Curriculum Guide
Prep to Year 4
2016

Cornish College is authorised to deliver the International Baccalaureate Primary Years Programme from ELC to Year 6.
Sustainable Thinking Dispositions

Developing thinking dispositions are an important element of curricula worldwide. This term is based on the philosophy of John Dewey and developed by David Perkins through Harvard Project Zero. Thinking is more than just ability. It also depends on developing a behavioural tendency or ‘disposition’ that includes developing the skills to structure an orderly solution to a problem, an inclination to act on the issue and an alertness to many possible ways to address the issue or problem.

At Cornish College, we have developed sustainable thinking dispositions represented by the rings of sustainability. Many schools in Victoria, as well as schools in Singapore, India and Hong Kong have adopted this. We believe that an important responsibility of schooling for citizens of the 21st century is to think sustainably – to have the necessary skills for a global world, to have the inclination to act sustainably and to solve problems and to be alert to the many possible ways we can make a difference.

We have structured our curricular and cocurricular programs around the four interlocking rings, each with a set of focus questions. This structure allows us to address the Australian Curriculum through the Victorian Essential Learning Standards (AusVELS) as well as the requirements of the International Baccalaureate.

**Natural Sustainability**

Do our students understand the importance of natural areas and our responsibilities towards them? Are they scientifically literate, understanding the importance of biodiversity, the research on sustainability and the implications of new innovations on the environment? Do they understand how to manage their global footprint?

**Personal Sustainability**

Are our students healthy mentally and physically? Are they aware of their learning styles and how they learn best? Do they have skills to live effectively and affectively with others? Are they developing long-term hobbies and interests to build resilience and well being? Can they communicate clearly in English, other languages, and through mathematics and the arts?

**Urban / Technological Sustainability**

Are our cities sustainable? How are they supplied and how do they interact with rural areas? What are our roles and responsibilities as urban citizens? Are we technologically sustainable? Do we know where and how components are sourced and how they are disposed?

**Socio-Cultural Sustainability**

Do our students understand other cultures’ histories, beliefs and values as well as their economic, political systems and legal systems?
Introduction

The Cornish College Early Years team provides an excellent educational program for students from Prep to Year 4 in a friendly, caring environment. The transdisciplinary curriculum of the International Baccalaureate Primary Years Programme and the Australian Curriculum through the Victorian Curriculum are followed. These focus on the child as a learner and the processes involved in the development of learning and thinking. Children do not naturally think in terms of subjects but tend to have a more holistic view of the world. Our intention is to make learning relevant and meaningful to the children, involving them in active inquiry using their own experiences to assist them in gaining a greater understanding of the world. The concept of sustainability is woven throughout all aspects of schooling, promoting personal, socio-cultural, urban-technological and natural sustainability. The 2004 Sustainable School of the Year was awarded to the former Cornish Campus recognising the importance of this concept throughout the years of schooling.

The International Baccalaureate Primary Years Programme (PYP) builds on the use of an inquiry based approach to learning. It is an internationally recognised model of excellence in teaching and learning. It promotes the development of a learner profile where students are actively encouraged to be inquirers, communicators, thinkers, open minded, balanced, risk takers, knowledgeable, principled, caring and reflective. The children develop a deep understanding of important concepts and conduct research into local and global issues of significance. The PYP promotes international mindedness by developing an awareness of the human condition and the commonality of human experience. Students make connections through learning about life in school, life at home and life in the world, promoting socio-cultural sustainability.

For easy reading purposes, this booklet is presented in subject areas even though in our teaching we do not view each subject in isolation. Class teachers plan units of inquiry, integrating many subject areas that equip children with knowledge, skills and attitudes while catering for individual differences. Opportunities for extension are provided through critical and creative thinking activities designed to challenge children’s thinking and extend their questioning capacity. Extension and enrichment activities in all curriculum areas take place within the classroom context to allow all children to reach their potential.

Students in the primary years attend single subject classes in Art, Music, Japanese, Physical Education and Religious Education. They regularly access the Cornish Learning and Information Centre (CLIC) for collaborative research, literature activities and borrowing. Students have access to the School Psychologist, individual needs teachers and integration aides.

There is continual assessment of each child’s achievements. Teachers use a variety of assessment techniques including testing for knowledge and skills, observations, portfolios of children’s work and analysis of book, project and practical work. Attitude, learning skills, social relationships and effort are considered equally important when looking at the overall development of the child. Detailed descriptive reports are given to parents at the end of each semester and Student Progress meetings are held each term for discussions of each child’s social and academic progress. Term 4 meetings are by request. Student led conferences, held in Term 4, are an integral part of our reporting process. The value of the student led conference is that the students reflect on and consolidate their learning and share the responsibility of informing parents about their learning. Students regularly select pieces of work to be placed in their portfolio. The portfolios are to assist students, parents and teachers in the reflection and reporting process.
Parents are welcome to visit the classrooms before and after school but please be aware that teachers sometimes have set duties to perform at these times. Should there be any matter for concern parents are encouraged to contact the class teacher in the first instance, then the Primary Years Team Leader.

Regular communication between home and school takes place using a variety of methods such as informal and formal meetings, the use of a record book and/or Homeroom App, school emails and class blogs. Information regarding user expectations will be provided at the Information Night early in the year.

Students at Cornish College participate in the National Testing program (NAPLAN) in Years 3, 5, 7 and 9.

Pastoral care and the development of skills for personal sustainability are emphasised throughout the College. Programs that promote development of social and personal skills include Life Education, Family Life (Sexuality Education) and Bully-Busters.

In November each year, Year 2 students are given their first taste of the College’s exciting Outdoor Education program with the Year 2 sleepover. This continues in Year 3 and 4 when students have a 2 night EcoKids camp at alternative bush and beach venues each year. Camps are an integral part of our curriculum for Health, English, Science, outdoor skills, building relationships, and team and leadership skills.

‘MAD Night@Cornish’ in Term 2 is an exciting occasion and gives families the opportunity to share many of the children’s learning experiences and is a culmination of our Making a Difference (MAD) Week. Through assemblies, Chapel, playground games, buddies, peer mentoring, cross age tutoring and special ‘whole school’ activities, children and staff at the Cornish College share with each other the delights of learning and living.
**Timetable**

Start time: School commences at 8.50am

Please note that staff are not available to supervise students in class until 8.50am. There are rostered staff supervising in the playgrounds from 8.30am-8.50am. All primary students must be supervised by parents or placed in before school care if they arrive before 8.30am.

Please arrive at school before the bell. Children are much more comfortable when they enter the classroom with their peers rather than when classes have already started. Aim for between 8.30 and 8.45am.

Finish time: Dismissal time is 3.35pm. Students are expected to be collected at this time. Children not collected by 3.50pm will be placed into After School Care.

Before School Care: 7.00 to 8.30am

After School Care: 3.35 to 6.00pm

**The Daily Timetable** is as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.50-9.00am</td>
<td>Form period. The roll is taken at this time. If your child is not in the classroom at 8.50am they may be marked absent and parents will need to sign their child in at the office. It is very important that students are at school on time.</td>
</tr>
<tr>
<td>9.00-11.00am</td>
<td>Periods 1, 2 and 3 (may incorporate fruit break)</td>
</tr>
<tr>
<td>11.00-11.20am</td>
<td>Recess</td>
</tr>
<tr>
<td>11.20-1.20pm</td>
<td>Periods 4, 5 and 6 (lunches can be eaten in the classroom from 1.00pm for Prep to Year 2 students)</td>
</tr>
<tr>
<td>1.20-2.05pm</td>
<td>Lunchtime</td>
</tr>
<tr>
<td>2.05-3.25pm</td>
<td>Periods 7 and 8</td>
</tr>
<tr>
<td>3.25-3.35pm</td>
<td>Form Period</td>
</tr>
</tbody>
</table>

We provide early primary students a little extra time to eat which ensures they have plenty of time to play as well. You will be provided with a class timetable early in the year.

Please note that if your child arrives late or leaves early, they must be signed in and out at the office.
Food and Nutrition

Please provide your students with the following litterless/nude food:

- a substantial healthy morning snack
- a healthy lunch

Please note that treats are not necessary in school lunches.

As advocates for young children we are deeply concerned about their health and well being and have witnessed a worrying trend towards the provision of processed, packaged, sweet, high fat, high salt snacks for children that have many colouring and flavouring additives. The media spend millions promoting these products to our children. In the Melbourne Age, (17 January 2011) a review of snacks for children was conducted and the results were staggering. So called healthy foods were brought under the microscope. There are almost daily calls for the banning of junk food in schools.

State Governments are now recommending that all schools should be NUT FREE zones and in the light of an increasing number of children with life threatening allergies we ask that no nuts or nut products are sent to school (this includes peanut butter and Nutella sandwiches).

Canteen lunches are available each day. A menu and ordering system are available through an online system called Flexischools [http://www.flexischools.com.au](http://www.flexischools.com.au). Orders can be completed and paid for in advance and are accepted up until 9.00am on the day of order. Prep students are not able to purchase a morning snack through the canteen so they need to bring fruit/snack even if they have a lunch order on a particular day. Please note that we do not have any facilities to heat lunches for children. We recommend that children have lunch orders only occasionally.

All families are asked to note the following guidelines:

Families are requested not to provide food that contains nuts, or products that have nuts listed on the official ingredients list of the label, for their children to consume during school hours, whilst at any school function or any camps/excursions.

The canteen does not sell products that have peanuts listed on the manufacturer's ingredients on the label.

When parents provide food for birthday celebrations they are asked to consult with the classroom teacher to ascertain students’ dietary restrictions.

We ask students not to share food as many students have food allergies and/or intolerances that make this an unsuitable practice.

iPads

All primary students at Cornish College are required to have their own iPad. The iPad is an integral learning tool at Cornish College. Provision for, and advice will be made through the College. Please see separate Information and Communications (ICT) documentation. Information on Apps, Cyber Safety and ICT user agreements are also provided through the ICT documentation.

NB: The iPad Mini is not suitable.
Information Sessions

We have a number of parent information sessions designed to increase parent awareness and understanding of our school programs and to further develop the home/school partnership. These sessions will be as follows:

- Primary Information Evening - school and class routines and programs
- Prep to Year 2 Literacy Information Evening - parents of Prep to Year 2 children
- Literacy workshops (day sessions) - parents of Prep to Year 2 children
- Cyber safety
- Literacy and iPad sessions for parents

Important Dates

Throughout the year we provide special opportunities for the children to share time and celebrate their learning with families and special friends including:

- Mother’s Day and Father’s Day
- Grandparents’ and Special Friends’ Morning
- Student led conferences
- Christmas celebrations
- MAD Week and MAD Night@Cornish - open night for parents and children
- Annual Church service

Please check the school calendar on the College website for specific dates.

www.cornishcollege.vic.edu.au

Reporting to Parents

The following dates are set for contact with your child’s teacher.

- Term 1 Wellbeing Communication Meetings
- Term 2 Student Progress Meetings
  Written Report
- Term 3
- Term 4 Student Progress Meetings by request
  Student led conferences
  Written report

There are also opportunities to see the teacher during other times. Please make an appointment with your class teacher.

Assemblies and Chapels

Students attend alternating whole school and Primary assemblies each week and a fortnightly Chapel Service.
Health and Attendance

Regular attendance at school is important. However, a child who is ill recovers best at home. If your child contracts an infectious disease, please let us know, as we will inform you of the length of time your child is required to stay at home. Please notify the office of your child’s absence by letter, email (absentees@cornishcollege.vic.edu.au) or morning phone call. A written explanation is required for school records. An up-to-date medical/emergency contact form is completed annually to ensure we have all relevant details about your child in case of emergency. Please advise the office of any changes to details throughout the year.

Holidays

Students are expected to be in attendance for the entire school year unless they are ill. Children who are withdrawn from school for other reasons miss chunks of their class program and this may impact on their learning and progress for the year. Any absences from school other than illness require written notification/email to the class teacher and a request in writing to the Principal for approval. This notification needs to be provided to the school at least two weeks in advance of the anticipated absence.

Late attendance

Students are expected to be ready to begin school at 8.50am. Please aim to arrive between 8.30 and 8.45am. This allows time to get to the classroom from the car park, and for students to make contact with friends and begin their daily school routine. Children who arrive late miss out on daily routines, instructions, timetable discussions and can feel disconnected for the day. Frequent lateness can impact on the child’s well-being at school. Feeling connected to a community is an important factor in our well-being and children particularly need to have every opportunity to do this. Any student who is late to school must be signed in at the office.

Medication

If your child needs medication to be taken at school, please note the following:

- You must inform the school in writing of the medication, dosage and time it is to be taken
- The medicine needs to be in its original container and within the specified expiry date, with the label clearly displaying the child’s name and required dosage
- Medicine will then be stored in the school office and administered from there
- A slip will be sent home in the child’s record book confirming the medication has been taken
- Medicines must not be left in children’s bags to be self-administered. This includes paracetamol and asthma medication.

This procedure is designed to ensure the correct dosage is administered at the right time and that a responsible adult is informed/aware of how much medication a child is taking and when.
## School Exclusion Table

### Schedule 7 Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of Cases</th>
<th>Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Chickenpox</td>
<td>Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children.</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.</td>
<td>Exclude family/household contacts until cleared to return by the Secretary.</td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>Exclude until all blisters have dried.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Haemophilus influenzae type b (Hib)</td>
<td>Exclude until at least 4 days of appropriate antibiotic treatment has been completed.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Herpes (&quot;cold sores&quot;)</td>
<td>Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Human immuno-deficiency virus infection (HIV/AIDS)</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Influenza and influenza like illnesses</td>
<td>Exclude until well.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of Cases</td>
<td>Exclusion of Contacts</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Measles*</td>
<td>Exclude for at least 4 days after onset of rash.</td>
<td>Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility.</td>
</tr>
<tr>
<td>Meningitis (bacteria - other than meningococcal meningitis)</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningococcal infection*</td>
<td>Exclude until adequate carrier eradication therapy has been completed.</td>
<td>Not excluded if receiving carrier eradication therapy.</td>
</tr>
<tr>
<td>Mumps*</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner).</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Pertussis* (whooping cough)</td>
<td>Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment.</td>
<td>Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment.</td>
</tr>
<tr>
<td>Poliomyelitis*</td>
<td>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (head lice)</td>
<td>Exclude until the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella (german measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Severe Acute Respiratory Syndrome (SARS)</td>
<td>Exclude until medical certificate of recovery is produced.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid fever (including paratyphoid fever)</td>
<td>Exclude until approval to return has been given by the Secretary.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Verotoxin producing Escherichia coli (VTEC)</td>
<td>Exclude if required by the Secretary and only for the period specified by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Worms (Intestinal)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>
**The Language of Inquiry**

**How we can promote inquiry when we talk with our children**

Help me understand...
Tell me more...
I wonder if...
That surprises you...
So you think maybe....
What do you think...
In what ways do you know...
There’s a part I want to ask about...
I’m trying to figure out...
I wonder why...
Well maybe...
I think that....
I noticed....
This is what I don’t get...
It makes sense that...
I thought it was....
I wonder...¹

*A provocation for all of us who work together with the children.....
Listening with all of our senses helps to make the children’s thinking visible.*²

Source:
1. Statements based on a variety of reflective and critical thinking processes considered by Dewey, J (1910)

**Cornish College’s Nude Food Warriors**
The International Baccalaureate Primary Years Programme (PYP)

The International Baccalaureate Primary Years Programme Curriculum Framework model
www.ibo.org

The PYP provides a vehicle for guided inquiry where students investigate big ideas that are significant, relevant, engaging and challenging. Students in ELC to Year 6 investigate 6 units of inquiry per year under the transdisciplinary themes of:

- Who we are
- Where we are in time and place
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

These transdisciplinary themes help teachers to develop a Programme of Inquiries (PoI) - investigations into important ideas, identified by the schools, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks. Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their education. All students will come to realise that that a unit of inquiry involves them in an in-depth exploration of an important idea, and that the teacher will collect evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage.

www.ibo.org 2012

The subject areas are incorporated into these themes to provide a meaningful context for the students. It is exciting to see the connections that students make when their teachers are working together and that they can link their learning across the curriculum. Units of inquiry enable students to inquire into central ideas through local and global contexts; developing an awareness themselves, of others and the world around them.

Students develop critical thinking skills and the use of the PYP key concepts to organise their thinking enables them to make connections. Rather than investigate single topics such as rainforests, they may, for example, inquire into Sharing the Planet through the key concepts of causation (Why is it like that?) and responsibility (What is our responsibility?) through a
variety of case studies (local and global). This way they can see a connection between environments such as rainforests, the Antarctic and others.

The PYP **key concepts** are investigated through the following key questions:

- **Form**: What is it like?
- **Function**: How does it work?
- **Change**: How is it changing?
- **Causation**: Why is it like it is?
- **Connection**: How is it connected to other things?
- **Perspective**: What are the points of view?
- **Responsibility**: What is our responsibility?
- **Reflection**: How do we know?

Students develop a range of **transdisciplinary skills** that transfer across the curriculum, and into everyday life. Dewey (1852-1952) said that "education is not a preparation for life but is life itself". It is important that our young students develop a broad range of skills that are useful, transferable and relevant to their learning.

These skills are organised into the following broad areas:

- Social skills
- Self-management skills
- Communication skills
- Thinking skills
- Research skills

In partnership with you, we are encouraging our students to be active citizens of the world—they need to be confident in making a difference in their school and local settings as well as globally. By investigating issues and constructing knowledge that is significant, relevant, challenging and engaging the PYP promotes the development of **attitudes** which lead to taking action.

These attitudes are appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance. Like the key concepts, skills and attributes of the learner profile they are embedded into units of inquiry so that students build on these in a variety of contexts from year to year.

To make a difference children build the attitudes, skills and knowledge to take action. This can be as simple as making a connection by bringing an artefact from home, to action as service, such as organising a fund raising activity.

**IB 2009**

At the end of primary school, the Year 6 PYP Exhibition is an important part for all students. Students undertake a collaborative, interdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. As the culminating experience of the PYP, the Exhibition offers students an exciting opportunity to demonstrate independence and responsibility for their own learning. (www.ibo.org 2012)
The Curriculum
The curriculum is based on AusVELS, incorporating the Australian Curriculum in English, Mathematics, Science and History, extending to all learning areas over the coming years. It encourages the organisation of knowledge and skills around central ideas and deep conceptual understandings and stresses the importance of skills that cross discipline boundaries.

The Australian Curriculum is organised into three strands;
AusVELS is based on the VELS triple-helix structure of three interconnected areas of learning called strands.

The three strands are as follows:

**Physical, Personal and Social Learning:** Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.

**Discipline-based Learning:** Students learn the knowledge, skills and behaviours in the Arts, English, Humanities, Mathematics, Science and Languages Other Than English.

**Interdisciplinary Learning:** Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.

AusVELS levels correspond to year levels as follows:
Prep   Foundation
Year 1 Level 1
Year 2 Level 2
Year 3 Level 3
Year 4 Level 4

The curriculum undergoes a cyclical review and all members of the staff, under the guidance of the Primary Teaching and Learning Coordinator, are involved in the process.

Through the units of inquiry, students are taught about and through the disciplines of Science, Technology, Health and Humanities. Single subject teachers work together with class teachers, where relevant, to make connections through the units which allows the students to develop a variety of perspectives. The integrity and rigour of each discipline is also maintained. The College provides a thorough and targeted approach to literacy and numeracy in the Early Years. The structured inquiry based units that students are involved in provide authentic purposes for reading and writing resulting a high level of motivation.

For further information please refer to: [www.ibo.org](http://www.ibo.org) and [www.ausvels.vcaa.vic.edu.au](http://www.ausvels.vcaa.vic.edu.au)
What does Inquiry in the PYP look like?

Inquiry, interpreted in the broadest sense, is the process initiated by the students or the teacher that moves the students from their current level of understanding to a new and deeper level of understanding.

This can mean:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- deepening understanding through the application of a concept
- making and testing theories
- researching and seeking information
- taking and defending a position solving problems in a variety of ways

Reggio Emilia Philosophy

ELC and primary staff work together to learn more about the philosophies of Reggio Emilia. These philosophies are embedded in the learning programs in Prep to Year 4 classrooms. Important components of the Reggio Emilia approach include:

- Viewing each child as not being an empty vessel waiting to be filled, but as a co-constructor of knowledge and a valued member of the community.
- Photographing the students during activities, student and teacher documentation and the development of reflective writing through portfolios making thinking and learning visible.
- Creating classrooms which are less traditional and more reflective of our outside environment, incorporating the use of natural materials which may provoke interest for further research.
- Small groups of children researching a question or particular interest.
- Involving parents in the process of learning which is a key element of this philosophy.


EcoKids

EcoKids is a two year program focusing on environmental and sustainability issues. This practical hands-on program allows the children to become active, independent learners and community participants. While maintaining best practice in literacy and numeracy, the children will also develop advanced problem solving strategies and techniques through meaningful and relevant activities. The practical nature of this program enhances higher order thinking skills and processes and reinforces their understandings. The Kitchen Garden Project is one example of many practical aspects of the program where students plant, care for, cook and eat their own vegetables and herbs. EcoKids’ learning is embedded into the daily routine of Year 3 and 4 classes, as well as in many units of inquiry.

By providing a challenging and inspiring program for Year 3 and 4 children, we hope to teach them ways to reduce their individual and collective environmental impact on the planet and demonstrate how environmental design can make a difference.
**Homework**

Homework is set in the primary years to help children establish good study skills and habits. The establishment of a homework routine is an important extension of classroom learning. It is advisable for children to have a special area set aside for homework tasks.

All children in Prep to Year 4 take reading books home nightly and parents and children keep a reading log.

Expected nightly homework times are:

- Prep and Year 1 ................................. 10 to 15 minutes reading per night.
- Year 2 ................................. 15 minutes two or three times a week, in addition to regular reading.
- Year 3 ................................. 20 minutes four times a week, plus reading.
- Year 4 ................................. 20 minutes four times a week, plus reading.

In addition to homework set by the class teacher, students involved in the instrumental music program need to practice their instrument regularly. Recommended practice times are five minutes each evening for recorder and ten minutes for strings. If you find that your child is doing considerably more than the above, please contact the class teacher.

Students are sometimes set particular reading tasks for homework. In addition, all children are encouraged to read each night from a wide variety of reading materials.

**Language**

**Japanese**

Learning another language provides all children with an opportunity for first hand experience of another linguistic system and the culture it expresses. Such experience can open the way to a deeper understanding of one's own language and the culture on which it is based.

Japanese is taught to all classes from ELC 4 to Year 6. The lessons from Prep to Year 4 may be integrated into class themes or be based on a popular story, song, or class interest. The children have two regular lessons per week to provide continuity and reinforcement. There are three different written scripts in Japanese: Hiragana, Katakana and Kanji. Hiragana is the script which is taught in this program. The need for romanisation (writing Japanese in English letters) is avoided by providing many opportunities for the children to see the script in authentic situations. A gradual approach is taken, and the symbols are continuously reinforced in a variety of activities and contexts.

The course is arranged sequentially in terms of skill development and the acquisition of language components. Cultural activities are incorporated into the program where appropriate, and links are also made to classroom inquiries.

In Prep, the children participate in songs, games and chants which emphasise listening and speaking skills, and they develop an awareness of the Japanese sound system.

As children move into Years 1 and 2, oral and aural work is further developed, and the children will be able to reproduce words and simple sentences. At this stage, the children will develop the ability to recognise and write individual hiragana, as well as some whole words.

The children’s writing and reading skills in the hiragana script are consolidated in the middle years. By the completion of Year 6 children will be expected to complete a variety of tasks that integrate all four skills of listening, speaking, reading and writing.

Students will have the opportunity to participate in video conference sessions, Japanese Days and the annual State Japanese Language competition to enrich their cultural and language learning.
**English**

Cornish College uses the frameworks of the Victorian Early Years Literacy Program and First Steps. This is centred around a regular literacy block where children participate in reading and writing activities. Reading is based on whole class and small group work, with the children being involved in modelled reading, explicit reading instruction during group guided reading sessions in Prep to Year 2, and guided reading and extended learning tasks in Years 3 and 4. All students have independent reading opportunities. During writing the students are involved in modelled, shared, guided, interactive and independent writing. Additional assistance is available to students through our Individual Needs and Literacy Support Programs.

The English curriculum is organised into *Reading and Viewing*, *Writing*, and *Speaking and Listening* and is studied through the strands of *Language*, *Literature* and *Literacy*. AusVELS Standards are embedded into our English curriculum.

Children are immersed in and surrounded by language. The premise that language permeates all aspects of curriculum and programs naturally is essential to our program. An approach is followed which allows for the integration of each main aspect of language - listening, speaking, reading and writing. The First Steps program forms the basis for our classroom learning along with the Early Years Literacy program (learning language and learning about language). Authentic reading and writing tasks are provided through integrating literacy into the units of inquiry (learning through language).

English is closely linked to units of inquiry to provide purpose of connection in the development of literacy, love of literature and language.

The conditions under which children learn language are attended to in the following manner:

- **Immersion** - Provision of a whole language climate where the flow of language is meaningful and purposeful.
- **Demonstration** - Teachers continually demonstrate and model effective use of the conventions associated with written and oral language.
- **Expectation** - Teachers expect children’s communication skills to develop in a supportive environment.
- **Responsibility** - Allow children to become responsible for the appropriateness and effectiveness of their own language.
- **Approximations** - Children are allowed to use approximations as they attempt to gain control of language.
- **Employment** - Provision of opportunities for children to be involved in a wide range of language skills daily.
- **Engagement** - Teachers ensure that the children are meaningfully engaged in their learning.
- **Feedback** - Children receive positive feedback from teachers and others in the school community.

Experiences form the basis of class programs and help create the basic conditions for language learning in the classroom environment. The degree of emphasis given to each experience will differ with the developmental level of the student.
Speaking and Listening

The spoken language, which includes listening, enables us to communicate immediately and efficiently. Speech is stressed in the language program. Children are encouraged to focus on correct pronunciation, voice projection and clarity in their speech. Children are expected to demonstrate appropriate listening behaviour. Listening involves the areas of cognition, short term memory and auditory discrimination.

Examples of activities.

Children may:

- participate in sharing time
- follow directions/give directions
- use listening posts on computers/audio
- listen to guest speakers/stories/directions
- undertake interviews
- participate in discussions/debates/interviews
- interact with others in a variety of situations to develop and present familiar ideas, events and information
- rehearse, draft and deliver formal presentations
- present items at Assembly

Reading and Viewing

Reading refers to all the ways of constructing meaning from texts. This includes reading printed texts such as books, magazines, posters and charts and viewing multimodal texts such as films, videos, computers and graphic material. Reading is taught using strategies which put text into a meaningful and purposeful context and enable children to decode words. Some of these activities include the following: modelled reading, shared book (teacher and children read a story together), teaching the alphabet and phonemic awareness (sounds and symbols), book studies (activities and discussion which focus on a particular book), author studies (exploring the ways texts are structured and the purposes of different books written by one author) and guided reading (small groups which read and discuss texts with a particular focus and/or reading level).

All children are encouraged to develop their curiosity and love of literature. Children are expected to read or be read to at home each night. In Prep to Year 2 home reading books are organised into broad-banded levels. Children need to read at their appropriate level to ensure confidence and enthusiasm. The aim is to encourage children to read and seek out books of their own choice. Nightly home reading in Years 3 and 4 is expected. A variety of books is provided by the school. Children are also encouraged to read their own books from home, and encouraged to borrow regularly from the CLIC.
Writing and Spelling

In the early primary years, Cornish College offers a broad range of writing experiences and text types. Some examples include:

- recounting events and experiences
- writing invitations, letters, notices, book reports and plays
- writing poetry in different forms
- information reports
- explanations
- exposition and persuasive writing
- narrative writing
- taking notes when listening or reading
- compiling personal spelling lists
- identifying parts of speech to improve sentence construction
- brainstorming and compiling word lists around themes

With the inclusion of narrative, expository and poetic styles of writing, the children enrich their creative expression and extend their vocabulary.

Children are also taught the features of nonfiction texts and apply this knowledge in their writing. Some examples of these types of texts include reports, arguments and instructional texts.

The writing program is structured in such a way that it builds on and is closely linked to the oral language and reading programs. Authentic purposes for writing are linked with units of inquiry.

The learning of spelling is a developmental process. It involves the use of strategies which focus on the features of written language such as spelling patterns, rules and the relationships between words. Children use these strategies in their daily writing as they attempt to spell unknown words. Spelling strategies are taught in groups or class lessons. Spelling is explicitly taught using a variety of strategies including the THRASS strategy.

Prep to Year 2 emphasise the use of phonological skills, listening for sounds at the beginning, middle and end of words through the study of word families and rhyming words. Teachers also use techniques and strategies to assist children to make correct choices of letter patterns. They also study homophones, contractions, and plurals. As the children progress, they develop visual strategies to complement their phonological knowledge.

At Cornish College we advocate the use of both phonological awareness and whole language approaches. It is important that spelling is linked to writing for the students to apply their spelling skills in context.

All of our primary school teachers receive ongoing training in THRASS and this forms an integral part of our literacy teaching. THRASS stands for Teaching Handwriting, Reading and Spelling Skills. For more information, please visit the THRASS website at: www.thrass.com.au

In Years 3 and 4 the children study spelling rules, homophones, contractions, homonyms, antonyms, synonyms and plurals to increase their spelling skills. They use base words to add prefixes and suffixes. Word study also includes:

- inquiry skills such as using a dictionary and thesaurus
- visual skills including common words and words grouped by content, such as measurement words
- morphemic (meaning parts of words) skills including word building, prefixes, suffixes
- etymological skills, where children learn about word origins
Individual and class spelling lists are compiled from different sources:

- word families with the same sound (called phonemes)
- word families with the same letter patterns (called graphemes)
- words for which the children ask the spelling
- words which the children have misspelt
- words the children will soon need to know such as Unit of Inquiry or topic words
- words most commonly used.

We help children develop and use a range of strategies for proof reading and self correction. We encourage children to become confident and competent writers with an interest in words and a desire to spell.

**Handwriting**

Handwriting is a tool that children use in the process of writing. It is a means of communication and it is natural for handwriting styles to vary. Children begin to write from their first day in Prep. A variety of strategies are used to develop the techniques of correct pencil hold, posture, paper placement, writing fluency and legibility. In Year 3 children begin joined cursive script and in Year 4 children gain their pen licence. The THRASS handwriting strategy promotes consistency from year to year and emphasises learning correct letter formation. There are also a variety of iPad apps that facilitate correct formation of letters and numbers. Cornish College uses the Victorian Modern Cursive Script.

**Mathematics**

Learning in Mathematics is best taught in relation to meaningful experiences and challenges related to the student's own environment. Students learn numeracy skills at different rates and in different ways and teachers use a variety of strategies and materials to present ideas. The lessons involve talking, writing, reading and estimating in a sequential manner and can often be part of the units of inquiry.

Importance is placed on the learning of number facts, accuracy and recall. However, in all areas of Mathematics children are encouraged to discuss mathematical questions, build models and test hypotheses, thus they learn the value of estimating answers.

The school provides opportunities for the children to:

- Become mathematical problem solvers - as far as possible the problems presented are of relevance to the children and grow naturally out of the children's environment. Emphasis is placed on the process of working to a solution, rather than just getting the right answer.
- Learn to communicate mathematically - children are taught the signs, symbols and terms of Mathematics. Practical materials are used at all levels as aids to illustrate and develop concepts and the true understanding of processes.
- Learn to reason mathematically - making conjectures, gathering information and building an argument to support ideas is fundamental to Mathematics.
- Become confident - children are encouraged to explore, discover, make guesses and take risks.
- Realise the importance and relevance of Mathematics in everyday living.
We encourage all children to develop:

- A good sense of number, including working with money
- An understanding of space and position in space (shapes, maps, models)
- An understanding of patterns in space and number to help problem solving and logical thinking
- The ability to estimate and measure length, area, perimeter, capacity, mass and time
- Skills to collect, organise, display, interpret and analyse data
- Skills in applying and using the four operations of addition, subtraction, multiplication and division
- The ability to think deductively and laterally when solving problems.

Mathematical tools, such as iPads, calculators and computers, are used from the earliest years as a learning aid as well as a calculating device. All children in the primary section have access to these tools. Some aspects of Mathematics are embedded into units of inquiry to promote purpose and context, and the use of inquiry in Mathematics is promoted as well as explicit teaching of skills. A wide range of published and electronic resources are used to support the Mathematics program, including Maths Plus, Targeting Maths, Nelson Maths and the AusVELS.
Transdisciplinary Learning and the Programme of Inquiry

Cornish College has a carefully designed scope and sequence of units called the Programme of Inquiry (POI) that students investigate from ELC to Year 6 which promotes balance and rigour in the curriculum. These units incorporate Health, Science, Humanities and Technology. Course descriptions are provided in the disciplines but are taught through units of inquiry. The scope and sequence is made up of units of inquiry which are taught at each grade level. Each class completes six units of inquiry per year. Units of inquiry are concept driven. Different subject areas are chosen to link together in these units of inquiry.

This way of teaching and learning helps students make connections, develop a sense of continuity during the day and caters for individual learning styles and interests. An integrated curriculum provides a powerful context within which students can develop skills and understandings across the curriculum. This leads to an understanding of how things connect with one another. We believe that this approach is the most effective means by which learners can explore, gather, process, refine, and present information about topics without the constraints of traditional subject barriers. It provides greater purpose and meaning in the daily experience of teaching and learning and acknowledges the complex links that connect ideas and concepts. Life is a complex mix of interrelated experiences (each action affects another) and people depend on each other for their very survival.

The integrated approach allows teachers to accommodate the seemingly endless additions to the school curriculum through a more unified approach to planning. As our information base expands and our access to that information increases, there is a need to develop a curriculum that is connected by unifying ideas that draw common threads together. By creating a unified curriculum, the content becomes more relevant to the learner.

The structured inquiry approach allows students to make sense of their world by making connections. Students build on their prior knowledge and are encouraged to explore, process, refine and present information about their investigations. Units of inquiry can include learning engagements centred around Howard Gardner’s multiple intelligences (word, logic and mathematics, space and vision, body, music, interpersonal, intrapersonal and naturalist). Bloom’s taxonomies are also used to plan for and promote higher order thinking. In this approach children are given greater independence to implement their own learning. It also helps students to increase their awareness of the different styles of learning while creating different levels of challenge. Strategies for problem solving, organising and sorting, thinking creatively and reflecting can be used in many different aspects of the school curriculum and applied to life beyond school. Teachers are encouraged to include these in their units of inquiry.

All classrooms display their current unit of inquiry in full for parents to see.
Health and Physical Education

Standards in the Health and Physical Education domain are organised in two dimensions.

- Movement and physical activity – from Foundation (Prep)
- Health knowledge and promotion – from Level 3 (Year 3)

Movement and physical activity

The Movement and physical activity dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students’ confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

Health knowledge and promotion

The Health knowledge and promotion dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harm associated with particular situations or behaviours. Students examine the promotion of the health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition on health growth and development.

The Physical Education program aims to develop enthusiasm for physical activity, to give encouragement to lead an active lifestyle, and to master a broad range of motor skills. The program is sequential, beginning in Prep, with all classes taught in coeducational groups. The Physical Education program incorporates the fundamental motor skill project supported by the Department of Education and ACHPER Victoria. The Fundamental Motor Skills program is designed to teach children to master skill components which are used in all sports and movement activities.

Range of Physical Education activities included in the Prep - Year 4 program:

- fundamental motor skills program
- Perceptual Motor Program (Prep)
- ball skills
- movement exploration
- gymnastics
- minor games
- athletics
- swimming
- major games (some modified to suit primary children) including: Kanga cricket, T-ball, softball, rounders, Newcomb, netball, soccer, Minkey hockey and football.
The specific goals of the Physical Education program at the Prep to Year 2 levels are such that the children will:

- maintain their natural physical vitality
- develop and master a range of fundamental motor skills such as throwing, kicking, bouncing, catching, jumping and striking
- begin to play in small groups
- develop and improve basic skills of body management and control while assisting the normal process of growth and development.

The Prep to Year 6 children participate in two sessions per week. In addition, Prep children participate in a Perceptual Motor Program (PMP) which develops gross motor coordination and helps them function more successfully in all areas of the curriculum.

The specific goals of the physical education program at the Year 3 to 6 level are such that the children will:

- participate and master a wide range of fundamental motor skills
- refine and develop skills learnt in earlier years, emphasising the development of some of the specific skills required for major games
- maintain and encourage their natural physical ability
- play cooperatively in groups and teams, and begin to understand the requirements and implications of competitive involvement.

In addition, Prep to Year 2 students participate in a Junior Sports day, and Years 3 to 6 in a House Athletics day. Students from Year 3 to 6 compete in cross country events.

All students participate in the school swimming and water safety program. Selected students also participate in championship events.
**Humanities**

The Humanities in Foundation to Level 10 involve the study of human societies and environments, people and their cultures in the past and the present. The Humanities provide a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and make meaning of it.

The Humanities take as their subject matter human behaviour. They provide unique ways to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

The Humanities encourage use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media. They form conclusions supported by evidence and present information in a variety of ways.


Humanities includes the study of History, Geography and Economics and is further broken down into knowledge, skills and understandings, and is taught through the Programme of Inquiry.
Science

Foundation – Level 2

Curriculum focus: awareness of self and the local world

Young children have an intrinsic curiosity about their immediate world. Asking questions leads to speculation and the testing of ideas. Exploratory, purposeful play is a central feature of their investigations.

In this stage of schooling, students’ explorations are precursors to more structured inquiry in later levels. They use the senses to observe and gather information, describing, making comparisons, sorting and classifying to create an order that is meaningful. They observe and explore changes that vary in their rate and magnitude and begin to describe relationships in the world around them. Students’ questions and ideas about the world become increasingly purposeful. They are encouraged to develop explanatory ideas and test them through further exploration.

Levels 3 and 4

Curriculum focus: recognising questions that can be investigated scientifically and investigating them

During these levels, students can develop ideas about science that relate to their lives, answer questions, and solve mysteries of particular interest to their age group. In this stage of schooling students tend to use a trial-and-error approach to their science investigations. As they progress, they begin to work in a more systematic way. The notion of a ‘fair test’ and the idea of variables are developed, as well as other forms of science inquiry. Understanding the importance of measurement in quantifying changes in systems is also fostered.

Through observation, students can detect similarities among objects, living things and events and these similarities can form patterns. By identifying these patterns, students develop explanations about the reasons for them. Students’ understanding of the complex natural or built world can be enhanced by considering aspects of the world as systems, and how components, or parts, within systems relate to each other. From evidence derived from observation, explanations about phenomena can be developed and tested. With new evidence, explanations may be refined or changed.

By examining living structures, Earth, changes of solids to liquids and features of light, students begin to recognise patterns in the world. The observation of aspects of astronomy, living things, heat, light and electrical circuits helps students develop the concept of a system and its interacting components, and understand the relationships, including the notion of cause and effect, between variables.

Science is taught throughout the Programme of Inquiry.
Technology

Technology is an important component of the curriculum at Cornish College and integral to the integrated curriculum. We aim to instill a sense of self confidence and self sufficiency in dealing with technology. Our gender equitable program is child centred and designed to challenge all children. Children develop a range of technological skills while participating in a variety of technological experiences. We provide a firm foundation for later years of technology education. Technology lessons allow the children to work both independently and in cooperative groups through many learning processes. These include problem solving, investigating, testing, hypothesising, designing, producing, evaluating and modifying.

Materials

Children will acquire knowledge of:

- uses for common materials in order to choose materials to meet needs and begin to assess advantages and disadvantages of different materials
- characteristics of common materials
- ways materials can be recycled/reused
- how to use materials safely

To meet these objectives we provide experiences where children can solve problems by using technological processes such as manipulating, testing, practising techniques for processing and joining, transforming and reusing.

Systems

Children will acquire knowledge of:

- simple systems and their major components
- techniques for constructing, maintaining and modifying simple systems
- the effect a change in a system i.e. all components are necessary
- systems that operate in homes and the natural environment
- systems that operate in the school
- the concepts of input and output through experiences with a variety of systems
- different energy sources involved in different systems

To meet these objectives we provide experiences where the children recognise that each system has a function and a purpose and a combination of elements that work together. We hope that through such activities children begin to see themselves as potential creators, controllers and users of systems. Technology is taught in context within units of inquiry.
Information and Communication Technology

All primary students have an iPad. The one to one device program adopted by Cornish College allows for individualised and personalised learning programs as well as ‘anytime, anywhere’ access to information and programs. Growing up in a digital world is an important part of using ICT devices at school and all classes address Growing Up Digital resources and programs to promote safe internet usage and appropriate use of iPads. All students are required to sign a User Agreement indicating their understanding and adherence to responsible use of their device.

At Cornish College we provide anytime, anywhere access to Information and Communications Technology to support collaborative, inquiry based, student centred learning in a safe and secure manner.

ICT provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organise and be responsible for their own learning and actions. ICT allows students to make connections and reach a deeper understanding of its relevance and applicability to their everyday lives. Through the use of ICT, learners develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new understandings and skills in different contexts.

International Baccalaureate ‘The role of ICT in the PYP’ (June 2011)

Through the integration of iPads and other technologies, students are engaged in new and exciting ways, connecting them with local and global communities and providing greater teaching and learning possibilities. Students have the opportunity to access information and develop skills and knowledge at their own pace and at their own ability, which is essential in the primary classroom. Applications can be tailored to individual development through interactive programs that provide immediate feedback in a highly engaging environment. It allows for anytime, anywhere access across all curriculum areas at both school and home. iPads are the ideal tool for developing the skills necessary for lifelong learners in an ever changing 21st century classroom.
**Performing Arts - Music**

The classroom and instrumental music program is based on the premise that children have a natural joyous affinity with music and that this can be nurtured through movement, song, chant, creativity, instrumental work and listening.

The program will help students to develop their musical skills through:

- **Singing** – in addition to class singing students will also learn songs for particular occasions such as Chapel, primary musicals and Christmas celebrations. Year 4 students will be involved in a fortnightly choir lesson. All students are also welcome to be part of the Junior Choir.
- **Movement** – students will have the opportunity to take part in a range of movement activities to help them develop a strong sense of beat.
- **Playing instruments** – including untuned percussion, xylophones, glockenspiels and keyboards. Students in Year 2 learn recorder. Students in Year 3 learn a string instrument and students in Year 4 will continue with the strings program or alternatively, learn recorder.
- **Creating** – students will be encouraged to create their own compositions and have the opportunity to record them.
- **Listening** – a wide variety of music will be experienced by the students, beginning with the familiar and then broadening their repertoire.
- **Notation** – basic skills in reading and writing music will be taught.
- **Private music lessons** for an additional cost are available on a variety of instruments.

In addition all primary students are involved in a range of recitals, concerts, a biennial primary musical, Christmas celebration and Independent Primary School Heads of Australia (IPSHA) performances.

Music is also incorporated into units of inquiry where links occur.

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**Religious Education**

Religious Education in Prep to Year 4 covers a variety of Christian stories. From these stories Christian and College values are emphasised. By the end of Year 4, students are familiar with the Christian narrative and key characters. Issues of social justice are also covered, providing students with a background to *making a difference*. Students also attend one Chapel service per fortnight where connections are made between Religious Education and *making a difference*. 
Visual Arts

The curriculum focus of the primary Visual Arts course is to develop the children's ability to make, enjoy and appreciate art. Emphasis is placed on enjoyment while skills both known and new are practised and refined. To this end, a wide range of media and materials is made available and students are encouraged to explore the creative nature of these along with their own sense of imagination and creativity.

Through the arts, students learn ways of experiencing, developing, representing and understanding ideas, emotions, values and cultural beliefs. They learn to take risks, be imaginative, question prevailing values, explore alternative solutions, engage in arts criticism, develop, practise and refine techniques, share opinions and extend the limits of currently accepted parameters within the arts. To these ends, our overriding aim is to develop children’s capacity to enjoy, to make and to appreciate art. Art teachers collaborate with classroom teachers in many units of inquiry.

The Visual Arts course focuses on creating, making and presenting artworks, as well as responding to the artwork of others. Opportunities are taken, when and where appropriate to familiarise students with original works of art. This is achieved via the Artists in Residence program, visiting and taking part in exhibitions, and through the art practices of the teaching staff who implement the program.

The Art room and Prep classrooms have a class set of overalls and aprons for use by students to protect their uniform. Students are asked not to bring blazers in to the Art rooms at any time.
**Individual Needs**

Our two individual needs teachers work with classroom teachers, parents and students to meet the specific needs of our students. Individualised programs and support are provided for students requiring academic extension or assistance. Students may work in small groups with the individual needs teacher in the classroom.

Consultations are undertaken with parents, children, psychologists, audiologists, optometrists, speech therapists and occupational therapists.

Intake screening is undertaken as required when children first enter school to determine appropriate placement. Consultations with parents of children who are receiving intervention take place whenever necessary and the children receiving intervention are given exposure to appropriate programs.

Referral may be made to outside agencies to provide educational and psychological assessments, language and speech assessments and therapy, occupational therapy and auditory and visual assessments where deemed appropriate by teachers and parents.

It is also the responsibility of the individual needs teacher to apply for ‘integration funding’ for students who qualify. Integration aides are employed at Cornish College to work with integration students and a small number of children who are considered to be a high priority in terms of their learning difficulties.

The College also provides a School Psychologist who works with teachers, parents and students to provide counseling, support and educational testing where required.

**CLIC (Cornish Learning and Information Centre)**

The CLIC is a focus for all students at the College and is used to support their classroom learning and recreational reading needs. All primary classes visit the CLIC with their class teacher on a regular basis to borrow and for research related to the PYP units of inquiry.

Our focus during lessons is on developing sound information literacy skills so students become independent library users able to access information efficiently. The teacher librarian and classroom teacher work collaboratively to provide opportunities for students to practice these skills when working on units of inquiry. Students are taught how to use AccessIt, the library catalogue and to search the Internet efficiently and safely.

There is a strong emphasis on encouraging a love of reading, both for enjoyment and for seeking answers to questions. Our comprehensive and up to date collection includes books, magazines and journals, DVDs, story CDs and online reference material including encyclopedias. During the year students participate in a range of activities including Children’s Book Week celebrations, author visits, Premier’s Reading Challenge and reading clubs and are encouraged to borrow regularly.

All students in Prep to Grade 4 are required to have a library bag to protect books in transit.
Principles from Reggio Emilia are embedded throughout the primary years...

The child as protagonist -
The image of the child as a powerful learner
The child as primary researcher
The child as a collaborator
The teacher as a facilitator
The environment as the third teacher
Making learning and thinking visible
The hundred languages of children