

# Curriculum Policy

## Muhammadiyah Australia College



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Principal

Muhammadiyah Australia College

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## Preamble

This document is one in a suite of documents that describe the organisational structure of Muhammadiyah Australia College along with its policies and procedures. The suite of documents, along with the standing committee of the College Board with responsibilities for their maintenance, are as follows.

- Governance Policy
  - for policy and procedures that ensure the College maintains its obligations on matters of corporate governance, financial governance, and related external governance
- Administration Policy
  - for policy and procedures for properly managing College staff
- Curriculum Policy
  - for policy and procedures for maintaining the curriculum to be delivered by staff at the College
- Students Policy
  - for policy and procedures for enrolling students and ensuring the ongoing welfare of students enrolled at the College
- Infrastructure Policy
  - for policy and procedures for maintaining the infrastructure of the College including buildings, grounds and other facilities such as technological infrastructure.

The vision, mission, and values of the College and its democratic principles are more fully described in the Muhammadiyah Australia College Governance Policy. Terms used in the suite of documents, along with their definitions, are also described in the Governance Policy document.

## **1. College Philosophy**

### **1.1. Our Vision**

The vision of Muhammadiyah Australia College is to become a centre of excellence in which Islamic values and Australian education are integrated and delivered in a safe, supportive, inclusive and peaceful environment.

### **1.2. Our Mission**

The mission of Muhammadiyah Australia College is to foster learning and spiritual development in an environment where students can realise their full potential as citizens so that they can meaningfully contribute to society. The College works towards developing students as global citizens with the capacity to engage in meaningful work, embrace and respect society's laws and norms, and to make a personal contribution to civil society.

### **1.3. Our Values**

2. Faith (Eeman) – nurturing the correct practice of Islam according to Al Quran and Sunnah
3. Respect (Akhlaq) – promoting respectful and positive relationships
4. Excellence (Ihsan) – encouraging the pursuit of excellence in all aspects of life
5. Innovative (Tajdid) – learning from real life problems and seeking creative solutions
6. Entrepreneurship (Amal) – developing skills and confidence required in a competitive market, and
7. Enlightenment (Tanwir) – encouraging contribution by all for the betterment of the community.

### **1.4. Our Objectives**

1. Provide quality, meaningful and relevant education to students in accordance with the Victorian Curriculum content and standards
2. Provide education that emphasises the importance of place that includes recognition of the Traditional Owners of the land
3. Provides education that promotes sustainable environmental practices and harmony with the natural environment through engagement with local flora and fauna
4. Provide quality, meaningful and relevant Islamic education for students as part of the curriculum and extra-curricular activities.
5. Create a positive and safe learning culture and environment inside and outside of the College hours by engaging the broader community
6. Challenge students intellectually, spiritually, mentally and physically with extensive opportunities to help them achieve their full potential, and
7. Prepare students to become upstanding citizens who embody the values of Islam in fashion that contributes to the broader Australian community

### **1.5. Our motto**

Our motto is: Accomplishment through Faith and Knowledge.

## **2. The Purpose of Curriculum Policy**

The Curriculum Policy of the College addresses the curriculum delivered to students and the assessment and reporting of student performance against that curriculum. The policy, procedures and curriculum described in this document work towards ensuring that students at the College are exposed to curriculum consistent with the core values of the College and with Australian and Victorian curriculum.

Muhammadiyah Australia College will adopt and implement the Victorian Curriculum which outlines the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The College will use the guidelines and resources developed by ACARA and VCAA in developing whole-school teaching and learning plans and reporting student learning achievement, curriculum planning and assessment, curriculum area-specific advice and professional learning opportunities.

### **2.1. The role of the Curriculum Committee**

Responsibility for the College's Curriculum Policy rests with the College Board. The Board may establish a curriculum committee or similar as a standing committee of the College Board providing advice to the College Board on curriculum policy and advice to the College Principal and College Staff on implementing the curriculum.

### **2.2. Curriculum Implementation**

The Principal has the overall responsibility for the implementation of curriculum at the College. Aspects of this role can be delegated to other staff members and curriculum coordinators who will work in conjunction with the principal in developing curriculum content, delivery and reporting.

The College will ensure that it has a comprehensive budget to support curriculum programs. Budget requests will be formulated by program leaders in October before the next school year. These will be compiled by the Principal and discussed in the Board meeting. Indicative budgets must be approved by the College Board of Directors prior to the school year.

The College's Strategic Plan is the College's statement to its community about what it stands for and intends to do, over the next five years, to improve student outcomes. It defines what the College values most and sets out the College's goals and targets, key strategies for improvement and its resourcing priorities. The College's Annual Implementation Plan outlines one-year goals that are steps towards achieving the broader targets set in the Strategic Plan. It also provides a reference point for monitoring the College's progress in meeting the goals and targets set in its Strategic Plan.

Each term, Year Level teams will produce a curriculum planning document detailing the learning focuses of the term. Weekly Professional Learning Team meetings will have a focus on student learning data and planning in order to provide differentiated approaches to teaching that cater for the needs of students with a range of interests, abilities, skills and motivation.

Curriculum and level leaders will ensure the Victorian Curriculum scope and sequence and curriculum coverage is monitored across the College. Strategic teams and professional learning, teaching and learning teams are responsible for core curriculum development and delivery.

The College will develop a structured approach to curriculum planning that ensures a shared vision within the College on curriculum development, common documentation and common understandings of the whole College curriculum.

The teaching of literacy and numeracy will be an integral component in all curriculum planning and delivery. Inquiry-Based Learning will cover the teaching of Science, Humanities and Digital Technologies to provide students with the opportunity to explore different topics as integrated units. Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability is embedded in Inquiry-Based Learning.

Arabic and Bahasa Indonesia will be taught at the College. Students in Foundation Year, Year 1 and Year 2 will be offered Arabic only, however, from Year 3 onwards they may choose to continue with Arabic or opt out to do Bahasa Indonesia.

Extra-Curricular activities are offered to students from Year 3 onward before school (7.30 am - 8.50 am). Students choose to take part in a range of activities which include Quranic Studies, Tapak Suci Martial Arts and Hizbul Wathan Scouts.

A range of additional programs will support curriculum delivery in the College. These may include English as an Additional Language (EAL), Reading Recovery program, Literacy Intervention, Health Education, Drug Education, Koorie Education, Gifted Education, ESL New Arrivals Program, and the Program for Students with Disabilities.

### **2.3. The role of the College Curriculum Coordinator**

The College Principal may delegate responsibility to a member of the teaching staff to be the College Curriculum Coordinator. Where this responsibility is delegated, the College Curriculum Coordinator will work under the guidance of the College Principal and College Board to:

- Convene and chair the College Curriculum Committee
- Liaise with College Staff on matters related to curriculum
- Convene ad-hoc committees to address curriculum related matters
- Coordinate professional development of College Staff on matters related to curriculum

### **2.4. VRQA requirements**

The College's Curriculum Policy, and the work of the Curriculum Committee, primarily addresses the following VRQA requirements. Support policy areas are also shown.



The College's Administration Policy, and the work of the Administration Committee, also supports other policy areas meeting the following VRQA requirements.

### **3. Principles for the College Curriculum**

The purpose of curriculum principles is to provide an overarching framework for curriculum development, approaches to teaching and learning, and approaches to assessment and reporting for the College.

#### **3.1. Curriculum Values**

The core values of the College – Faith, Respect, Excellence, Innovation, Entrepreneurship and Enlightenment – underpin the College Curriculum.

The Islamic faith and the teachings of Al Quran and Sunnah provide the holistic worldview through which students are taught and provided a basis for making sense of the world. It is from the perspective of Islam that students are taught to respect themselves, other people, the natural environment and the Australian law. The College Curriculum seeks to provide students with opportunities to excel academically, socially and personally.

The College Curriculum promotes engagement with the future through innovation and noble characters. These are taught in a manner that encourages students to relate and to make an enlightened contribution to their community and to society more broadly. This engagement proceeds from a stance of respect through faith, where the College promotes respect for others including those from other faiths and who do not share Islamic worldviews.

#### **3.2. Pedagogy**

The College will develop a teaching and learning model to improve the quality and consistency of teaching practice across the College. The model will help the College to build a high-performance learning culture and ultimately improve student achievement and engagement using various methods and strategies. It will assist teachers in planning, classroom practice and reflecting on their teaching practices.

#### **3.3. Student objectives – the scientific, social and personal world**

The College Curriculum engages students with the scientific, social and personal worlds.

The College Curriculum engages with the sciences to enable students to understand the natural world in which they live. The College Curriculum recognises that developments in scientific knowledge are changing the world rapidly and will provide the pathway to meaningful work for many students. The College Curriculum takes a broad approach to the sciences through the fields of physics, chemistry, biology, environmental science,

geoscience, mathematical science and astronomy. Engagement with the scientific world is through cognitive development.

The College Curriculum engages with the social world to ensure that students grow to understand the importance of other people in their lives. Engaging with the social world includes harmoniously engaging with those close to the student including their family, the school community and the broader community. Engaging with the social world involves engaging in the perspectives of those from other cultures and faiths, and those with differing views. Teaching the social world is through the teachings and norms of the Islamic faith, and laws and norms of the secular society to explore what is fair and just. Engagement with the social world is through moral development.

The College Curriculum engages with the personal world to explore and enhance the personal interests and capability of students. The College Curriculum engages students in fields of art, sport and craft to enable them to excel in fields of their choice. The College Curriculum promotes engagement in these fields and fosters student individuation and the personal pursuit of excellence in areas chosen by the student. Engagement with the personal is through personal development and through Islamic faith.

### **3.4. Outside classroom activities**

The College Curriculum includes off-site excursions and on-site incursions to complement the curriculum. Generally, each level will participate in two excursions and two incursions per year.

The College Curriculum is also supplemented by extra-curricular experiences such as camps, sporting programs and leadership courses where appropriate and possible.

The College Curriculum includes special events and theme days and weeks to celebrate activities at the College and its curriculum programs. These special events might include STEM Week, Education Week, Harmony Day, Book Week, Literacy and Numeracy Week.

## **4. Information and Communications Technologies**

The College places a priority to include Information and Communication Technologies (ICT) across the full College Curriculum. The College will work towards:

- Ensuring that all classroom teachers have access to and training to incorporate ICT into their learning programs.
- That all Curriculum plans include the use of ICT

#### **4.1. Maintaining ICT infrastructure**

The Technology manager is responsible to maintain and update the ICT infrastructure. Review is to be completed periodically to ensure all facilities and devices can cater the needs of today's and future learning of our students.

#### **4.2. Training College Staff in ICT**

Teaching and non-teaching staff are encouraged to take part in professional developments in Digital Technologies and the use of ICT as part of their professional growth.

### **5. Maintaining and implementing the College Curriculum**

The policy and procedures for maintaining and implementing the College Curriculum are to ensure that:

- the College Board discharges its responsibilities for the College Curriculum
- the College Curriculum is periodically and formally reviewed
- the College Curriculum is responsive to input from the College Community, particularly College Staff
- the College Curriculum drives the recruitment and performance management of College Staff

#### **5.1. Curriculum and Teaching Practice Review**

Formal review of the College Curriculum and teaching practice occurs on an ongoing basis and may become the focus of an event such as a student-free curriculum day or on an ad-hoc basis to address a priority.

Formal curriculum review for the College addresses substantive curriculum, teaching practices, and assessment and reporting practice as follows:

1. The College's curriculum will be audited on a cyclical basis to ensure it is in line with the Australian/ Victorian Curriculum. Curriculum audits and reviews can aid in the creation and implementation of future curriculum.
2. The curriculum coordinator will oversee teacher practice and will strive to promote a community of learning, teamwork and quality growth. Giving and receiving constructive feedback would be a critical component in enhancing the educational process and outcomes.
3. This curriculum and teaching practice review will be included in the staff performance and development process, with goals aligned with the College's Annual Implementation Plan.
4. The College will develop policies and guidelines, resources, internal and external expertise, mentorship, coaching, peer observation, and one-on-one sessions to help staff consistently improve their teaching technique and practise.

Ongoing curriculum review is through the Curriculum Committee as a standing committee of the College Board. College Staff also engage in a minimum of two student-free days devoted to curriculum review each

school year. The theme and priority addressed in a student-free curriculum review day is set by the College Board in collaboration with the College Principal, the College Curriculum Coordinator, and the Curriculum Committee.

The College Board is always provided with a brief written report of activities after each curriculum review day and is provided with minutes from the College Curriculum Committee. All substantive changes to College Curriculum emerging from curriculum review are endorsed by the College Board before having effect.

The College Curriculum Coordinator, in collaboration with the Curriculum Committee, may also instigate an ad-hoc curriculum review to address arising implementation issues through ad-hoc committees comprising of College Staff.

## **5.2. Changes to legislative environment and related policy**

The College responds to changes in the legislative environment and to changes in the Victorian and Australian curriculum in a timely manner. The College Principal, in collaboration with the College Curriculum Coordinator and the College Board, are responsible for determining strategies for responding to changes in the curriculum regulatory environment.

## **5.3. Communicating changes to policy and practices**

Changes to teaching policy and practices that have been endorsed by the College Board are communicated to all College staff by the College Principal, and where applicable, the College Curriculum Coordinator, at a whole of staff meeting, and by other means as appropriate.

## **5.4. Aligning to teaching practices to policy**

The College Curriculum Coordinator collaborates with the College Professional Development Coordinator, under the guidance of the College Principal, to ensure that professional development and performance management of staff aligns with College Curriculum policy and practices.

Specifically, the College Professional Development Coordinator will ensure the following are included in the performance management processes

- knowledge of the College curriculum content for year levels taught
- knowledge of relevant state and national standards to facilitate objective teacher judgement of student work and performance
- ability to interpret system level data, including NAPLAN data, to enhance teacher judgement of student work and performance
- evidence of lesson planning and preparation aligned to College Curriculum
- capacity to identify and establish challenging and achievable learning goals for individual students
- capacity to identify students at risk and low performing students

- capacity to establish suitable targets to student at risk and to develop strategies to support those students
- evidence of assessment and reporting practices which includes:
  - supportive feedback to students to facilitate learning
  - summative feedback for reporting outside of classroom to support
    - school-based curriculum planning
    - informing parents
    - reporting in a manner that provides parents with an opportunity to participate in their child's learning
- a gentle approach towards student feedback that enables students to develop cognitively, socially and personally

## 6. College approaches to assessment and reporting

The purpose of the College assessment reporting policy and procedures is to ensure that:

- the College complies with the extensive regulatory framework on assessment and reporting
- students are provided with feedback in a way that promotes learning and growth
- students gain knowledge of themselves as learners and citizens
- teachers are knowledgeable of norms around student levels of achievement, particularly national standards
- teachers use evidence garnered through assessment to inform teaching practices
- parents are kept well-informed on their student's learning progress to maximise their participation in their child's learning

The College assessment and reporting processes focus on the full College Curriculum. Assessment and reporting take into consideration how students understand the taught curriculum in the context of broader society, how students understand the taught curriculum in the context of their peers and local environment, and how students understand the taught curriculum from their personal perspective.

The College encourages teachers to continually assess students' progress through observation, informal questioning, graded classroom activities, and formal tests and assignments. Formal tests used are those from external providers including NAPLAN, OnDemand (VCAA), PAT (ACER), and Running Records (DET). Teachers' professional judgement underpins student feedback and is based on a range of assessment activities and outcomes. Further, feedback may include gently correcting students when they make a mistake, and calmly reinforcing correct behaviour. The College assessment and reporting processes seek to foster continual day-to-day growth in students along cognitive, moral and personal dimensions.

The College understands that when feedback from assessment is reported to students forcefully it can affect the way students view themselves in a way that may adversely affect the way they approach their future learning and approach new situations. College Staff give feedback in comprehensive and meaningful ways that foster student learning and engagement. Misunderstandings are corrected in a respectful manner where progress is reported to parents in a way that allows them to help and support their child's learning. The College Curriculum allows student identities to be fluid in a way that allows the fully formed citizen to discreetly

emerge along cognitive and moral dimensions, and where parents are informed and engaged with their child's progress.

The college will analyse data in various ways:

- a. NAPLAN data will be analysed at the college level in October and November of each year to identify areas for change. The identified areas would be documented and included in the planning for the following year. NAPLAN will be analysed in comparison to "like schools," and state and national expectations and priorities will be established as a result. NAPLAN data will be published on "myschool.edu.au" and a link will be provided on the College website. The Strategic Plan and Annual Implementation Plan will have goals for improving, maintaining, or exceeding NAPLAN performance (AIP).
- b. Victorian Curriculum Teacher Judgment Progression Points can be used at the entire College level for presenting to parents and informing teaching at the mid-year and end-of-year. Students who are progressing 6 months or more below their planned pace will be marked and put on their own Individual Learning Plan (ILP). Students who score 12 months or more above the predicted average will be assigned their own Individual Learning Plan (ILP).
- c. Number Fluency Assessment will be administered to students in Year 3 to 6. Students will be mindful of their learning requirements and will set priorities and objectives to help them advance along the number curve.
- d. In term two and four, staff in Year 3 to 6 can analyse OnDemand research outcomes to advise preparation, teaching, and setting unit goals.
- e. The Sutherland Phonological Awareness Test will be used to build an oral language profile for each Foundation student.
- f. Foundation – Year 2 teachers can use the English Online assessment, and data will be used to support preparation and teaching within these units. Assessments accepted by the college would be used to guide future preparation and instruction. Students who are at risk will be marked and put on their own Individual Learning Plan (ILP)
- g. Teachers can use moderation at all stages to monitor student success and prepare for future learning.
- h. Data would be taken to weekly unit preparation meetings and analysed to help guide instruction. Teachers can use these types of data to guide their instruction, modify their plans and create programs for specific students.
- i. A whole-college spreadsheet will be held for the long-term recording of student records.
- j. Individual teacher spreadsheets will be kept tracking achievement and development.

## **6.1. The College reporting framework**

The College reports student progress in accordance with the statutory guidelines which include:

- providing parents with written reports on student progress in every learning area towards the end of semester one and again towards the end of semester two of each year
- providing parents with an opportunity to meet with teachers after a written report has been provided to parents
- reporting student progress against objective national achievement standards

- reporting student progress in an accessible form which includes:
  - reporting through a five-point scale: A, B, C, D or E
  - reporting using a continuum
  - reporting that indicates previous level, current level, expected level of achievement, and including progress made
  - reporting through simple and relevant language
  - opportunity for verbal reports and follow up

## **6.2. Aligning reporting practices to College Curriculum Policy and to national standards**

The College Curriculum Coordinator collaborates with the College Professional Development Coordinator, under the guidance of the College Principal, to ensure that teaching staff provide student reports consistent with the College Curriculum Policy and overarching regulatory framework.

Specifically, the College Professional Development Coordinator will ensure that before each student reporting period that staff are

- knowledgeable about national and state-based achievement standards across learning areas
- aware of any changes to college reporting practices and changes to any overarching regulatory environment
- confident in the provision of written and verbal reports on student progress

## **6.3. Learning areas reported**

From Foundation to Year 6, the College reports to parents in all eight learning areas and four capabilities.

The learning areas are:

### **Junior School (Foundation to Year 6):**

- The Arts
- English
- Health and Physical Education
- The Humanities
- Languages
- Mathematics
- Science
- Technologies
- Islamic Studies

### Middle School (Year 7 to 9):

Compulsory	Elective (Year 9)
<ul style="list-style-type: none"><li>● English/EAL</li><li>● Mathematics</li><li>● Science</li><li>● Humanities</li><li>● Physical and Health Education</li><li>● Islamic Studies</li></ul>	<ul style="list-style-type: none"><li>● Languages (Arabic or Indonesian)</li><li>● Robotic and Software Development</li><li>● Performing Art</li><li>● Visual Art</li><li>● Food For Healthy Mind and Body</li><li>● Design Engineering</li><li>● Career and Community Connection</li></ul>
<ul style="list-style-type: none"><li>● Languages (Arabic or Indonesian) (Year 7 and 8)</li><li>● Digital Technologies (Year 7)</li><li>● Food Technology (Year 7)</li><li>● Visual Art (Year 8)</li><li>● Woodwork (Year 8)</li></ul>	

The capabilities to be addressed include:

1. Critical and creative thinking
2. Ethical capability
3. Intercultural reasoning
4. Personal and social capability

The College is also reporting on Languages (Arabic/Bahasa Indonesia) and Islamic Studies.

#### 6.4. Report Format

The student report format integrates with the student information system and contains:

- A Cover Page with College and student information
- Inside Cover Page that explains the format of reports
- Initial Page with student personal information
- Learning area pages contains teacher judgements made based on quality evidence of what each student has achieved against the achievement standards
- Student comment and opportunity for parent comment

(see Appendix I – student report format)



## **6.5. The use of student learning data**

The College Principal in collaboration with the College Curriculum Coordinator will establish an ad-hoc team to meet, at a minimum two times per term, to track whole school data and identify potential curriculum areas that require attention. Data used to track students include, but is not limited to NAPLAN, OnDemand, PAT testing, Running Records, school-based testing, teacher judgments based on learning outcomes in the Victorian Curriculum.

Student outcome data will be reported in the Annual Report to the College Community as well as being provided to the DET and the State Register maintained by the Victorian Registration and Qualifications Authority.

## **6.6. The use of data to improve student's outcome**

The data collected from the different forms of assessment will be used as feedback to review the curriculum and to inform the teaching practices. Curriculum coordinators and teachers will make necessary changes to the curriculum content and develop better approaches and strategies in teaching to improve students' outcome.

A review of student data by College Curriculum Coordinator, ad-hoc committees and classroom teachers will also be used to set individual student learning goals with a special emphasis on students with special needs to identify strategies and ways of implementing those strategies.

## **6.7. Making College information publicly available**

Consistent with the Australian Education Regulation Act 2013, the College makes publicly available on its website

- contextual information about the College, including the characteristics of students at the College
- teacher standards and qualifications
- workforce composition, including Aboriginal and Torres Strait Islander composition
- student attendance at the College, including:
  - the attendance rates for each year of college and
  - a description of how non-attendance is managed by the College
- student results in NAPLAN annual assessments
- parent, student and teacher satisfaction with the College
- College income broken down by funding source

This information on the College website is reviewed and refreshed on an annual basis.

## 7. Students with disabilities

The College is committed to delivering an inclusive education program that ensures all students, including students with disabilities, have access to a quality education. The College Curriculum strives to be accessible to all learners where reasonable adjustments are made for students with disabilities. This includes modification and accommodations to the curriculum, the learning environment and assessment. Modifications include changes to learning tasks and how material is presented to students, and accommodations include adaptations that support students with disabilities to access education. The College Curriculum aims to be as inclusive as practically possible.

## 8. The College Timetable

Curriculum activities at the College will commence at 8:50 am and finish at 3:20 pm each day. Foundation to Year 6 classes have 6 lessons of 50 minutes and Year 7 to Year 9 classes have 5 lessons of 60 minutes.

Students in Year 3 to Year 9 are offered to take part in extracurricular activities before school (7:30 am to 8:50 am).

Below are sample of timetables for Junior and Middle School:

### Foundation to Year 6 (Junior School)

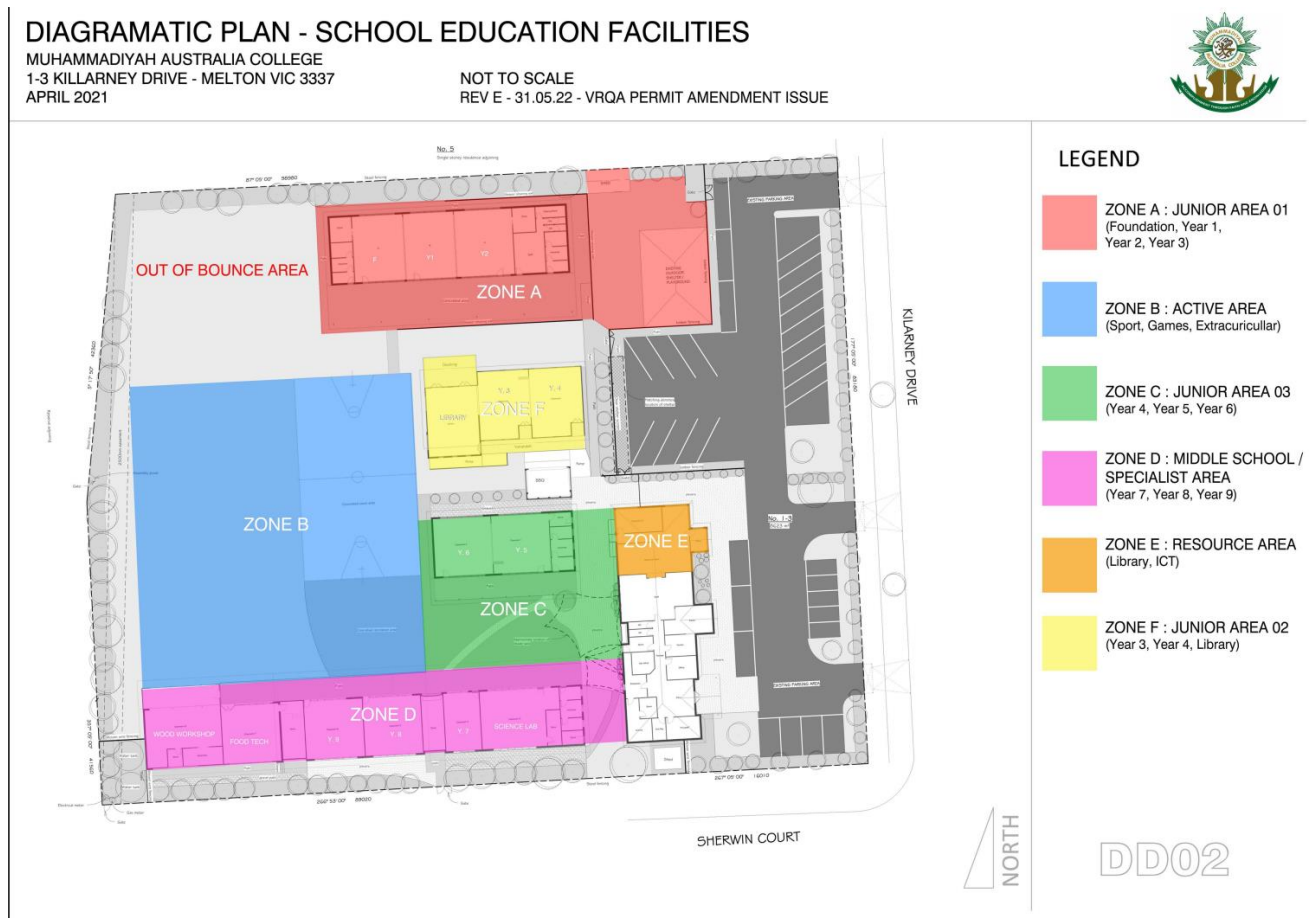
Time	Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8.50	Extra-Curricular	Quranic Studies and Hifzh				
8.50-9.40	Period 1	English	English	English	English	English
9.40-10.30	Period 2	English	English	English	English	English
10.30-11.00	Recess	Time for student snacks and physical activity				
11.00-11.50	Period 3	Languages	Languages	Languages	Languages	Islamic Studies
11.50-12.40	Period 4	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12.40-1.40	Lunch	Time for student lunch and physical activity				
1.40-2.30	Period 5	Inquiry-based learning	Inquiry-based learning	Islamic Studies	Inquiry-based learning	Inquiry-based learning
2.30-3.20	Period 6	The Arts	Health and Physical Education	The Arts	Health and Physical Education	Health and Physical Education

Note: Inquiry-based learning covers Humanities, Science and Digital Technology

**Year 7 to 9 (Middle School)**

<b>Time</b>	<b>Period</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:30-8.50	Extra-Curricular	Quranic Studies and Hifzh				
8.50-9.50	Period 1	English	English	English	English	English
9.50-10.50	Period 2	Science	Health and Physical Education	Science	Humanities	Digital Technologies
10.50-11.20	Recess	Time for student snacks and physical activity				
11.20-12.20	Period 3	Languages	Humanities	Food Technologies	Languages	Islamic Studies
12.20-1.20	Period 4	Mathematics	Mathematics	Mathematics	Mathematics	Languages
1.20-2.20	Lunch	Time for student lunch and physical activity				
2.20-3.20	Period 5	Health and Physical Education	Digital Technologies	Islamic Studies	Health and Physical Education	Food Technologies

## 9. College site plan for delivering College Curriculum



## 10. College Curriculum Framework

The College is committed to life-long learning by providing a quality, meaningful and relevant education to help students to pursue excellence in all aspects of life and prepare them to face future challenges. The College curriculum is developed in accordance with the Australian and Victorian Curriculum guidelines and framework combined with Islamic values for religious content and character development. The College Curriculum is planned and taught sequentially in a manner that allows students to develop ownership in all aspects of their learning. The College Curriculum is designed to develop critical thinking, noble characters and foster engagement with the wider community and include the use of a wide variety of technology to assist in student learning. The College works towards innovative delivery of the curriculum that draws on a wide range of suitable educational resources. The College considers homework as enhancing classroom learning. Student assessment focuses on drawing and interpreting evidence from a variety of assessment opportunities.

### 10.1 Learning areas and capabilities

The College Curriculum implements the Victorian Curriculum through learning areas that are discipline-based approaches to learning where learning areas are regarded as both enduring and dynamic. The College

Curriculum also addresses capabilities which are sets of discrete knowledge and skills that can be taught explicitly through learning areas.

The learning areas addressed by the College Curriculum are:

### Junior School (Foundation to Year 6)

Of the 30 fifty-minute lessons devoted to Victorian Curriculum each week, learning areas covered and the time devoted to each learning area is as follows:

<b>Learning Area</b>	<b>Periods</b>	<b>Percentage</b>
English	10	33%
Mathematics	5	17%
Inquiry-based learning <ul style="list-style-type: none"><li>● Humanities</li><li>● Science</li><li>● Digital Technology</li></ul>	4	13%
Languages	4	13%
The Arts, visual and performing	2	7%
Health and Physical Education	3	10%
Islamic Studies	2	7%

### Middle School (Year 7 to Year 9)

Of the 25 sixty-minute periods devoted to Victorian Curriculum each week, learning areas covered and the time devoted to each learning area is as follows:

Year 7 and Year 8		Percentage
<ul style="list-style-type: none"> <li>● English/EAL</li> <li>● Mathematics</li> <li>● Science</li> <li>● Humanities</li> <li>● Physical and Health Education</li> <li>● Islamic Studies</li> <li>● Languages (Arabic or Indonesian)</li> <li>● Digital Technologies (Year 7)</li> <li>● Food Technology (Year 7)</li> <li>● Visual Art (Year 8)</li> <li>● Woodwork (Year 8)</li> </ul>	<ul style="list-style-type: none"> <li>5 lessons/week</li> <li>4 lessons/week</li> <li>2 lessons/week</li> <li>2 lessons/week</li> <li>3 lessons/week</li> <li>2 lessons/week</li> <li>3 lessons/week</li> <li>2 lessons/week</li> <li>2 lessons/week</li> <li>2 lessons/week</li> <li>2 lessons/week</li> </ul>	<ul style="list-style-type: none"> <li>20%</li> <li>16%</li> <li>8%</li> <li>8%</li> <li>12%</li> <li>8%</li> <li>12%</li> <li>8%</li> <li>8%</li> <li>8%</li> <li>8%</li> </ul>
Year 9		
Core Subjects:		
<ul style="list-style-type: none"> <li>● English/EAL</li> </ul>	5 lessons/week	20%
<ul style="list-style-type: none"> <li>● Mathematics</li> </ul>	4 lessons/week	16%
<ul style="list-style-type: none"> <li>● Science</li> </ul>	2 lessons/week	8%
<ul style="list-style-type: none"> <li>● Humanities</li> </ul>	2 lessons/week	8%
<ul style="list-style-type: none"> <li>● Physical and Health Education</li> </ul>	3 lessons/week	12%
<ul style="list-style-type: none"> <li>● Islamic Studies</li> </ul>	2 lessons/week	8%
<ul style="list-style-type: none"> <li>● Languages (Arabic or Indonesian)</li> </ul>	3 lessons/week	12%
Students to elect 4 semesters worth of subjects from the list below:		
<ul style="list-style-type: none"> <li>● Robotic and Software Development</li> </ul>	2 lessons/week (1 semester)	8%
<ul style="list-style-type: none"> <li>● Performing Art</li> </ul>	2 lessons/week (1 semester)	8%
<ul style="list-style-type: none"> <li>● Visual Art</li> </ul>	2 lessons/week (1 semester)	8%
<ul style="list-style-type: none"> <li>● Food For Healthy Mind and Body</li> </ul>	2 lessons/week (1 semester)	8%
<ul style="list-style-type: none"> <li>● Design Engineering</li> </ul>	2 lessons/week (1 semester)	8%
<ul style="list-style-type: none"> <li>● Career and Community Connection</li> </ul>	2 lessons/week (1 semester)	8%

The capabilities to be addressed include:

- Critical and creative thinking
- Ethical capability
- Intercultural reasoning
- Personal and social capability

## **11. Learning areas**

This section addresses the College Curriculum by learning areas.

### **11.1. Foundation Year to Year 6**

#### **English**

English learning encompasses the modes of Reading, Writing and Speaking and Listening:

- Differentiate instruction according to student need
- Plan and provide for independent reading and writing time to enable students to practise what they know
- Dedicate a daily two-hour literacy block to explicit literacy teaching and maximise the reciprocal relationship between speaking and listening, reading and writing. This can include integrating literacy teaching across other areas of learning.
- Integrate the teaching of literacy across all subject areas
- Use a range of dynamic student groupings ensuring appropriate level of teacher support:
  - whole class
  - flexible small group
  - whole class sharing
  - independent activity

#### **Foundation Year**

In the Foundation year, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts for Foundation 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 Foundation students as beginner readers include decodable and predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known, high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

### **Year 1**

In Year 1, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances and texts used by students as models for constructing their own texts.

The range of literary texts for Foundation 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 Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These include decodable and predictable texts which present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, as well as illustrations and diagrams that support the printed text.

Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

### **Year 2**

In Year 2, students communicate with peers, teachers, students from other classes and community members.

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 to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, 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 Foundation 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 Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range 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 texts including imaginative retellings, reports, performances, poetry and expositions.

### **Year 3 and 4**

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 Foundation 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 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.

### **Year 5 and 6**

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, 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, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances.

The range of literary texts for Foundation 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 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

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

## **Mathematics**

Mathematics teaching should encompass the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability.

- Dedicate a daily one-hour numeracy block (as a minimum) to explicit teaching, focusing on important numeracy ideas and making the focus clear to students
- Use a range of flexible student groupings to provide the appropriate level of differentiated teacher support, including whole class focus, small groups, independent activities and whole class reflection and analysis
- Provide independent time so students can practise what they know and to act on reflection and feedback, giving opportunities to make knowledge and skills automatic
- Develop mathematical language by explicitly introducing new terms and symbols and expecting and encouraging correct use, making connections between language, symbols and materials
- Provide opportunities and resources for students to manipulate concrete materials
- Structure purposeful, authentic numeracy tasks that allow different possibilities, strategies and products to emerge and encourage higher order thinking skills
- Develop numeracy understanding through strategic questioning and feedback by teachers and explanation of reasoning and methods by students
- Explicitly teach students strategies to approach problems
- Engage students in discussion, reflection and active construction throughout sessions to extend their thinking by building on their contributions and questions and to resolve misconceptions

## Foundation Year

At this year level:

- understanding includes connecting names, numerals and quantities
- fluency includes readily counting numbers in sequences, continuing patterns and comparing the lengths of objects
- problem-solving includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer
- reasoning includes explaining comparisons of quantities, creating patterns and explaining processes for indirect comparison of length

By the end of the Foundation 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 inferences.

## Year 1

At this year level:

- understanding includes connecting names, numerals and quantities, and partitioning numbers in various ways
- fluency includes readily counting number in sequences forwards and backwards, locating numbers on a line and naming the days of the week
- problem-solving includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer
- reasoning includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data and explaining patterns that have been created, ways of recording computations and use simple functions on a calculator

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.

## Year 2

At this year level:

- understanding includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly and identifying and describing the relationship between addition and subtraction and between multiplication and division
- fluency includes readily counting numbers in sequences, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations
- problem-solving includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape
- reasoning includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations and creating and interpreting simple representations of data from recognising and visualising to comparing, sorting and matching shapes

By the end of Year 2, 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, organise and represent data to make simple inferences.

## Year 3

At this year level:

- understanding includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry
- fluency includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions
- problem-solving includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns
- reasoning includes using generalising from number properties and results of calculations, comparing angles and creating and interpreting variations in the results of data collections and data displays. Teaching the vocabulary and conventions when comparing measurements and engage students in tasks using informal units to measure the length, area, capacity and mass of familiar objects, and tasks to establish awareness of time such as the cycle of days in the week, hours in the day and season

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 conduct simple data investigations for categorical variables.

#### **Year 4**

At this year level:

- understanding includes making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate times and describing properties of symmetrical shapes
- fluency includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations and collecting and recording data
- problem-solving includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations and using properties of numbers to continue patterns
- reasoning includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays. Teaching students to describe the features, location and orientation of shapes and objects

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 and explain strategies for finding 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.

## Year 5

At this year level:

- understanding includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry
- fluency includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles
- problem-solving includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans
- reasoning includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets. Teaching students to describe the features, location and orientation of shapes and objects

By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students interpret different data sets.

Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

## Year 6

At this year level:

- understanding includes describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations
- fluency includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units and interpreting timetables
- problem-solving includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays and finding the size of unknown angles

Reasoning includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another and explaining why the actual results of chance experiments may differ from expected results. Teaching students to describe the features, location and orientation of shapes and objects

By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media.

Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.

### **Inquiry-based integrated learning - Humanities, Science and Digital Technologies**

Inquiry-based integrated learning addresses the Humanities, Science and Digital Technologies.

The College takes an integrated Inquiry based learning encourages learners to inquire, communicate and innovate in an ever-changing world. It challenges students to become authentic learners who use evidence-based thinking skills to explore areas of personal interest within the following the Victorian Curriculum areas and capabilities. Humanities, Science, Digital Technologies and English integrate to this.

The aims of an Inquiry Learning Approach are to:

- Identify what they want to know and do.
- Formulate researchable questions.
- Locate information from a range of appropriate sources.
- Gather, sort and organise information.
- Present information in a variety of forms and modes.
- Reflect on what they have learnt and their role in the process.
- Think about and apply newly acquired information to new situations.
- Make a positive and tangible contribution to the community.
- Understand the connections between learning and real life.

Students will be provided with rich learning opportunities while activating their higher order thinking skills. Ultimately, the importance of inquiry learning is that students

## **The Humanities**

### **Foundation Year**

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- Who am I, where do I live and who came before me?
- Why are some places and events special and how do we know?

By the end of Foundation 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.

### **Year 1**

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How has family life and the place we live in changed over time?
- What events, activities and places do I care about? Why?

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.

Students sequence personal and family events in order, using everyday terms about the passing of time. They respond to questions about the past using sources provided. Students relate stories about life in the past, using a range of texts.

### **Year 2**

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or



adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- What does my place tell me about the past and present?
- How are people connected to their place and other places, past or present?
- How has technology affected daily life over time and the connections between people in different places?

By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. Students recognise that the world can be divided into major geographical divisions. They describe how people in different places are connected to each other and identify factors that influence these connections. They explain why places are important to people, recognising that places have meaning.

Students pose questions about familiar and unfamiliar places and answer them by locating information from observations and from sources provided. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

### **Year 3**

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How do symbols, events, individuals and places in my community make it unique?
- How do people contribute to their communities, past and present?
- What events do different people and groups celebrate and commemorate and what does this tell us about our communities?

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 identify the importance of different celebrations and commemorations for different groups.

Students sequence information about events and the lives of individuals in chronological order. They pose questions about the past and locate and collect information from sources (written, physical, visual, oral) to answer these questions. They analyse information to identify a point of view. Students develop texts, including narrative accounts, using terms denoting time.

### **Year 4**

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How have laws affected the lives of people, past and present?
- What were the short- and long-term effects of European settlement on the local environment and Indigenous land and water management practices?
- What is the significance of the environment and what are different views on how it can be used and sustained, past and present?
- By the end of Year 4, students identify structures and decisions 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.

Students develop questions about the society in which they live and locate and collect information from different sources to answer these questions. They examine information to distinguish between facts and opinions, identify points of view and to draw conclusions. They share their points of view, respecting the views of others, and identify the groups they belong to. Students present ideas and conclusions using discipline-specific terms in a range of communication forms.

## **Year 5**

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How have individuals and groups in the past and present contributed to the development of Australia?
- What is the relationship between environments and my roles as a consumer and citizen?
- How have people enacted their values and perceptions about their community, other people and places, past and present?

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.

## **Year 6**

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How have key figures, events and values shaped Australian society, its system of government and citizenship?
- How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?
- How has Australia developed as a society with global connections, and what is my role as a global citizen?

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

Students sequence information about events and the lives of individuals in chronological order and represent time by creating timelines. When researching, students develop appropriate questions to frame a historical inquiry. They identify a range of primary and secondary sources and locate, collect, organise and categorise relevant information to answer inquiry questions. They analyse information or sources for evidence to determine their origin and purpose and to identify different perspectives. Students develop texts, particularly narrative recounts and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts, and incorporate relevant sources.

## **Science**

### **Foundation Year**

From Foundation to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena.

In Foundation, students observe and describe the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can affect, such as making things move or change shape. They learn that seeking answers to questions they pose and making observations is a core part of science and use their senses to gather different types of information.

By the end of the Foundation 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.

### **Year 1**

From Foundation to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena.

In Year 1, students infer simple cause-and-effect relationships from their observations and experiences and begin to link events and phenomena with observable effects and to ask questions. They observe changes that can be large or small and happen quickly or slowly. They explore the properties of familiar objects and

phenomena, identifying similarities and differences. Students begin to value counting as a means of comparing observations and are introduced to ways of organising their observations.

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.

## **Year 2**

From Foundation to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena.

In Year 2, students describe the components of simple systems, such as stationary objects subjected to pushes or pulls, or combinations of materials, and show how objects and materials interact through direct manipulation. They observe patterns of growth and change in living things and describe patterns and make predictions. They explore the use of resources from Earth and are introduced to the idea of the flow of matter when considering how water is used. They use counting and informal measurements to make and compare observations and begin to recognise that organising these observations in tables makes it easier to show patterns.

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.

## **Year 3**

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions.

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.

#### **Year 4**

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

In Year 4, students broaden their understanding of classification and form and function through an exploration of the properties of natural and processed materials. They learn that forces include non-contact forces and begin to appreciate that some interactions result from phenomena that can't be seen with the naked eye. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

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.

#### **Year 5**

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

In Year 5, students are introduced to cause-and-effect relationships through an exploration of adaptations of living things and how this links to form and function. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours. They broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems and learn how to look for patterns and relationships between components of systems. They develop explanations for the patterns they observe.

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.

## **Year 6**

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

In Year 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly, they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and the value of accuracy in these measurements. They learn how to look for patterns and to use these to identify and explain relationships by drawing on evidence.

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 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 cultural contributions.

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.

## **Digital Technologies**

### **Foundation Year to Year 2**

In Foundation – 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 most important 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/or recreational needs.

Through discussion with teachers, students learn to apply safe and ethical practices to protect themselves and others as they interact online for learning and communicating.

### **Year 3 and Year 4**

In Year 3 and 4, students explore digital systems in terms of 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 major steps needed to complete a task or project. When sharing ideas and communicating in online environments they develop an understanding of why it is important to consider the feelings of their audiences and apply safe practices and social protocols agreed by the class that demonstrate respectful behaviour.

### **Year 5 and Year 6**

In Year 5 and 6, 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 own 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.

## Languages

The College provides Arabic and Indonesian as languages

### Foundation Year

#### Arabic

Learners become familiar with how the sounds of the Arabic language are represented in letters and words. They practise pronunciation and intonation through activities such as reciting rhymes and poems and singing songs, and experiment with sounds, short and long vowels, phonemes, words, simple phrases and sentences relating to pictures, objects and actions, for example, طاولة صغيرة . They learn to recognise the letters of the Arabic alphabet, including new sounds, for example, ط؛ ض؛ ص؛ ق؛ ع؛ غ؛ خ , and the way letters are joined to make words, for example, طار؛ طير؛ ذهب , and make comparisons with the English alphabet. They write letters, words and simple sentences using familiar vocabulary, prelearnt language features and structures, and formulaic expressions, for example, كان يا ما كان . They begin to recognise how language use changes according to the speakers and context.

### Year 1

#### Arabic

Learners become familiar with how the sounds of the Arabic language are represented in letters and words. They practise pronunciation and intonation through activities such as reciting rhymes and poems and singing songs, and experiment with sounds, short and long vowels, phonemes, words, simple phrases and sentences relating to pictures, objects and actions, for example, طاولة صغيرة . They learn to recognise the letters of the Arabic alphabet, including new sounds, for example, ط؛ ض؛ ص؛ ق؛ ع؛ غ؛ خ , and the way letters are joined to make words, for example, طار؛ طير؛ ذهب , and make comparisons with the English alphabet. They write letters, words and simple sentences using familiar vocabulary, prelearnt language features and structures, and



formulaic expressions, for example, كان يا ما كان . They begin to recognise how language use changes according to the speakers and context.

## **Year 2**

### Arabic

Learners become familiar with how the sounds of the Arabic language are represented in letters and words. They practise pronunciation and intonation through activities such as reciting rhymes and poems and singing songs, and experiment with sounds, short and long vowels, phonemes, words, simple phrases and sentences relating to pictures, objects and actions, for example, طاولة صغيرة . They learn to recognise the letters of the Arabic alphabet, including new sounds, for example, ط؛ ض؛ ص؛ ق؛ غ؛ ع؛ خ , and the way letters are joined to make words, for example, طار؛ طير؛ ذهب , and make comparisons with the English alphabet. They write letters, words and simple sentences using familiar vocabulary, prelearnt language features and structures, and formulaic expressions, for example, كان يا ما كان . They begin to recognise how language use changes according to the speakers and context.

## **Year 3**

### Arabic

Learners explore Arabic sounds, intonation and writing conventions to further develop their speaking and writing skills and initial understanding of their developing biliteracy. They use key grammatical forms and structures, such as verbs, pronouns, singular/plural forms and prepositions, to provide information in simple sentences and short texts about places , جاء وليد منمصر عندما كان عمره أربع سنوات , people, actions, events and feelings, for example, عندما أعزف الموسيقى أشعر بالفرح . They begin to develop a metalanguage for understanding and discussing language features, and make connections and comparisons between Arabic and English. Comparing the structures and patterns of Arabic with those of English helps learners understand both languages, assisting in the development of their biliteracy skills.

### Indonesian

Learners are increasingly aware that Indonesian is used by millions of speakers who do not have English as their first language. They notice and question aspects of Indonesian language and culture such as sounds, gestures and word order. They are developing a wide range of vocabulary and simple conjunctions to generate their own ideas in structured tasks. They explore cultural traditions and practices and the language associated with these.

## **Year 4**

### Arabic

Learners explore Arabic sounds, intonation and writing conventions to further develop their speaking and writing skills and initial understanding of their developing biliteracy. They use key grammatical forms and structures, such as verbs, pronouns, singular/plural forms and prepositions, to provide information in simple sentences and short texts about places , جاء وليد منمصر عندما كان عمره أربع سنوات , people, actions, events and feelings, for example, عندما أعزف الموسيقى أشعر بالفرح . They begin to develop a metalanguage for understanding and discussing language features, and make connections and comparisons between Arabic and English.

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### **Year 5**

#### Arabic

Learners' pronunciation, intonation and phrasing are more confident, and they apply appropriate writing conventions, including spelling and punctuation, in a range of print, digital and multimodal texts. They use grammatical structures, such as verb conjugation, suffixes, linguistic elements such as conjunctions and a range of adjectives and adverbs to describe actions and events according to time and place *هوكتب؛ هي ركضت* , share information about life at home and school *أبي يغسل السيارة كلأسبوع* , elaborate on ideas and information and express opinions relating to their personal and social worlds. They understand how language use varies when interacting with different people and for different purposes. They explore cross-linguistic and intercultural influences of other languages on Arabic, such as Aramaic, Syriac and Assyrian, and regional languages such as Persian, Kurdish and Turkish.

#### Indonesian

Learners are expanding their knowledge of vocabulary and sentence construction. They develop a range of *ber-* verbs, simple conjunctions and prepositions, noticing that sentences follow a similar word order to English, apart from possessive pronouns and adjectives. They need to develop a metalanguage for describing aspects of Indonesian language and how it works. They are increasingly aware of the connection between language and cultural practices (for example, *tawar-menawar*, *selamatan*) and compare such connections to their own language and culture.

### **Year 6**

#### Arabic

Learners' pronunciation, intonation and phrasing are more confident, and they apply appropriate writing conventions, including spelling and punctuation, in a range of print, digital and multimodal texts. They use grammatical structures, such as verb conjugation, suffixes, linguistic elements such as conjunctions and a range of adjectives and adverbs to describe actions and events according to time and place *هوكتب؛ هي ركضت* , share information about life at home and school *أبي يغسل السيارة كلأسبوع* , elaborate on ideas and information and express opinions relating to their personal and social worlds. They understand how language use varies when interacting with different people and for different purposes. They explore cross-linguistic and intercultural influences of other languages on Arabic, such as Aramaic, Syriac and Assyrian, and regional languages such as Persian, Kurdish and Turkish.

## Indonesian

Learners are expanding their knowledge of vocabulary and sentence construction. They develop a range of verbs, simple conjunctions and prepositions, noticing that sentences follow a similar word order to English, apart from possessive pronouns and adjectives. They need to develop a metalanguage for describing aspects of Indonesian language and how it works. They are increasingly aware of the connection between language and cultural practices (for example, tawar-menawar, selamatan) and compare such connections to their own language and culture.

## **The Arts – Visual**

### **Foundation Year**

In Visual Arts, students:

- become aware of visual conventions and learn to notice visual detail
- explore how and why artworks are created and ways to use and apply visual conventions, such as line, shape, colour and texture
- learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies
- learn about how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints.

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.

### **Year 1 and Year 2**

In Visual Arts, students:

- become aware of visual conventions and learn to notice visual detail
- explore how and why artworks are created and ways to use and apply visual conventions, such as line, shape, colour and texture
- learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies
- learn about how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints.

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.

## **Year 3 and Year 4**

In Visual Arts, students:

- extend their awareness of visual conventions, and observe closely visual detail as they use materials, techniques and technologies and processes in visual arts forms
- explore and experiment with visual conventions such as line, shape, colour and texture to develop an individual approach to a theme or subject matter explore, observe and identify ideas and symbols used and adapted by artists in their artworks as they make and respond to visual arts
- consider how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints.

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.

## **Year 5 and Year 6**

In Visual Arts, students:

- develop understanding of use and application of visual conventions as they develop conceptual and representational skills
- test and innovate with properties and qualities of available materials, techniques, technologies and processes, combining two or more visual arts forms to test the boundaries of representation.
- explore a diversity of ideas, concepts and viewpoints as they make and respond to visual artworks as artists and audiences
- draw ideas from other artists, artworks, symbol systems, and visual arts particularly from Islamic Arts as well as other cultures, societies and times
- extend their understanding of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints.

By the end of Year 6, 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.

## **Health and Physical Education**

### **Foundation Year**

The Foundation curriculum provides opportunities for students to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured

movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.

Focus areas to be addressed in Foundation include:

- safe use of medicines (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships (RS)
- safety (S)
- active play and minor games (AP)
- fundamental movement skills (FMS)
- rhythmic and expressive movement activities (RE).

### **Year 1 and Year 2**

Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision-making, problem-solving and persistence through movement settings.

Focus areas to be addressed in Years 1 and 2 include:

- safe use of medicines (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships (RS)
- safety (S)
- active play and minor games (AP)
- fundamental movement skills (FMS)
- rhythmic and expressive movement activities (RE).

### **Year 3 and Year 4**

The Year 3 and 4 curriculum also gives students opportunities to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.

Focus areas to be addressed in Years 3 and 4 include:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)

- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- active play and minor games (AP)
- challenge and adventure activities (CA)
- fundamental movement skills (FMS)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE).

## **Year 5 and Year 6**

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Years 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

Focus areas to be addressed in Years 5 and 6 include:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- fundamental movement skills (FMS)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE)

## **Islamic Studies**

### **Foundation Year to Year 6**

It aims to create Muslim students who are firmly grounded in their Dīn (religion), and who can overcome the challenges of living in the West, not only respectfully but confidently. Student are acquainted with the teachings of Islam in every aspect: beliefs, practices, and moral conduct to instil within them high levels of faith, akhlāq (character), ādāb (manners & etiquettes), and a deep desire to achieve iḥsān (perfection) in everything that they do.

Topics include:

- Quran reading and memorisation
- Salah (daily prayers) and Fasting
- Recitation of daily morning ad'iyah (i.e., du'ās) with their meanings,
- Saying salām, spreading peace
- Being grateful
- Having raḥmah (being kind and friendly),
- Having ṣidq (speaking the truth),
- Doing birr al-wālidayn (being respectful and kind to parents),

## **11.2. Year 7 to Year 9**

### **English**

#### **Year 7 and Year 8**

Students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Levels 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

## **Year 9**

Students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Levels 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

## **Mathematics**

### **Year 7**

Students work with powers of whole numbers, use index notation, represent numbers as products of powers of prime numbers, and investigate square roots of perfect squares. They use number properties to assist with calculation and order, and to add and subtract integers. Students find equivalent fractions, represent positive and negative fractions and mixed numbers on a number line and add, subtract, multiply and divide fractions and decimals with and without the use of technology. They express one quantity as a fraction of another, round to a specified number of decimal places, and convert between fractions, decimals and percentages. They find percentages of quantities and one quantity as a percentage of another. They solve simple ratio problems and calculate best buys with and without the use of technology.

Students use variables to express relationships in real life data and interpret and analyse corresponding graphs. They use pro-numerals to construct simple algebraic expressions and substitute numerical values into these. They solve simple linear equations and plot points on the Cartesian plane.



Students use formulas for calculating areas of triangles, rectangles and related shapes, and volumes of cubes and rectangular prisms. They form two-dimensional representations of prisms, buildings and other structures. They use simple combinations of transformations, with and without technology, to create geometric patterns and identify line and point symmetry, apply parallel line and transversal angle properties, angles sums in triangles and quadrilaterals, classify triangles and quadrilaterals, and construct them using compass and straightedge and dynamic geometry technology.

Students construct sample spaces for simple experiments involving chance and assign probabilities to outcomes. They use data from primary and secondary sources to investigate issues of interest and employ data displays such as dot plots and stem and leaf plots to compare data sets, and calculate measures of centre and simple measures of spread to analyse and interpret the data.

## **Year 8**

Students consolidate their proficiency with the four arithmetic operations, and combinations of these, for general computation involving natural numbers, integers and rational numbers, with and without the use of technology. They represent these numbers on the real number line. They extend the use of indices and develop the index laws using number examples. Students investigate the relationship between decimal and fraction representations of rational numbers (terminating and recurring decimals) and work with some irrational real numbers such as square roots and multiples and fractions of  $\pi$  ( $\pi$ ). They solve a range of problems involving ratios, proportions, percentages and rates, with and without the use of digital technologies.

Students generalise from number to algebra, and expand, factorise, simplify and substitute into simple algebraic expressions. They plot linear relations on the Cartesian plane, with and without the use of digital technology, solve linear equations and apply linear models.

Students convert between units for area and for volume and solve problems involving duration using 12-hour and 24-hour time, within a given time zone. They develop and use formulas for calculating perimeters and areas of quadrilaterals and circles, and volumes of prisms, and solve related measurement problems.

Students use congruence and transformations to establish properties of plane shapes related to sides, angles and symmetry, and solve related problems.

Students use the logical connectives 'not', 'and', 'or' and 'either ... or' to relate events to probabilities and use Venn diagrams and two-way tables to calculate probabilities. They develop an understanding that probabilities range from 0 to 1 and that the sum of probabilities for events in a sample space is 1.

Students investigate and use various techniques for collecting data, including random sampling. They use digital technology to explore the variability of proportions and means in random samples drawn from a given population, and investigate the effect of individual data values, including outliers, on the measure of centre (average).

## **Year 9**

Students develop familiarity with a broader range of non-linear and linear functions and relations, and related algebra and graphs.

Students apply index laws with integer indices to a range of numerical expressions and extend this to algebraic expressions involving numbers and pro-numerals. They use indices to express very large and very small numbers in scientific notation and apply this in measurement contexts. Students solve problems involving direct proportion and rates, and simple interest. They apply coordinate geometry to find the distance between two points in the Cartesian plane, and the midpoint and gradient of a line segment joining two points. Students graph linear relations and solve linear equations, using tables of values, graphs and algebra. They graph simple non-linear relations such as parabolas, the reciprocal function, and circles at the origin, and solve simple related equations with and without the use of digital technology.

Students find areas of composite shapes and the surface area and volumes of right prisms and cylinders. They solve problems involving very small and very large time scales and intervals and use scientific notation in this context. Students use similarity, enlargement transformations and apply geometric reasoning to solve problems involving ratio and scale factors. They use Pythagoras theorem and trigonometry ratios to solve problems in the plane involving right angles triangles and develop an understanding that these involve irrational real numbers, which are generally represented by rational approximations specified to a given accuracy.

Students list outcomes for two-step experiments involving selections with and without replacement, using arrays and tree diagrams, and determine related probabilities. They use Venn diagrams and two-way tables to calculate probabilities and relative frequencies from collected or given data to estimate probabilities. They identify issues and questions involving categorical and numerical data, use back-to-back stem-plots and histograms to describe and compare the distribution of data in terms of location (centre), spread and symmetry or skew.

## **Science**

### **Year 7 and Year 8**

The focus is on explaining phenomena involving science and its applications. Students explain the role of classification in ordering and organising information about living and non-living things. They classify the diversity of life on Earth into major taxonomic groups and consider how the classification of renewable and non-renewable resources depends on the timescale considered. Students classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. They use and develop models including food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. Students investigate relationships in the Earth-Sun-Moon system and use models to predict and explain astronomical phenomena. They explain changes in an object's motion by considering the interaction between multiple forces. Students link form and function at a cellular level and explore the organisation and interconnectedness of body systems. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. Students make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.

## **Year 9**

The focus is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales. At a microscopic scale, they consider the atom as a system of protons, electrons and neutrons, and understand how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. At a macroscopic scale, they explore ways in which the human body as a system responds to its external environment and investigate the interdependencies between biotic and abiotic components of ecosystems. They develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts. They apply their understanding of energy and forces to global systems including continental movement. Students explore the biological, chemical, geological and physical evidence for different theories, including the theories of natural selection and the Big Bang theory. Atomic theory is used to understand relationships within the periodic table of elements. Students understand that motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems.

## **Humanities**

### **Year 7 and 8**

#### Civic and Citizenship

Students study the Australian Constitution and how its features, principles and values shape Australia's democracy. They explore the responsibilities and freedoms of citizens and how citizens can participate in Australia's democracy. They look at how the rights of individuals are protected through the justice system, how laws are made, and the types of laws used in Australia. Students also explore how Australia's secular system of government supports a diverse society with shared values. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

#### Geography

Students examine the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. This further develops their understanding of geographical concepts, including place, space and interconnection.

Students' conceptual thinking is developed through four sub-strands:

- Water in the world
- Landforms and landscapes
- Place and liveability
- Changing nations

Water in the world focuses on water as an example of a renewable environmental resource. It develops students' understanding of the concept of environment, including the ideas that the environment is the

product of a variety of processes, that it supports and enriches human and other life in different ways and that the environment has its specific hazards.

Landforms and landscapes focus on investigating geomorphology through a study of landscapes and their landforms. It also develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.

Place and liveability focus on the concept of place through an investigation of liveability. Students examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

Changing nations focuses on the concept of change by investigating the changing human geography of countries, as revealed by shifts in population distribution, a sensitive indicator of economic and social change. It explores the process of urbanisation and how it interconnects with low and middle-income economies and societies. It investigates the reasons for the high level of urban concentration in Australia and examines issues related to the management and future of Australia's urban areas.

### Economics and Business

Students consider what it means to be a consumer, a worker and a producer in the market and the relationships between, and interdependence of, these groups. The ways markets work within Australia to set prices, the participants in the market system and the ways these participants may influence the market's operation are explored.

Students investigate how businesses and individuals use enterprising behaviours and capabilities and how entrepreneurial capabilities contribute to business success and help businesses create and respond to opportunities in the market. Setting goals and planning is a vital skill for both individuals and businesses and students identify and practise methods to achieve these goals in different contexts. The rights, responsibilities and opportunities that arise for businesses and consumers are considered along with the ways work contributes to individual and societal wellbeing. The emphasis in Levels 7 and 8 is on personal, community, national and regional issues, with opportunities for the concepts to be considered in relation to global issues where appropriate.

### History

Students study history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It also covers the period from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. The Ancient period was defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India. The period from the end of the ancient period to the beginning of the modern history was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

In this band, students will apply the following historical concepts and skills to the historical knowledge: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effects and determining historical significance.

## **Year 9**

### Civics and Citizenship

Students develop understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They compare Australia's system of government with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also study the purpose and work of the High Court. Students also examine global connectedness and how this is shaping contemporary Australian society. They investigate the values and practices that enable a democratic society to be sustained.

### Geography

Students consider changes in the characteristics of places and the implications of these. They consider significant spatial distributions and patterns and evaluate their implications and consider interconnections between and within places and changes resulting from these, over time and at different scales. This further develops their understanding of geographical concepts, including place, space and interconnection.

Students' conceptual thinking is developed through four sub-strands:

- Biomes and food security
- Environmental change and management
- Geographies of interconnections
- Geographies of human well-being

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

Environmental change and management focuses on investigating environmental geography. It begins with an overview of environmental change and the factors that influence it. Students investigate a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change.

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing and

spatial differences in wellbeing and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

### Economics and Business

Students consider how the Australian economy is performing and the importance of its interactions and relationships with the Asia region and the global economy in achieving growth and prosperity. This includes the significance of trading relationships in supporting prosperous outcomes for the economy and the business sector. Students explore the relationship between economic performance and living standards as well as the reasons why these differ across regions within and between economies.

Students consider the performance of the Australian economy and the business sector and how these might be measured in different ways. They examine why and how Australian businesses seek competitive advantages in different markets. Students continue to develop their consumer and financial literacy knowledge and skills by identifying sources of finance for consumers, businesses and the government and explaining the role of financial institutions in their interactions with consumers, businesses and the government. They investigate the different strategies for managing financial risks and maximising rewards across an ever-changing financial landscape.

Students examine the role of innovation and its influence on business success. Students explore the way the work and business environment is changing in contemporary Australia and globally, and the implications this has for current and future work and the work of entrepreneurs. They investigate the ways that enterprising behaviours and capabilities can be used and developed to improve the work and business environments. The emphasis in Levels 9 and 10 is on contemporary issues and/or events in a personal, local, national, regional and global context.

### History

Students study the making of the modern world from 1750 to 1918 and the modern world and Australia from 1918–present. It covers the period of industrialisation and rapid change in the ways people lived, worked and thought, the era of nationalism and imperialism, and the colonisation of Australia which was part of the expansion of European power. The period 1750 – 1918 culminated in World War I 1914-1918, the ‘war to end all wars’. The history of the modern world and Australia from 1918 to the present, has an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

In this band, students will apply the following historical concepts and skills to the historical knowledge: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance.

## **Health and Physical Education**

### **Year 7 and 8**

Students expand knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Students refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

### **Year 9**

Students refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

## **Languages**

### **Year 7 to Year 9**

#### Arabic

Students understand and use features of the Arabic sound and writing systems and make connections between spoken and written texts. They use appropriate pronunciation and intonation when communicating and interacting in a range of contexts and apply spelling rules when writing in Arabic script. They explore Arabic syntax and linguistic structures and begin to use metalanguage by identifying grammatical terms. They apply elements of Arabic grammar to the production of texts, such as articles, nouns, adjectives, personal pronouns,

verb tenses, conjunctions, adverbs, statements, negation and questions, to describe people, actions and events (أستيقظ في الصباح), discuss preferences (أحب طعام أمي؛ لا أحب الأكل السريع), expand on expression (في الطريق إلى المدرسة), and link ideas and information (أو؛ أيضا؛ كذلك). They understand ways in which the English language works as a system and how English is similar to and different from Arabic. They discuss the influence of other languages and cultures on Arabic language, and recognise variations in language use across Arabic-speaking countries, regions and communities. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people, issues and circumstances are represented.

Students use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They interact in class routines and activities, expressing their ideas and feelings (أحب جدي كثيرا), exchanging opinions (هذا الواجب صعب؛ الإمتحان طويل) and managing shared tasks (أولا؛ نختار أفراد الفريق؛ ثانيا نوزع الأدوار). They listen to, read and view a range of texts and create spoken and written texts to present ideas and information to a variety of audiences in different contexts. Students explore different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They explore and discuss themes, characters and events in Arabic folk tales, fables and films, and plan, draft and present imaginative texts, such as stories, plays, cartoons and comics.

### Indonesian

Students are introduced to the written and spoken forms of Indonesian, noticing that it uses the same alphabet as English but with some differences in pronunciation. They become familiar with a base word system with prefixes. Students are introduced to word order and simple sentence construction. They begin to develop a sound knowledge of vocabulary, particularly terms related to people, places and things in their immediate world.

Students use Indonesian in a range of classroom interactions and experiences. They read and listen to texts, and apply modelled language in creating their own texts. Students draw on their first language literacy and their understanding of a range of text type features to predict meanings and create texts in Indonesian. They develop grammatical knowledge and language awareness through paying close attention to texts, comparing languages, and applying their knowledge in language exercises and tasks.

Students learn about Indonesia. They explore Australia and Indonesia's relationship as neighbours, and compare aspects of environment, lifestyle and practices in both cultures. Students use a range of processes, such as observing, comparing and reflecting on language use. They develop a metalanguage for discussing language and culture and monitor and reflect on their language and culture learning.

## **Digital Technologies**

### **Year 7**

Students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems.



Students use structured data to model objects and events that shape the communities they actively engage with. They develop further their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical and sustainability (economic, environmental and social) constraints.

Students develop abstractions further by identifying common elements while decomposing apparently different problems and systems to define requirements and recognise that abstractions hide irrelevant details for particular purposes. When analysing problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically and explore different ways of showing the relationship between data elements to help computation, such as using pivot tables, graphs and clearly defined mark-up or rules. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements.

They broaden their programming experiences to include general-purpose programming languages and incorporate subprograms into their solutions. They apply systems thinking skill to evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations.

Across the band, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

## **Food Technologies**

### **Year 7**

Students plan, prepare and make various baked products such as biscuits, cakes and breads, sweet and savory, to a commercial quality. Students investigate the properties of ingredients, as well as processes that are utilised in these products. The focus is on the design process to investigate, design and produce various food products such as birthday cake, wedding cake, focaccia art and gingerbread house.

## **Visual Art**

### **Year 8**

Students explore a range of drawing skills and experiment with design techniques. Tasks are undertaken that are reflective of real-life design problems. Students learn a range of design thinking strategies used by designers. A variety of manual and digital applications will be used within the stages of the design process.

Students will explore a range of methods, media and materials and design skills for individual projects. For example: posters, packaging, architecture, etc.

## **Woodwork**

### **Year 8**

Students will use the design process to explore their own creativity and construction skills specific to the materials of wood. This unit concentrates on developing design and practical skills in three-dimensional product making using materials.

## **Islamic Studies**

### **Year 7 to Year 9**

It aims to create Muslim students who are firmly grounded in their Dīn (religion), and who can overcome the challenges of living in the West, not only respectfully but confidently. Student are acquainted with the teachings of Islam in every aspect: beliefs, practices, and moral conduct to instil within them high levels of faith, akhlāq (character), ādāb (manners & etiquettes), and a deep desire to achieve iḥsān (perfection) in everything that they do.

Topics include:

- Quran reading and memorisation
- The articles of faith
- Zakat and Hajj
- Story of the Prophets
- Tazkiyah al-nafs (spiritual development: dealing with ḥasad (jealousy), kibr (arrogance), kasl (laziness), etc.),
- Respecting ALL people from different backgrounds, faiths, and communities (iḥtirām al-nās jamīā), and
- How to engage and respond to people with different beliefs and ideologies, etc.

## **Robotic and Software Development (Year 9 Elective)**

The focus is on the world of software development. In the first unit students will use a graphical programming language to control the interactions of a user designed robot with its environment. This will require the use of various technologies to detect light, colour, objects, motion, sound and direction, as well as digital display elements. The second unit will apply the logical skills developed in programming robots to a text-based programming language. The focus will be on good design practice, logical development, error detection and troubleshooting. This will be applied to the development or modification of text-based games or challenges suited to the skill level of the student.

### **Performing Art (Year 9 Elective)**

Students learn about various areas of stagecraft, including direction, acting and design. The assessment will include putting together an ensemble performance. Students watch and analyse a theatre performance to assist them in developing their ability to understand aesthetic choices, identify theatrical styles and evaluate intended meaning. Students will be introduced to media terminologies and theory-based techniques in the study of film and TV. Students will watch texts to enhance their skills and knowledge and engage in group discussions and written tasks.

### **Visual Art (Year 9 Elective)**

Students extend their awareness of how and why artists, craftspeople and designers realise their ideas through different visual arts practices. They refine their personal aesthetic through working and responding perceptively as an artist, craftsperson or audience. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.

As they make and respond to visual artworks, students use conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic when making artworks and presenting them to an audience.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They reflect on the development of different traditional and contemporary styles of art works.

### **Food for Healthy Mind and Body (Year 9 Elective)**

The focus is on the nutritional content of the food eaten and how to prepare them. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.

### **Design Engineering (Year 9 Elective)**

Students build on the design process to explore their own creativity and construction skills specific to the materials of wood. They use design and practical skills in three-dimensional product making to produce a piece of furniture.

## **Career and Community Connection (Year 9 Elective)**

The focus is on career development activities such as job search techniques, resume and cover letter writing as well as interview techniques. Students will develop valuable skills and establish relationships with organisations outside of school.

## Appendix 1

### Student Report Format

The report for students at the College includes the following

- **Cover Page** which displays the following information:
  - The College Name and its logo
  - student name
  - [student photo]
  - student class name
  - the period that the report covers – e.g. Semester 1, 2023
  - the teacher's name and signature
  - the College Principal name and signature
- **Inside Cover Page** that explains the format of reports including:
  - the purpose of the report
  - contents of the report
  - definitions of achievement and progress
  - how to read the ratings and scales
  - how to interpret any tables
  - the importance of having a face-to-face meeting between the parent or carer and the teacher
- **Initial Page** with student personal information including:
  - a personal comment from the student's main teacher
  - personal and social capability rating and comments on student achievement and growth
  - attendance information and data including days absent and days late
- **Learning area pages** contains teacher judgements made based on quality evidence of what each student has achieved against the achievement standards and includes:
  - curriculum area overview
  - level of achievement and progress displayed along a continuum
  - teacher comments on student achievement and progress
  - areas of strength and areas of improvement
  - ways to help the student continue to learn and develop
  - ways for parents to assist their child's learning
  - age-related rating for English, mathematics and science
  - five-point scale rating the quality of achievement and progress
- **Student comment and opportunity for parent comment**

## Appendix 2

### References

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