Curriculum Guide
Year 5 and 6
2016

Cornish College is authorised to deliver the International Baccalaureate Primary Years Programme from ELC to Year 6.
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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 life long 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

Years 5 and 6 are the final years of primary schooling, but the beginning years of an exciting educational adventure in middle school (Years 5 to 9). Within a caring, nurturing and supportive environment, the older primary students are encouraged to widen their involvement in a variety of activities, to assist and nurture their expanding independence. They continue to develop greater responsibility for their own actions and behaviour, while making decisions under the close guidance of their class teachers. In Year 6, the final year of primary schooling, it is important that they work towards establishing sound work routines in preparation for secondary school. The transdisciplinary curriculum of the International Baccalaureate Primary Years Programme and the Australian Curriculum through the Victorian Curriculum are followed.

The International Baccalaureate Primary Years Programme (IB 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 as they 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 cultural sustainability.

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.

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 Odyssey and Inspire Programs for boys and girls.

Students in the primary years attend specialist 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.

Parents are welcome to visit the classrooms before and after school but please be aware that teachers sometimes have set duties 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 Teaching and Learning Coordinator.

Mad Night@Cornish is an exciting occasion and gives families the opportunity to share many of the children’s learning experiences. Through assemblies, Chapel, playground games, 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 sustainably.

We look forward to building a positive partnership to provide your child with a stimulating comprehensive education during Years 5 and 6.
**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>11.20-12.00pm</td>
<td>Periods 4, 5 and 6</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>

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
- Cyber Safety
- iPad lessons 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:

- Student led conferences
- MAD Week and MAD Night@Cornish - open night for parents and children
- Presentation Night
- Annual Church service

Please check the school calendar on the College website for specific dates. [www.cornishcollege.vic.edu.au](http://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**  Student Progress Meetings
- **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.
### 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 influenza 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 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 Years 5 and 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.

Year 6 PYP Exhibition is an important part of the PYP 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
- Year 5 ..................................................................................................................................................... Level 5
- Year 6 ..................................................................................................................................................... Level 6

The curriculum undergoes a cyclical review and all members of the staff, under the guidance of the Primary Years Team Leader, 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 Primary 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

Source:
International Baccalaureate *Making the PYP Happen-a curriculum framework for international primary education* (2009)
Reggio Emilia Philosophy

Our curriculum is based on the same philosophical approach as Reggio Emilia. The primary staff implement many aspects of this approach in their teaching and learning programs. This includes:

- Viewing each child as not just 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 learning journal making thinking and learning visible.
- Creating classrooms which are less traditional and more reflecting 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 is a key element in this philosophy.


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*
Inquiry Learning
Assessment and Reporting

There is continual assessment of each student's achievements. Teachers use a variety of assessment techniques including testing for knowledge and skills, observation, analysis of book, project and practical work and oral and dramatic presentations. Attitude, learning skills, social relationships and effort are all considered equally important when looking at the overall development of the student.

Detailed formal reports are completed for parents at the end of Term 2 and at the end of each year. Shorter progress reports are distributed at the end of Terms 1 and 3. In addition, there are formal opportunities for Student Progress Meetings to discuss students' progress - in Term 1, 2, 3. Term 4 meetings are by request. Student led conferences are held in Term 4. However, 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.

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

The Exhibition

In the final year of the PYP, students participate in a culminating project, the PYP exhibition. This requires that each student demonstrates engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling. The exhibition represents a significant event in the life of a PYP school and student, synthesising the essential elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the IB learner profile.

The PYP exhibition has a number of key purposes including the following:

- For students to engage in an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesise and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process for assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to secondary education

Homework

Homework is set in the primary years to help students establish good study skills and habits. The establishment of a homework routine is an important extension of classroom learning. It is advisable for students to have a special area set aside for homework tasks. All students in Years 5 and 6 use Homeroom and the class blog on their iPads. This is seen as an important means of communication between the school and home. Students are encouraged to record all details of school commitments and homework on Homeroom. Parents are encouraged to use Homeroom for contact with the class teacher regarding routine matters such as reasons for homework not completed or an absence note or injury which may affect the student's performance for that day or use email to communicate regarding sensitive issues. Expected nightly homework times are:

Year 5 .......................................................... 30 minutes each night plus 20 minutes reading
Year 6 .......................................................... 40 minutes each night plus 20 minutes reading

In addition to homework set by the class teacher, students involved in the instrumental music program need to practise their instrument regularly. 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, we hope that all students feel encouraged to read each night from a wide variety of reading materials.
Individual Needs

The teaching staff within the individual needs team provide educational support to students requiring extension or enrichment in their learning and to those who require language or mathematical assistance or support. The overall philosophy of individual needs is to recognise that each student is unique and that all students exhibit a wide range of abilities, interests and learning styles. We recognise and value individuality and aim to provide appropriate and challenging experiences that promote quality learning opportunities and the development of self-esteem, confidence and independence. The role of the Individual Needs teacher is to act as a facilitator to aid students in reaching their potential.

Specific objectives of individual needs teacher or facilitator

- providing a positive atmosphere that will motivate students for future achievement and foster their sense of individual worth
- taking into account as much as possible each student’s academic, social, emotional and physical development when planning individualised programs and strategies
- catering for the individual needs of students by supplementing, extending and augmenting the classroom programs
- teaching the skills and strategies to extend students’ creative and divergent thinking.
- facilitating the referral of students and liaise with outside agencies or specialists according to needs
- acting as a resource for information, material and/or strategies which may be required by teachers and families in relation to the individual needs of the student
- identifying students with individual needs via screen testing, diagnostic testing, previous school records, specialists’ reports, and teacher, parent and student referrals.
- maintaining current records of students’ educational development

Implementation of programs

Students may receive assistance from individual needs teachers in classrooms, in small groups or individually depending on the needs of the students. The individual needs teacher provides additional support and information in the basic skills areas of mathematics and language. Integrated students come under the auspices of the individual needs teacher who liaises with a varied network of specialists and specialist centres.

Students requiring extension may also be included in a special program designed to enhance their education in addition to the differentiated program offered within the classroom. Students are encouraged to work individually and in small groups and to be actively involved and self-motivated. Active involvement requires students to participate, exchange ideas and concepts and present findings. Problem solving, investigating and brainstorming are promoted.

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.

Students in Year 5 and 6 have the opportunity to apply for leadership positions in the CLIC.
Curriculum Overview

Language

Students learn language by being immersed in, and surrounded by, its various forms as they are given the opportunity to use the whole range of language skills daily. Teachers continually demonstrate language usage and give positive feedback. Students are encouraged to experiment and become responsible for the effectiveness of their own 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

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. It also provides a firm foundation for future language learning. Students begin to acquire the skills of listening, speaking, reading and writing through a wide range of communicative and authentic activities which enable them to not only learn about the language but also develop intercultural understanding.

Japanese is taught to all classes from ELC 4 to Year 6. The children have two regular classes per week to provide continuity and reinforcement. There are three different written scripts in Japanese: Hiragana, Katakana and Kanji. Students will be exposed to all three scripts in authentic language material. A gradual approach to the recognition and writing of the symbols is taken; script being reinforced in a variety of activities and contexts including iPad Apps which can be used at home to further enhance skills. The need for Romanisation (writing
Japanese in English letters) is not encouraged but an awareness of romanisation is introduced to develop Japanese word processing skills.

Students will have the opportunity to participate in video conferences, Japanese Days and annual Japanese Language Competitions to enrich their language and cultural learning. Students will be encouraged to develop friendships with Japanese students from our two sister schools in Japan – Chiben in Wakayama and Eisugakkan in Fukuyama. Every year the Year 5 and 6 students will have a “Day of Friendship” at Cornish College with our primary school Japanese visitors from Chiben. Conference sessions and email exchanges after the program will enable friendships to be maintained and developed. In Year 6 students will also have the opportunity to apply to participate in the Annual Japan Study Tour. Successful applicants will travel to Japan for two weeks, attending our two sister schools for an authentic experience in Japanese schools, and enjoying the many sights of Japan while extending their language and cultural skills in real context.
English

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.

Reading and viewing refers to all the ways of constructing meaning from texts. This including reading printed texts such as books, magazines, posters and charts and viewing multimedia texts such as films, videos 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: shared book (teacher and children read a story together), teaching the alphabet (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).

At Year 5 and 6, many students are already independent readers, but formal reading skills are taught to those requiring them. Reading comprehension is part of class work and research and investigation skills are further developed in context of the units of inquiry. Time is given for recreational reading, and books of all types are introduced to stimulate an interest in reading which aids creative work. Students select, use and reflect on strategies appropriate for different texts and reading or viewing purposes.

Students are exposed frequently to a variety of literature as a model for their own writing. The school has an extensive library and skilled library staff who, along with the classroom teachers, provide regular sessions in the CLIC for each class.

Nightly home reading in Years 5 and 6 is expected.

Writing: Students are supported in developing skills in a range of genre writing. They are continually guided towards understanding the different purposes, audiences and contexts for writing. They use a variety of strategies for planning, reviewing and editing their writing. Authentic purposes for writing are provided through the Units of Inquiry and the Year 6 Exhibition.

Spelling: The learning of spelling is a developmental process. It involves the use of strategies which focus on 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, using both phonetic and whole language approaches.

All of our primary school teachers have been trained in the THRASS program 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 5 and 6 the children will continue to 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, eg 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
- words derived from their inquiries
- 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 theme 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.
Grammar and punctuation: Formal work in this area promotes the use of correct language and understanding of how it works. It aids the development of the clear thinking and accurate expression necessary for written expression.

Handwriting: Individual styles are developed ensuring a fluent and legible script is used. Students are encouraged to maintain independent standards.

Speaking and Listening: Opportunities are given to develop self-confidence, correct speech and an increasing vocabulary through drama, poetry, debates and discussion sessions. Year 6 also use these skills in real situations such as leading primary assemblies and speaking to school visitors. Effective listening skills are promoted. Students use the features of spoken language for interpreting meaning and developing and presenting ideas and information in familiar situations.

Mathematics

Learning in Mathematics is best taught in relation to meaningful experiences and challenges related to the student's own environment. Students learn Mathematics 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.

During the final primary years, emphasis is placed on formal and applied mathematics and a variety of strategies are used to appeal to both abstract and concrete thinking, and to maintain enjoyment of, and interest in, the subject. It is our aim to provide all students with basic skills which will enable them to cope readily with further and more advanced study in Mathematics.

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 inquiries. 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 (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 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 Mathematics resources are used to support the Mathematics program, including Maths Plus, Targeting Maths and AusVELS.
Health and Physical Education

Standards in the Health and Physical Education domain are organised in two dimensions, ‘Movement and physical activity’ and ‘Health knowledge and promotion’.

Movement and physical activity

This 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.

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.

All students take this subject as a fundamental part of their education program. They have two physical education classes per week as well as Friday sport. Year 5 and 6 students have a summer and winter sport season with weekly scheduled interschool competitions during terms 2 and 3.

The Year 5 program also incorporates a Bike Education unit which focuses on bike safety, basic riding skills, group riding skills, bike rules and laws, group formations cooperation and teamwork. It consists of theoretical and practical component and requires all students to have a bike in good working order and a helmet.

The aim of the program is for each student to realise his/her physical and mental potential and to develop harmoniously within society. All students are tested on various components of fitness - strength, power, speed, agility and endurance. The program in Years 5 and 6 extends from the perceptual motor programs developed in the students’ earlier years of schooling. The resultant skills are extended to be used in sequential movements such as minor and modified games. In the athletics unit, students develop their skills related to track and field competitions.

In addition to the class program, students have the option to participate in weekly athletics and cross country training and the morning Swim Squad training which continues throughout the year. Professional gymnastic coaching is also available after school on Thursday. Students from Years 5 and 6 compete in cross country events. They also participate in a Surf Life Saving program as part of the schools water safety program and the House Swimming Carnival. Selected students also participate in championship events.
Health knowledge and promotion

This dimension is addressed primarily through the units of inquiry. It 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 harms 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.

Studies in health knowledge and promotion, develop an understanding of the importance of physical activity and movement, good food and nutrition, health, safety, human development and human relations. Within this context the students examine personal action, beliefs, attitudes and values held by families, cultural groups and the wider community, public policies affecting health and physical activity, and the settings and contexts of activities in the area of health.

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

Levels 5 and 6

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 within the Programme of Inquiry.

Technology

Technology is increasingly viewed as an important component of the curriculum 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 hope to provide a firm foundation for later years of technology education. Technology lessons allow the children to work 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:

- correct names for materials
- 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 the system will have on the output 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 this objective 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 also expose the children to a variety of processes that link inputs and outputs. We hope that through such activities children begin to see themselves as potential creators, controllers and users of systems.

Information and Communication Technology (ICT)

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.

NB: The iPad mini is not suitable for school purposes.

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
Year 5 and 6 students receive two class music lessons per week as well as a fortnightly primary choir rehearsal. In general music studies, the aims are for students:

- to expand their practical skills in reading and writing music notation, with reference to their knowledge of beat, rhythm, pitch and dynamics
- to study units which include rock music, film music, music of other cultures and music in our place and time
- to participate in primary choir, where they will perform at assemblies and community events
- to continue their private instrumental studies with performance opportunities occurring for them in small ensemble groups at class concerts and evening recitals

Additionally, students who continue their private instrumental studies will have opportunities to perform as part of ensemble groups, Concert Band, String Ensemble, Senior Choir or Percussion Ensemble.

Drama (Primary Production)
As part of their Performing Arts studies all Year 5 and 6 students participate in the biennial primary production. The production provides an avenue for students to utilise and combine their skills and knowledge of music and drama, and extends their appreciation and understanding of the performing arts through actively experiencing the production process.

This includes:

- auditioning
- following rehearsal schedules, memorising lines, etc.
- learning singing, choreography and following direction
- playing instruments and/or working with accompaniment
- stage terminology, and performing with stage technology
- costume, prop, set and program design / construction
- the discipline and skill of performance.

Religious Education
Religious Education in Years 5 and 6 focuses on the concept of worldview. Students are encouraged to explore their own developing worldview, and to consider the worldviews of others (i.e. other world religions). These are compared and contrasted to a Christian worldview, as well as their own. 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 has 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.
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