Kingston Heath

PRIMARY SCHOOL

INFORMATION BOOK

2017

LEVEL 3 – YEARS 3 AND 4

PRIMARY YEARS PROGRAM (PYP)

WHAT DO WE WANT TO LEARN?	The written curriculum
HOW BEST CAN WE LEARN IT?	The taught curriculum
HOW WILL WE KNOW WHAT WE HAVE LEARNED?	The assessed curriculum

LEARNER PROFILE

1. **Inquirers** – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

2. **Knowledgeable** – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

3. **Thinkers** – We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
4. **Communicators** – We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
5. **Principled** – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
6. **Open-minded** – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and are willing to grow from the experience.
7. **Caring** – We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference to the lives of others and in the world around us.

8. **Courageous** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
9. **Balanced** – We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve a well-being for ourselves and others. We recognize our interdependence with other people and the world in which we live.
10. **Reflective** –We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

CONCEPTS

FORM	What is it like?
FUNCTION	How does it work?
CAUSATION	Why is it like it is?
CHANGE	How is it changing?
CONNECTION	How is it connected to other things?
PERSECTIVE	What are the points of view?
RESPONSIBILITY	What is our responsibility?
REFLECTION	How do we know?

Kingston Heath Primary School

Programme of Inquiry - Level 3, Odd Year

Who we are *An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.*	**Where we are in place and time** *An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.*	**How we express ourselves** *An inquiry into ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.*	**How the world works** *An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.*	**How we organise ourselves** *An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations, societal decision-making; economic activities and their impact on humankind and the environment.*	**Sharing the Planet** *An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions.*
Central Idea: Our beliefs and values are influenced by the world around us **Lines of Inquiry:** • Belief systems hold many similarities and differences • How beliefs and values contribute to the formation and actions of communities • The impact of spiritual traditions on society **Core concepts:** • Causation • Perspective	**Central Idea:** Family histories provide an insight into cultural and personal identity **Lines of inquiry:** • Family ancestry • Food, artefacts, heirlooms or rituals that have meaning in families • Similarities and differences between generations within a family **Core concepts:** • Reflection • Change	**Central idea:** Language is a vehicle for communication and self-expression globally **Lines of inquiry:** • How language is used to communicate and express feelings and ideas • Different cultures express ideas, beliefs, values and connection to surroundings through language and storytelling • How language has changed over time **Core concepts:** • Form • Perspective • Change	**Central idea:** Natural disasters are caused by a number of factors **Lines of inquiry** • The forms natural disasters take • The way people cope as a result of natural disasters • The effect of natural disasters on the environment • Preparing for and minimising the effects of natural disasters **Core concepts:** • Causation • Connection	**Central Idea:** Rules and laws reflect the society we live in **Lines of inquiry:** • What makes a good rule or law • Different rules and laws over time • Rules in leisure, work and sport **Core concepts:** • Connection • Responsibility • Change	**Central Idea:** Our choices as consumers have an impact **Lines of inquiry:** • Information consumers need in order to make fair choices • Actions individuals and groups can do and take • The effects of the choices we make on local and global communities **Core concepts:** • Responsibility • Reflection

CURIOSITY AND POWERFUL LEARNING

Kingston Heath Primary School has formed a three year collaboration with Monash University and McRel to implement the Curiosity and Powerful Learning program, which is designed for school communities wanting to engage in a rigorous school improvement process focusing on improvement at a classroom, leadership and system level. The program will become sustainable. The big ideas of Curiosity and Powerful Learning are: teaching for curiosity and learning skills, inside out working, intrinsic motivation, the journey to excellence as a universal school improvement platform, how and when to employ leadership frameworks during the school improvement process, the importance of narrative across the classroom, school and system.

Four Whole School Theories of Action

These theories of action support teaching for curiosity and achievement – they are fundamental in every school and for all teaching practice.

Prioritise High Expectations & Authentic Relationships

If schools and teachers prioritise high expectations and authentic relationships, *then* curiosity will flourish.

Emphasise Enquiry Focused Teaching

If enquiry is a defining characteristic of a school's culture, *then* the level of student achievement and curiosity will increase.

Adopt Consistent Teaching Protocols

If we adopt consistent teaching protocols, *then* student behaviour, engagement, learning and curiosity will be enhanced.

Adopt Consistent Learning Protocols

If we adopt consistent learning protocols in all classes, *then* all students will experience an enhanced capacity to learn, and to develop skills, confidence and curiosity.

Six Theories of Action for the Teacher

These theories of action are about teaching. They form the core teaching protocols for the whole school.

Harness Learning Intentions, Narrative & Pace

If we harness learning intentions, narrative and pace so students are more secure about their learning, and more willing to take risks, *then* achievement and understanding will increase and curiosity will be enhanced.

Set Challenging Learning Tasks

If learning tasks are purposeful, clearly defined, differentiated and challenging, *then* all students will experience powerful, progressive and precise learning.

Frame Higher Order Questions

If we systematically employ higher order questioning, *then* levels of student understanding will deepen and levels of achievement will increase.

Connect Feedback to Data

If we connect feedback to data about student actions and performance, *then* behaviour will be more positive, progress will accelerate, and curiosity will be enhanced.

Commit to Assessment for Learning

If we commit to peer assessment, and assessment for learning, *then* student engagement, learning and achievement will accelerate.

Implement Cooperative Groups

If we implement cooperative group structures and techniques to mediate between whole class instruction and students carrying out tasks, *then* the academic performance of the whole class will increase.

Victorian Curriculum
Foundation–10

About

The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum F–10 incorporates and reflects much of the Australian Curriculum F–10, but differs in some important respects, most notably the representation of the curriculum as a continuum of learning and the structural design.

Victorian government and Catholic schools are required to use the Victorian Curriculum F–10. Independent schools may use the Victorian Curriculum F–10 as a model and resource for the effective implementation of the Australian Curriculum.

Learning areas and Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The design of the Victorian Curriculum F–10 is set out below:

Learning areas	Capabilities
The Arts • Dance • Drama • Media Arts • Music • Visual Arts English Health and Physical Education The Humanities • Civics and Citizenship • Economics and Business • Geography • History Languages Mathematics Science Technologies • Design and Technologies • Digital Technologies	Critical and Creative Thinking Ethical Intercultural Personal and Social

Learning areas
The Victorian Curriculum F–10 learning areas are a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic.

Their enduring nature rests in their different epistemologies, or ways of understanding, and the associated skills they provide for students. Each of the learning areas provides and is defined by a unique way of seeing, understanding and engaging with the world. For the Arts, the Humanities and the Technologies, students engage in and through disciplines, which provide discrete content descriptions and achievement standards.

Capabilities
The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines. A key distinction between the Australian Curriculum F–10 and the Victorian Curriculum F–10 is the provision of content descriptions and achievement standards in the four capabilities.

The four capabilities in the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Literacy

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands.

Numeracy

In the Victorian Curriculum F–10, the knowledge and skills that underpin numeracy are explicitly taught in the Mathematics strands Number and Algebra, Measurement and Geometry and Statistics and Probability and reinforced and further exemplified in and across other curriculum

areas. Through this process, students recognise that mathematics is widely used both in and outside school and learn to apply mathematical knowledge and skills in a wide range of familiar and unfamiliar situations.

Information and Communications Technologies

In the Victorian Curriculum F–10, the ICT general capability skills are either specifically embedded in the content descriptions of Mathematics, Media Arts, Geography, English and Digital Technologies or schools have the flexibility to determine how these skills will be used in their teaching and learning programs for other curriculum areas.

The Literacy, Numeracy and ICT general capabilities from the Australian Curriculum F–10 are therefore represented in the Victorian Curriculum F–10 as embedded in each curriculum area and are not discrete areas against which teachers should report student progress.

Standards and levels

The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

Each curriculum area includes content descriptions explaining what is to be taught and achievement standards describing what students are able to understand and do. The achievement standards are provided in 11 levels for English and Mathematics or in five or six bands for all the other learning areas and capabilities.

The achievement standards reflect the emphasis within the broad stages of schooling, these being:

- Foundation stage (Years F–2)

The focus is on the five curriculum areas of English, Mathematics, The Arts, Health and Physical Education, and Personal and Social capability. These areas all have a standard at Foundation. In the early years of schooling, schools may choose to structure teaching and learning programs around the five outcomes of the Victorian Early Years Learning and Development Framework (VEYLDF).

- Breadth stage (Years 3–8)

Students have the opportunity to fully engage with all learning areas and capabilities, with a focus on English, Mathematics, Science.