



2024 Curriculum Guide

Prep – Year 6



MOTTO

Make a difference,
be the difference.

VISION

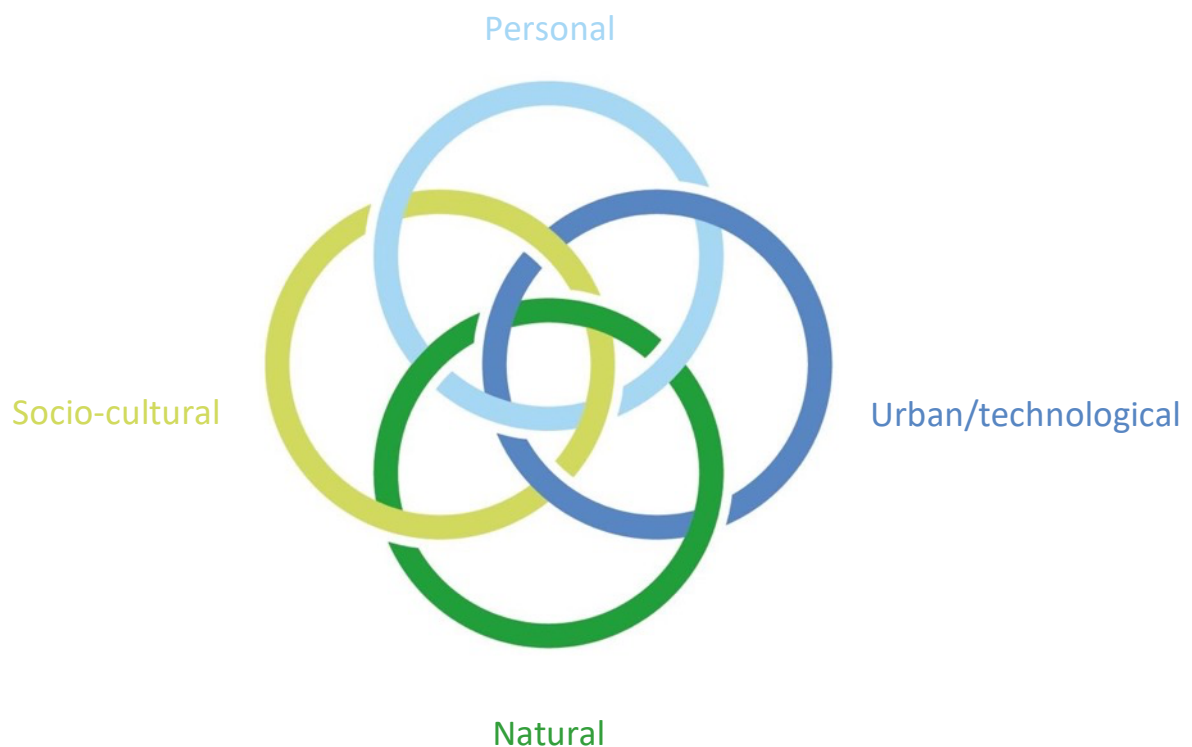
Education that makes a
difference today for a
sustainable and thriving
tomorrow.

VALUES

Compassion
Respect
Integrity
Creativity

... always with Courage

RINGS OF SUSTAINABILITY



CONTENTS

Principal's Message.....	1
Teaching and Learning in the Primary Years.....	2
Timetable	3
Sign In/Sign Out	3
Camp Program	3
Important Dates.....	4
Information Sessions.....	4
Reporting to Parents.....	4
Parent Information Sessions	4
Assemblies and Chapels	4
The Curriculum.....	5
The International Baccalaureate Primary Years Programme	5
Transdisciplinary Learning and the Programme of Inquiry	6
What does inquiry in the PYP look like?.....	7
Years 3 and 4 – 100 Acres Focus	7
Homework	7
Curriculum Overview	8
English	8
Mathematics	9
Language – Japanese	10
Health and Physical Education	10
Humanities.....	11
Science	11
Digital and Design Technologies	11
iPads.....	12
The Arts.....	13
Religious Education.....	15
Personal and Social Capabilities.....	15
Inclusive Education	15
Cornish Learning and Information Centre	16
Out of School Hours Care Program	17
Contact Us.....	18

PRINCIPAL'S MESSAGE

Curriculum review and development is an essential part of Cornish College's commitment to continuous growth. To successfully engage students in authentic learning experiences that are meaningful for their current and future world and to ensure each student has the opportunity to attain personal academic excellence, our curriculum programs must respond to student developmental needs, interests and aspirations.

In reviewing the Cornish College curriculum and the needs of our students, it is clear – perhaps now more than ever – that young people require a curriculum that is future-focused to prepare them for what lies ahead, yet at the same time serves their current academic and wellbeing needs in a way that nurtures and cares for them.

The Cornish College primary team provides an excellent educational program for students from Prep to Year 6 in a friendly, caring environment. The transdisciplinary curriculum of the International Baccalaureate Primary Years Program and the Australian Curriculum through the Victorian Curriculum 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.

We look forward to building a positive partnership to provide your child with a stimulating and comprehensive education.

Nicola Forrest
Principal



TEACHING AND LEARNING IN THE PRIMARY YEARS

Teaching and learning in the primary years at Cornish is framed by the International Baccalaureate Primary Years Programme (PYP) and the Victorian Curriculum. We strive to provide a future-focused curriculum that is engaging and relevant.

Academic Care and the development of skills for personal sustainability are emphasised throughout the College. Our Academic Care Leaders work with teachers in supporting students with any social, emotional and behavioural concerns. Students may also have access to the school psychologist, individual needs teachers and learning assistants.

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, digital literature activities and book borrowing.

There is continual assessment of each child's achievements. Teachers use a variety of assessment techniques including testing for knowledge and skills, observations and analysis of book, project and practical work. Students at Cornish College also participate in the National Testing program (NAPLAN) in Years 3 and 5. The tests assess areas of *Reading*, *Writing* and *Mathematics*. Learning Data is collected and stored in our Student Learning Storyboard and Data Dashboard. This allows teachers to monitor student learning data and make adjustments to learning programs in order to be responsive to student needs. It also allows us to track student progress across their time at the College.

Students and teachers regularly select tasks to be placed on our learning management system known as The Hive. The selected tasks assist students, parents and teachers in the reflection and reporting process. Reports are completed at the end of each semester. Pastoral Care and Academic Care meetings are held at different points in the year so that parents can talk with teachers about their child's progress. In Prep to Year 4, students have the opportunity to share their learning with family members via our Learning Journeys. In Years 5 and 6, our Three-Way Conferences and the Year 6 Exhibition provide an opportunity for the older students to share their learning.

Years 5 and 6 are the final years of primary schooling, but the beginning years of an exciting educational adventure into middle school (Years 7 to 9). Within a 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.



TIMETABLE

8.50am-9.00am	School begins	<p>Form period: The roll is taken at this time, so 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 Reception.</p> <p>It is very important that students are at school on time, preferably before the bell. Aim for between 8.30am and 8.45am.</p> <p>NB: 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 OSHC (Out of School Hours Care) if they arrive before 8.30am.</p>
9.00am-11.00am		Periods 1, 2 and 3 (may incorporate fruit break in some year levels).
11.00am- 11.25am	Recess	<i>Morning snack:</i> Food which can be consumed in 5 to 10 minutes to enable your child to join their friends during the morning recess (playtime).
11.25am-1.25pm		Periods 4, 5 and 6 (lunch may be eaten in the classroom from 1.00pm for Prep to Year 2 students).
1.25pm- 2.15pm	Lunchtime	<i>Lunch:</i> Food which can be accessed independently by your child and consumed in 20 minutes prior to the commencement of lunch eg sandwich, wrap, sushi rolls. Water bottles are kept in the classrooms for easy access. We encourage Nude Food to reduce waste and promote the consumption of fresh food.
		<i>NB: Prep children are supervised to eat from 10.50am until 11.00am and also from 1.00pm until 1.25pm to allow them enough time to eat their snack and lunch</i>
2.15pm- 3.35pm		Periods 7 and 8
3.25pm	School finishes for Prep to Year 2	Students are expected to be collected at this time. Students not collected by 3.50pm will be placed into the OSHC program (see section on Out of School Hours Care for more details).
3.35pm	School finishes for Years 3 to 6.	

SIGN IN/SIGN OUT

If your child arrives late or leaves early, please sign them in and out at Reception.

CAMP PROGRAM

Camps are an integral part of our curriculum for Health and Physical Education, English, Science, outdoor skills, building relationships, team and leadership skills.

Year 2 students are given their first taste of the College's exciting Outdoor Education program with the Year 2 sleepover onsite at the College. This continues in Year 3 when students have a two-night camp and Year 4 when students also have a two-night camp at The Ranch - Mornington Peninsula. In Year 5, the students attend Sovereign Hill, while our Year 6 students travel to Wilson's Promontory for their camp experience.

IMPORTANT DATES

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

- Mother's Day and Father's Day
- Grandparent's and Special Friend's morning
- Three Way Conferences and Learning Journeys
- Christmas and Easter celebrations
- Annual Church service
- Primary Celebration Assembly

Please check the College calendar for specific dates. This is available on The Hive and also in the School Stream app.

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.

You will be advised of the dates for these information sessions at the beginning of the year.

Reporting to Parents

The following are set for scheduled contact with your child's teacher.

Term	Event
1	Academic care meetings
2	Academic progress meetings Written reports
3	
4	Written reports

Parent Information Sessions

There are also opportunities to meet with your child's teacher during other times. If you have any concerns regarding your child's social or academic progress at any time, please contact your child's teacher to make a mutually convenient time to discuss your concerns.

Assemblies and Chapels

Students regularly attend whole school and primary assemblies.

THE CURRICULUM

At Cornish College, we report to parents on the Victorian Curriculum, which incorporates the Australian Curriculum. We do this through the framework of the International Baccalaureate Primary Years Programme, which 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 International Baccalaureate (IB) 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. The PYP promotes the use of concepts so that the students develop deep, rich, transferable understandings. Another important aspect of the PYP is 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 learners. Throughout the Programme of Inquiry, 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.

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.

Single subject teachers work together with class teachers, where relevant, to make connections through the units of inquiry. This 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 throughout the primary school. The structured inquiry-based units that students are involved in provide authentic purposes for reading and writing resulting in a high level of motivation.

For further information, please refer to www.ibo.org and <http://victoriancurriculum.vcaa.vic.edu.au>



IB PYP Framework Model

The International Baccalaureate Primary Years Programme

Cornish College is an authorised International Baccalaureate (IB) Primary Years Programme (PYP) school. The PYP is a conceptual, transdisciplinary, inquiry-based and student-centred educational program with student agency at its core. It has a focus on international mindedness and the development of the child as a global learner. This is achieved through embedding the attributes of the *Learner Profile* into all aspects of the school day. Through the PYP, students experience learning that spans between, across and beyond traditional subject boundaries.

The PYP provides a vehicle for guided inquiry where students investigate big ideas that are *significant, relevant, engaging* and *challenging*. Students from Early Learning to Year 6 investigate up to six 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 Inquiry – which is a framework of important ideas, identified by the school, and requiring a high level of involvement, or agency, 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.

The subject areas (Mathematics, Science, History and Geography for example) are incorporated into these themes to provide a meaningful context for the students. Units of inquiry enable students to inquire into *central ideas* through local and global contexts therefore developing an awareness of themselves, of others and the world around them.

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?

Students also develop a range of skills or Approaches to Learning that transfer across the curriculum, and into everyday life.

These skills are organised into the following broad areas:

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

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. 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 and being the 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 positive attitudes which lead to them taking action. In the final year of primary school, the Year 6 students take part in the PYP Exhibition. Students undertake a collaborative, transdisciplinary 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 unit offers students an exciting opportunity to demonstrate independence and responsibility for their learning and to take action as a result. It is also an opportunity for students to exhibit the attributes of the IB Learner Profile. It is a celebration of learning as students move from the PYP into the middle years.

Transdisciplinary Learning and the Programme of Inquiry

The College has carefully designed a scope and sequence of units called the Programme of Inquiry that students investigate from Early Learning to Year 6, which promotes balance and rigour in the curriculum.

An integrated curriculum provides a powerful context within which students can develop skills and understandings. 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 without the constraints of traditional subject barriers.

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 increase their awareness of the different styles of learning and gain more independence. 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.

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 and solving problems in a variety of ways

Years 3 and 4 – 100 Acres Focus

In Years 3 and 4 students' learning is centred on the 100 acres of Cornish College. The students are introduced to concepts and conceptual understandings as they learn about the different habitats and systems of our school environment.

They engage in rich learning experiences that develop their knowledge of the world around them. The students explore and inquire into the different systems within the 100 acres. These systems include the reptile enclosures, the farm area, the bee hives, school gardens, the lake and the island.

The learning in Years 3 and 4 is very much student led. Students work through individual and group inquiries as they follow through on areas of interest. They are given the opportunity to inquire, look for patterns, make connections and use deep transferable understandings to solve problems and create new ideas.

This practical hands-on program allows the children to become active, independent learners and community participants. The practical nature of Years 3 and 4 enhances higher order thinking skills and processes and reinforces their understanding of the concepts covered. This learning is embedded into the daily routine of Years 3 and 4 classes, as well as all units of inquiry.

By providing a challenging and inspiring program for Years 3 and 4 children, we hope to teach them ways to understand more about their world and think about how they can make a difference.



HOMEWORK

Cornish College recognises that homework forms part of a home and school partnership that focuses on the development of academic, social and physical capabilities. Homework set by the class teacher will be appropriate to the student's skill level; purposeful and relevant; open ended where appropriate and balanced with a range of recreational, family and cultural activities.

The purpose of homework is to reinforce and encourage the development of:

- The learning that takes place at school
- Self-management skills and good study habits
- Parent involvement in the child's learning

Current evidence and research shows that the quality of any home learning task is far more important than the quantity or amount of time spent completing it. Homework tasks may take many forms including discussions or surveys at home; participation in a game or physical activity; watching a television program; completing maths

activities; following a recipe to practice measuring skills; researching a question related to the unit of inquiry; practising targeted spelling words or completing an unfinished task from class.

In all year levels there is an expectation of daily reading. In Prep to Year 4 this should be to and with another person. Some competent readers may enjoy independent reading but reading aloud, or hearing books being read aloud, brings many other benefits such as practising expression, pace and listening for meaning. By Years 5 and 6, reading may be independent, but it should still be recorded regularly.

Students who are involved in the Instrumental Music program also need to practise the instrument regularly – 5 to 10 minutes each night is recommended.

We suggest that children up to Year 4 should complete approximately 30 minutes of school-related activities (including reading) and in Years 5 and 6, this should be approximately 45 minutes. If your child is doing considerably more than this, please contact the class teacher.

CURRICULUM OVERVIEW

English

Cornish College uses the Victorian Curriculum combined with the PYP Framework to provide authentic reading and writing tasks integrated into the units of inquiry (Learning Through Language).

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*.

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

Our teaching is centred on a regular literacy block where children participate in reading, spelling and writing activities. Reading skills are taught through whole class lessons, small groups and individual work. Children are involved in modelled reading, explicit reading instruction and group guided reading sessions. 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 Inclusive Education staff and Literacy Support Programs.

Writing and Spelling

In the primary school, Cornish College offers a broad range of writing experiences introducing a range of text types. Our focus for writing is most often “How do I want my reader to feel?”, this lens enables greater authenticity and purpose. Students are explicitly taught to use a breadth of literary devices to connect to their reader. Naturally, links are made with the unit of inquiry whenever possible.

The writing program is structured in such a way that it builds upon and is closely linked to the oral language and reading programs.

We help children develop and use a range of strategies for proofreading 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 important for the development of fine motor skills. Writing fluency has also been shown to correlate with spelling accuracy. Writing 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 grip, posture, paper placement, writing fluency and legibility. As they progress through primary school, students are taught to write using a neat cursive style.

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 skills are taught using explicit strategies which put text into a meaningful and purposeful context and enable children to decode words.

Some activities in the classroom include modelled reading, book studies, author studies and guided reading (where small groups read and discuss texts with a particular focus and/or reading level). From Prep, students are supported to develop reading research skills to support their inquiry.

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. From Prep, students are systematically taught to decode words by building upon their phonemic awareness. Additionally, students are supported to develop and broaden their linguistic comprehension and background knowledge through shared mentor texts. Children need to read at their appropriate stage to ensure confidence, enthusiasm and comprehension.

Children are supported to read and seek out books of their own choice. A variety of books are provided by the school. Children are also encouraged to read their own books from home as well as borrow regularly from the CLIC.

Speaking and Listening

Speaking and listening skills are fundamental to the development of communication. Children are explicitly taught active listening skills and are given many opportunities to develop their oral language with a variety of audiences. Examples of activities to develop speaking and listening skills in the classroom include:

- Participating in sharing time
- Following directions/giving directions
- Using listening posts on computers/audio
- Listening to guest speakers/stories/directions
- Undertaking interviews
- Participating in discussions/debates/interviews
- Interacting with others in a variety of situations to develop and present familiar ideas, events and information
- Rehearsing, drafting and delivering formal presentations
- Presenting items at assembly

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. This learning 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 develop a range of Mathematical proficiencies including:

- Understanding – students make connections between related concepts and progressively apply the familiar to develop new ideas
- Fluency – students become fluent as they develop skills in choosing appropriate procedures; carrying out procedures flexibly and accurately; and recalling factual knowledge and concepts readily
- Problem solving – students solve problems when they use mathematics to represent unfamiliar or meaningful situations and plan their approaches
- Reasoning – students develop an increasingly sophisticated capacity for logical thought and actions, such as evaluating, explaining and generalising

We encourage all children to develop a good sense of number, including when they are working with money, an understanding of space and position in space such as shapes, maps and models. We want children to have an understanding of patterns in space and number to help problem solving and logical thinking as well as the ability to estimate and measure. Children will also develop skills to collect, organise, display, interpret and analyse data.

Mathematical tools, such as iPads and calculators, are used from the earliest years as a learning aid as well as a calculating device. All children in the primary school 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.

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 support a deeper understanding of one's own language and the culture on which it is based.

Japanese is taught to all classes from ELC4 to Year 6. 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*. 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 units of inquiry.



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 throughout the primary 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 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 Years 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.

Health and Physical Education

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity in a variety of contexts. Students will develop the knowledge, understanding and skills to strengthen their sense of self and help them to be resilient. The acquisition of movement skills, concepts and strategies is integral to students confidently and creatively participating in a range of physical activities.

The *Personal, Social and Community Health* dimension focuses on supporting students to make decisions about their own health, safety and wellbeing and on developing the knowledge, understanding and skills to support students to be resilient. Students also learn about the behavioural aspects related to regular physical activity and develop the dispositions required to be an active individual and to take action to promote the health and wellbeing of their communities.

The *Movement and Physical Activity* dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of everyone 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 program at Cornish College 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 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.

The range of activities included in the Prep – Year 6 program to support *Movement and Physical Activity* include:

- Fundamental motor skills program
- Ball skills
- Movement exploration
- Gymnastics
- Minor games
- Athletics
- Swimming
- Cross Country running

Major games (some modified to suit primary children) including Kanga cricket, T-ball, softball, kickball, volleyball, netball, soccer, Minkey hockey, basketball and football

Humanities

The Humanities consist of History, Geography, Civics and Citizenship and Economics and Business and involves the study of human societies and environments, people and their cultures in the past and the present. The Humanities provide a framework for developing 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.

Students from Prep to Year 6 will inquire into various aspects of the Humanities curriculum through the units of inquiry. For example, the knowledge, skills and understandings of continuity and change in History can be explored in depth through a unit of inquiry planned under the theme of *Where we are in place and time* in the Programme of Inquiry.

Science

The Science curriculum consists of two main areas, Science Understanding and Science Inquiry Skills. Science Understanding includes science as a human endeavour, biological, chemical, earth and space sciences and physical sciences. Science Inquiry Skills includes questioning and predicting, planning and conducting, recording and processing, analysing and evaluating and communicating. Science provides an empirical way of answering interesting and important questions about the world around us. It is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Science provides opportunities for students to develop an understanding of important concepts and processes, the practices used to develop scientific knowledge, the contribution to our culture and society, and its application to our lives.

Digital and Design Technologies

In a world where digital technologies are forever changing, moving towards the future students need a wide variety of skills to be innovative, flexible thinkers who can critically and creatively solve real world problems. Our Design Technology and Futures Hub provides an opportunity for students to build their understanding, capacity and experiences with different types of digital technologies and other scientific tools through hands-on learning and real-world applications.

This learning time provides opportunities for students to further develop their problem solving, social, communication and thinking skills as they build and apply these skills through the use of the scientific method, design process and other key thinking tools linked to the Design Technologies and Digital Technologies area of the curriculum. These sessions are linked to learning in class with strong connections to units of inquiry and

Dhumba-dha biik program. During the primary years all students progressively build their coding skills with a variety of software and robotics equipment such as Spheros, Microbits and Lego Spike Prime.

Students also have the opportunity to use a wide variety of other technologies such as drones, 3D printing, animation software and actual reality technology on their devices. They also have opportunities to further apply their knowledge and skills in different scenarios such as competitions like the First Lego League and focused lunchtime sessions in our STEM sprint series.

At Cornish we provide ‘anytime, anywhere’ access to Information and Communications Technology to support collaborative, inquiry-based, student-centred learning in a safe and secure manner. Our online learning management system, The Hive, serves as a shared access portal for parents, students and teachers to focus on achieving learning goals and providing relevant and timely feedback on achievements.



“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)

iPads

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 Information and Communication Technology (ICT) devices at school and all classes 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.

Students in Prep are expected to have their own iPad, loaded with easily accessible school apps and with sufficient storage.

Please ensure that school apps are easily available for your child to use at school. A list of required apps is available on The Hive for each year group and these lists may include previously purchased apps that will be used again, as well as new apps that have not been accessed before.

If your child has home apps on their iPad, they should be stored in a separate folder off the main screen. This increases the student’s chance of success by reducing their temptation to open a home app at school.

Please see separate Information and Communications Technology (ICT) documentation. Information on apps, cybersafety and ICT user agreements are also provided through the ICT documentation.

As this may well be the first time your child has had responsibility for digital technology in this way, we recommend you have a look at websites such as esafety.gov.au and commonsensemedia.org

Subscribing to these websites will help keep you informed and your children safe online.

Students are not allowed to use their iPads at school without teacher supervision. This includes before and after school.

The Arts

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. All students in Years 1 – 4 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, keyboards and ukuleles. Students learn to read and write musical notation in preparation for playing an instrument
- Exploring and expressing ideas – students will be encouraged to create their own compositions and either play them using class instruments or record them using tools available on their iPads
- Listening and responding – a wide variety of music will be experienced by the students, beginning with the familiar and then broadening their repertoire



Students in Year 3 learn a string instrument (violin, viola, cello or double bass) and students in Year 4 will continue with the strings program.

Private music lessons for an additional cost are available on a variety of instruments.

<https://www.cornishcollege.vic.edu.au/music/>

In addition, primary students are involved in opportunities to present and perform at a range of assemblies, recitals, concerts and Christmas celebrations. Music is also incorporated into units of inquiry.

Performing Arts - Drama

“Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. Through role and dramatic action students explore, imagine and take risks to communicate ideas, experiences and stories.”

Drama Rationale and Aims – Victorian Curriculum & Assessment Authority website

Primary House Performing Arts

Students in Years 5 and 6 participate in the House Performing Arts competition and can take part in small group music, dance and drama routines as well as the massed choir piece.

In Year 6, students are involved in the 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. Depending on their area of interest students may choose either acting or an area of design (costume, props, lighting, music).



Tasks within a performance experience can include:

- Auditioning
- Following rehearsal schedules, memorising lines, etc
- Learning singing and choreography
- 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

Drama is also incorporated into units of inquiry throughout the primary years.

Small group and individual drama lessons for an additional cost are available.

<https://www.cornishcollege.vic.edu.au/drama/>

Visual Arts

The curriculum focus of the primary Visual Arts course is to develop the children's ability to make, create, enjoy and appreciate art. Emphasis is placed on enjoyment, while skills both known and new are practised and refined.

The Visual Arts Program provides students with the opportunity to explore a variety of different materials and techniques such as drawing, painting, clay, printmaking, textiles, sculpture construction and more. They 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, explore alternative solutions, engage in arts criticism, develop, practise and refine techniques, share opinions and extend their creativity.

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.

Students' artwork is exhibited regularly throughout the year in various locations. The annual Art Walk is an important event in the College calendar which provides an opportunity to celebrate and view the students' artwork in our wonderful 100 acres.



Religious Education

Religious Education in Prep – 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 a Chapel Trail once a term, where connections are made between Religious Education and Reconciliation, Outdoor Learning and making a difference.

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 (ie 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*.

Personal and Social Capabilities

Personal and Social Capability is an area of the curriculum that is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. There are two strands to the capability – *self-awareness and management* and *social awareness and management*.

We use the PYP Learner Profile attributes together with observations, conversations, student self and peer reflections and specific teaching and learning moments to come to a balanced overall assessment of how students are developing in these areas.

In the *self-awareness and management* strand, students are learning to recognise, regulate and express emotions, develop resilience, develop empathy for others and understand relationships. In the *social awareness and management* strand, students are learning to establish and build a framework for positive relationships with a diverse range of people, work effectively in teams, develop leadership skills, and learn to handle challenging situations constructively.

INCLUSIVE EDUCATION

Our Inclusive Education teachers and Learning Assistants work with classroom teachers and students to meet documented specific needs. Support is provided through research-based programs and classroom assistance. Students may work in small groups or in one-to-one support with the Inclusive Education teacher or the Learning Assistant.

All students are tested annually to determine their strengths and possible deficits. Consultations with parents of children who are receiving intervention take place each semester. Children receiving intervention are given exposure to appropriate intervention.

Referral may be made to outside sources to provide additional educational information and assessments. Assessments such as language and speech assessments and therapy, occupational therapy, and auditory and visual assessments, may be undertaken where deemed appropriate and advised.

Learning Assistants are employed at Cornish College to work with students in the classroom and in evidence-based programs, including those who are considered to be a high priority in terms of their learning needs.

The College also provides psychologists who work with teachers, parents and students to provide counselling and support.



CORNISH LEARNING AND INFORMATION CENTRE

The Cornish Learning and Information Centre (CLIC) welcomes all members of the Cornish College community, staff, students and their families. The CLIC supports the community's teaching, learning and recreational information needs.

All primary students have scheduled weekly library sessions and borrowing time.

The goal of the CLIC's teaching program is to develop and foster in students the research and information literacy skills.

Also there is a strong emphasis on nurturing a love of reading. The CLIC's comprehensive and contemporary collections include physical resources such as books, magazines, graphic novels. The virtual collection includes eBooks, eAudiobooks, online encyclopaedias, online magazines and newspapers and interactive learning platforms. The CLIC resources can be searched and accessed via the CLIC website and on The Hive. During the year students get involved in a range of activities including Library Lover's Day, Children's Book Week, National Simultaneous Storytime and have the opportunity for author visits and to participate in the Premier's Reading Challenge.

The CLIC is a welcoming home for many groups and lunchtime clubs throughout the year. Both primary and secondary students engage in a variety of activities – board games, chess, craft and art, Lego build challenge.



OUT OF SCHOOL HOURS CARE PROGRAM

Location

Our Out of School Hours Care (OSHC) Centre is located in a classroom near the back car park and has outdoor space. The College has engaged Extend to run our before and after school care programs which are located near the Early Learning Centre and are activity-based.

Before School Care Hours – 7.00am to 8.50am

After School Care Hours – from the end of the school day until 6.00pm

Fees and Further Information

Please refer to the Extend information handbook received upon enrolling in OSHC, or contact Extend for further details regarding fees etc.

Contact Details

There are links to Extend OSHC on the Cornish College website www.cornishcollege.vic.edu.au/parents/out-of-hours-care/ or by looking up extend.com.au

You can also phone the Extend head office on 1300 366 437 or the Extend mobile number during onsite operation hours, 0433 983 770.



CONTACT US

For more information, please contact:

Tim Edmonds

Deputy Principal – Head of Primary

tim.edmonds@cornishcollege.vic.edu.au

Sarah Carroll

Literacy Coordinator

sarah.carroll@cornishcollege.vic.edu.au

Glenn Hagart

Academic Care Team Leader, Primary

glenn.hagart@cornishcollege.vic.edu.au

Darren Thresher

Academic Care Team Leader, Primary

darren.thresher@cornishcollege.vic.edu.au

Telephone: 03 9781 9000

For information about Admissions, please contact:

Admissions Office

admissions@cornishcollege.vic.edu.au

Telephone: 03 9781 9000

