of strategies to spell less common words. They use a fluent and legible style to write and employ computer technology to present written texts effectively in a variety of ways for different purposes and audiences. Students evaluate the effectiveness of their writing by focusing on grammatical features and the conventions of writing.

Literacy teaching at The Hills Grammar School takes an integrated approach incorporating Reading, Writing, Talking & Listening with all other Key Learning Areas. From ECEC, children are engaged in lessons targeted at developing specific skills including phonemic awareness, comprehension, text-type writing and reading. Children learn their basic foundation skills and begin to read, write and spell.

Teachers place emphasis on developing students' communication skills and provide opportunities for students to interact with others, through oral presentations such as 'News' and 'Topic Talks' as well as more formal debate structures. Students develop an understanding of the importance of purpose and audience and identify organisational patterns and features of both spoken and written texts.

Through explicit instruction, students develop their ability to read an increasingly complex range of text types, responding to themes and issues and developing their ability to justify interpretations and critically analyse the work of others. Children from Kindergarten to Year Two participate in Home Reading and sight words programs designed to support developing literacy skills.

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MATHEMATICS

Working Mathematically • Number • Patterns and Algebra • Measurement and Data • Space and Geometry

The practice of learning and teaching Mathematics at The Hills Grammar School is based on the latest mathematical research and pedagogical developments. The Learning In Early Numeracy and Learning In Numeracy (LIEN and LIN) programs have been designed to improve student learning outcomes in Mathematics. The LIEN and LIN programs support teachers to develop learning and teaching approaches which place the development of conceptual understanding at the forefront. Teachers use a series of student interviews to identify what each student understands, and apply this information to further develop students' mathematical thinking and dialogue.

The LIEN and LIN Programs assist students to build and extend their knowledge of Mathematics and give teachers a better understanding of how students learn Mathematics. Teachers plan learning experiences that build upon what students already know and understand. This develops students' confidence as users of mathematical ideas. Emphasis is placed on the key role that discussion plays in the learning of Mathematics, and students are encouraged to use mathematical terms and concepts to help describe their own understanding.

The LIEN and LIN programs are designed to address the requirements of the Number, and Patterns & Algebra content strands, and the process strand of Working Mathematically, of the NSW Board of Studies Mathematics K-10 Syllabus (2002).

In the classroom students:

- ask questions and undertake investigations, selecting appropriate technological applications and problem-solving strategies
- use mathematical terminology and some conventions and they give valid reasons when comparing and selecting from possible solutions, making connections with existing knowledge and understanding
- read, write and order numbers of any size, selecting and applying appropriate mental, written or calculator strategies for the four operations. They compare, order and perform calculations with simple fractions, decimals and simple percentages and apply the four operations to money in real-life situations. Students place the likelihood of simple events in order on a number line from 0 to 1
- record and describe geometric and number patterns using tables and words. They construct, verify and complete number sentences involving the four operations.
- select and use the appropriate unit to estimate, measure and calculate length, area, volume, capacity and mass. They use 24-hour time in real-life situations and construct timelines. Students draw and interpret a variety of graphs using a scale.
- construct and classify 3D objects and 2D shapes and compare and describe their properties. They measure, construct and classify angles and make simple scale calculations.

SCIENCE AND TECHNOLOGY

Investigating Scientifically • Designing and Making • The Natural Environment • The Made Environment

Students independently develop questions for scientific investigation, conduct scientific investigations based on fair testing and collect, record and analyse the resulting data. They identify trends in data, evaluate findings and prepare possible explanations. Students use, select and evaluate equipment, computer-based technology and other resources to meet the requirements and constraints of investigations. [Related units of work: All units.]

Students independently plan, implement and manage the design process and evaluate the results using design criteria. They consider the implications of design and production in relation to environmental, aesthetic, cultural, ethical, safety and functional factors.

Students select, safely use and evaluate equipment, computer-based technology and other resources to meet the requirements and constraints of design tasks. [Related Units of Work: Visual Ventures, Way out Communication, Light up My Life, Sailing, Sinking Soaring.]

Students identify, describe and evaluate interdependent relationships between living things and the environment within ecosystems.

They identify and describe various sources, forms, uses, transfers and changes in forms of energy. Students explore how natural forces and human interaction cause changes to the Earth over time. They recognise that the Earth is the source of most materials, and resources must be managed for sustainability. [Related Units of Work: Out In Space, Global Environments - Antarctica, An Ancient Land.]

Students recognise that built environments are systems created to meet the needs and requirements of people and communities.

They identify techniques used to engage audiences and convey meaning when creating information products. Students explain how production and processes have changed over time and model systems used to manufacture products and provide services. [Related Units of Work: Food For the Tuckerbox, A Change For the Better.]

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

Change and Continuity • Cultures • Environments • Social Systems and Structures

Students explore the principles of Australian democracy and explain its development over time. They investigate significant events in Australia's past and explain the implications for the development of Australian identity, heritage and cultural diversity. They locate information from a variety of primary and secondary sources, presenting their findings in a range of ways.

Students explain how shared culture, heritage and language, including those of Aboriginal peoples, contribute to Australian and community identity. They explore cultural diversity by examining how cultures change through interactions with other cultures and the environment. [Related Units of Work: Gold, Australian Identity- Living Historians and Icons, A Study of Ancient Cultures.]

Students analyse Australian and global environments, identifying environmental issues and problems and they explore ways in which individuals and groups can contribute to solutions for these. They investigate human interactions with environments and recognise ecologically sustainable development. Students recognise various beliefs and practices and explain how these influence interactions with environments. They sketch, label and use maps, applying appropriate conventions and terminology. [Related Units of Work: Rainforests, Antarctica, Case Study: Asia/Pacific Region.]

Students identify Australia's social and economic connection to the world and the rights and responsibilities of Australian and global citizens. They examine decision-making processes at state and federal levels and explain the structures, roles and responsibilities of government. They examine changes in work practices and the rights and responsibilities of producers and users of goods and services. Students apply knowledge of participatory democracy to formulate plans and create possible solutions illustrating fairness and social justice for school, local, national and global problems. [Related Units of Work: State and Federal Government.]

THE INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM

The Hills Grammar School is a Candidate School for the International Baccalaureate Primary Years Program. This program focuses on the development of the whole child as an inquirer and global citizen. The International Baccalaureate has at its heart a commitment to fostering international mindedness in its students and in a rapidly globalising world it is a good fit with the philosophy of The Hills Grammar School.

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An inquiries based philosophy caters to all learning styles and is a fully differentiated program allowing students to learn at their own pace and inquire at various depths into the Central Ideas. Students are highly engaged with each new inquiry unit and make connections between what they already know and what they want to find out as each unit progresses.

CREATIVE ARTS

Visual Arts, Music, Drama, Dance

Students make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world. They discuss artworks in terms of how subject matter is used and represented, artists' intention and audience interpretation and make reasoned judgements about these artworks.

Students sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts. They organise musical ideas into compositions, using notation systems to record these ideas. Students listen to a range of familiar and unfamiliar music with a sense of understanding, appreciation and discrimination.

Students use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts. They devise and perform a range of drama forms for audiences. Students interpret a range of drama experiences by making, performing and appreciating drama.

Students perform dances from a range of contexts demonstrating movement and expressive qualities appropriate to the dance. They explore, refine and organise movement to convey meaning to an audience. They recognise and discuss how dance has various artistic and cultural contexts.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Fundamental Movement and Physical Activity, Healthy Choices, Self and Relationships

Students apply, adapt and vary movement skills in dance, gymnastics, games and sports. They understand the elements of movement and compose and perform movement sequences with control and coordination in various contexts. Students demonstrate teamwork, tactics and strategies when participating in team games. They demonstrate proficiency in the fundamental movement skills of leap, kick, two-handed strike and dodge and apply them in a range of challenging physical activity contexts. Students participate in a range of moderate to vigorous physical activities and apply movement skills with increased confidence and precision. They investigate the effects of physical activity on health and monitor and evaluate physical activity levels.

Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing. Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.

Students describe the factors that influence personal identity and examine the physical, social and emotional changes that occur during puberty. They devise strategies for coping with change, grief and loss. They value the differences between individuals and challenge discrimination and harassment. Students value different roles and responsibilities in relationships, the importance of communication and they practise positive ways to deal with conflict.

FRENCH

The aim of the French K-6 Syllabus is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits. There are three main objectives to the learning of this language;

1. Using Language

Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in French.

2. Making Linguistic Connections

Students will explore the nature of languages as systems by making comparisons between French and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

3. Moving Between Cultures

Students will develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Each objective describes the active commitment students will make to the acquisition of skills in communicating in French, and to the development of knowledge and understanding of the language and culture of French-speaking communities. The effective delivery of French will emphasise the equal significance and interdependence of all objectives. However, depending on the stage of learning, one or other of the objectives may be emphasised at any given time.

INFORMATION AND COMMUNICATIONS TECHNOLOGIES

Purpose: Information and Communications Technologies (ICTs) will be used authentically to enhance the learning experience of our school community. Students will be prepared for the future, critical users of information and committed to lifelong learning. ICT will be used to inspire students to collaborate, create, analyse and evaluate their own learning.

Rationale: Integrating technology into classroom practice is vital if we wish to engage the students of today and prepare them for the future of tomorrow.

Research has shown that technology enhances learning which leads to improved learning outcomes for students. Effective integration of Information and Communication Technologies (ICTs) must happen across the curriculum in order to deepen and enhance the learning process, providing relevance and engagement to all students. ICT tools add value and provide a rich range of opportunities that facilitate open-ended learning experiences. Integrating technology increases engagement, provides instant feedback, dynamic representations, investigative opportunities not available with paper and pencil and enables differentiation for all learners. Through integrating technology into the classrooms at The Hills Grammar School, students will be taught to think, create and innovate, ultimately providing students with the skills to adapt to technological and occupational change in the future.

HOMEWORK STATEMENT

All children are encouraged to complete homework on a regular basis. This typically involves nightly reading and other tasks set by the class or specialist teacher. It is anticipated that the regular completion of homework allows students to build skills in self-organisation, time management and meeting deadlines, self-advocacy when extensions are sometimes required and encourages the formation of good study habits for Senior School examinations.

The amount of homework weekly/nightly varies according to the needs and ages of students. Should a child be unable to complete their homework on any particular night, a note of explanation in the Red Book from parents is appreciated.

ASSESSMENT AND REPORTING

Purpose: To provide information about student achievement to assist in the development of learning experiences and the reporting of this achievement to parents and the student.

Rationale: Assessing and reporting involves the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus.

Student achievements of syllabus outcomes are the goal of planning, programming and assessing. Reporting is the communication of that achievement. The sequence of learning experiences that teachers provide should build on what students already know and should be designed to ensure that students will progress through the stages identified in the syllabus. As students participate in a range of learning experiences, teachers make judgements about student progress. Student work samples can provide information about what students know and understand.

Evaluating is the process of making judgements about the effectiveness of teaching programs, policies and procedures. Modifications to programs, policies and procedures may result from the evaluation process.

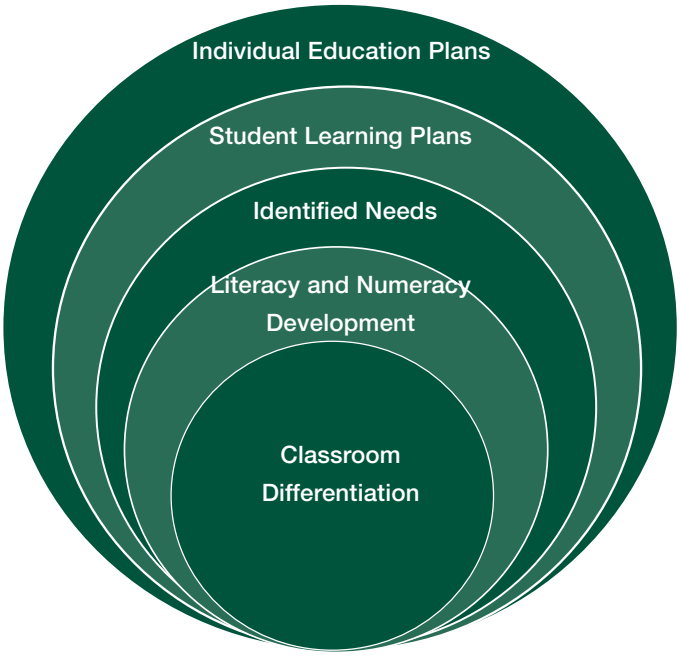
LEARNING ENRICHMENT IN THE PRIMARY YEARS

The Hills Grammar School recognises that students learn in a variety of ways and at different rates. Further the school acknowledges the ethical, professional and legislative responsibility to provide and create an inclusive learning environment in which students who can benefit from the programs offered by The Hills Grammar School can access the academic curriculum and other learning programs, including both the wellbeing and co-curricular activities provided within the school.

The Learning Enrichment Model endeavours to capture and describe the various ways the school's caters and accommodates student learning needs.

The Model identifies five approaches to accommodating student need

- Differentiation – the foundation upon which all learning experiences are built
- Literacy and Numeracy Development – the basics of learning
- Recommended Learning Plans – acknowledging individual learning style
- Student Learning Plans – responding to identified learning requirements
- Individual Education Plans – responding to specific learning requirements.



Founded 1982

THE HILLS

GRAMMAR SCHOOL