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The development of the whole child is important, in terms of academic, social, physical, emotional and spiritual growth.

The Junior School curriculum is broad and balanced. It caters for a range of student needs and abilities. In order to cater for different learning styles and maximize student learning, teachers use a variety of teaching strategies together with a range of dynamic student groupings. Junior School students benefit from the care of dedicated, professional teachers who bring a commitment to teaching Christian values within a curriculum designed to lay the foundations for future learning. Four key values are particularly modelled and instilled in students: respect, kindness, honesty and excellence.

There is a particular emphasis on Literacy and Numeracy during these important foundation years. Literacy sessions are carefully planned to ensure students learn to use language effectively, developing the skills to form and convey ideas, inform, discuss, persuade and entertain. The numeracy program addresses concepts in the areas of number and algebra; measurement and geometry; statistics and probability. All other subjects are also guided by the Australian Curriculum.

Students in the Junior School are encouraged to inquire about their world through participating in meaningful topics which draw upon their personal experiences, interests, knowledge and skills and allow them to make connections about concepts.

Student progress is closely monitored throughout the year and data collected from assessments is used to plan and develop the curriculum, as well as to review and reflect upon classroom practice.

The First Year of School

In their first year of school, students learn through teaching interactions with others, experimentation, practice and play in the classroom and school community. Priority is given to literacy and numeracy development as these are the foundations upon which further learning is built. Opportunities to develop literacy and numeracy are found in all subjects but particularly in English and Mathematics. Learning in a classroom and belonging to a school community are key to the first year at school.

From ACARA Information for Parents The Australian Curriculum – Foundation Year
**PREP TRANSITION PROGRAM**

**Before Commencement**

**Meet the Coordinator**
Children enrolled to commence Prep the following year have an opportunity to meet with the Prep Coordinator. This provides an opportunity for the Coordinator, child and parents/carers to spend some time to get to know one another. Parents/carers also have the opportunity to discuss any particular needs or concerns with the Coordinator.

**Information Night**
An information session is held for parents/carers to outline the upcoming Transition Sessions and Orientation Day. In addition to meeting the Prep staff, parents/carers have the opportunity to learn about education at the College and to meet members of the executive staff.

**Transition Sessions**
A number of short Transition Sessions are held prior to Orientation Day to assist children in developing positive relationships with peers and teachers. Students participate in learning and teaching activities in a Prep classroom while parents have afternoon tea together.

**Orientation Day**
Children spend until lunch time with their teacher and classmates for the following year. This provides them with the opportunity to begin to familiarise themselves with their new environment and routines.

**After Commencement**

**The First Week**
Students attend until lunch time for the first few days of the school year.

**The Month of February**
Students attend from Monday to Thursday during the month of February. On Fridays students have a rest day while class teachers meet with families and their children for Prep Conversations. These conversations are an opportunity for parents and carers to share about their child with the teacher and for teachers to get to know the children and families.
THE ARTS - PREP-YEAR 2

Each person is made in God’s image with a unique set of talents and interests. The Arts subjects in the Australian Curriculum provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. They have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their God given creative and expressive potential.

Subjects
Music
Visual Arts

Music Achievement Standard
By the end of Prep - Year 2, students will
- communicate about the music they listen to, make and perform
- communicate about where and why people make music
- improvise, compose, arrange and perform music
- demonstrate aural skills by staying in tune and keeping in time when they sing and play

Music Areas of Study

<table>
<thead>
<tr>
<th>Aural Skills</th>
<th>Explore and imitate sound, pitch and rhythm patterns using voice, movement and body percussion</th>
</tr>
</thead>
</table>
| Perform      | Sing and play instruments to improvise  
Practise a repertoire of chants, songs and rhymes including songs used by cultural groups in the community |
| Compose      | Create compositions and perform music to communicate ideas to an audience |
| Respond      | Listen to and talk about music  
Consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples |

Music Assessment
A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Aural Skills, Performing, Composing and Responding. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

Visual Arts Achievement Standard

By the end of Prep - Year 2, students will
- describe artworks they make and those to which they respond
- consider where and why people make artworks
- use the elements and processes of arts subjects to make and share artworks that represent ideas

Visual Arts Areas of Study

<table>
<thead>
<tr>
<th>Explore</th>
<th>Ideas, experiences, observations and imagination to create visual artworks and design including considering ideas in artworks by Aboriginal and Torres Strait Islander artists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use</td>
<td>Experiment with different materials, techniques, technologies and processes to make artworks</td>
</tr>
<tr>
<td>Create</td>
<td>Make and display artworks to communicate ideas to an audience</td>
</tr>
</tbody>
</table>
| Respond | Talk about visual artworks  
Consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples |

Visual Arts Assessment
A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Exploring, Using, Creating and Responding. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

## CHRISTIAN STUDIES

The mission of Hillcrest Christian College is to partner with parents and the wider community to help develop within each student the ability and desire to find and fulfil the will of God for their lives. Each student will be encouraged to develop Christian faith and character as they pursue excellence at an academic, creative and practical level, all of which are valuable.

Christian Studies in Prep is based on the Beginning with God resources published by Christian Education Publications. Beginning with God is a one year program designed for students entering their first year of school. It assumes no background Bible knowledge and introduces the Christian faith in an age appropriate way.

### Areas of Study

| God and His world | Psalm 57  
|                  | Genesis 1  
|                  | Psalm 145 |
| A troubled world and God’s remedy | Genesis 3  
|                                   | Luke 1, 23, 24  
|                                   | Matthew 9  
|                                   | Mark 1  
|                                   | John 12 |
| Jesus, God’s Son is always with us | Luke 24  
|                                   | Acts 1  
|                                   | Revelation 21 |
| Jesus cares for people | Luke 5  
|                        | Mark 1, 10  
|                        | John 6, 11 |
| Responding to Jesus and God | Luke 10, 11, 15, 19 |
| People in God’s unfolding plan | Genesis 12 – 15, 17, 37  
|                             | Exodus 2, 6  
|                             | Joshua 3  
|                             | 1 Samuel 1, 16, 17  
|                             | 2 Samuel 7  
|                             | Daniel 1, 2, 6  
|                             | Nehemiah 1, 2, 8, 9  
| God’s plan fulfilled | Isaiah 9  
|                       | Luke 1, 2  
|                       | Matthew |

### Assessment

There is no formal assessment undertaken in Christian Studies. Students are encouraged to consider how to respond in their own lives to the person of Jesus and to God’s communication to them through the Bible.
As digital technologies have increasing potential to shape the world in which we live, it is critical to the wellbeing and sustainability of society and the environment that the benefits of information systems are exploited ethically. The Australian Curriculum: Digital Technologies enables students to be creative and discerning decision-makers when working with traditional, contemporary and emerging technologies.

**Australian Curriculum Strands**
Digital Technologies knowledge and understanding
Digital Technologies processes and production skills

**Achievement Standard**
By the end of Prep - Year 2, students will
- identify how common digital systems (hardware and software) are used to meet specific purposes
- use digital systems to represent simple patterns in data in different ways
- design solutions to simple problems using a sequence of steps and decisions
- collect familiar data and display them to convey meaning
- create and organise ideas and information using information systems
- share information in safe online environments

**Areas of Study**

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Processes and production skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital systems</strong></td>
<td>Collecting, managing and analysing data</td>
</tr>
<tr>
<td>• the components of digital systems:</td>
<td>• creating digital solutions by</td>
</tr>
<tr>
<td>hardware, software and networks and</td>
<td>• investigating and defining</td>
</tr>
<tr>
<td>their use</td>
<td>• generating and designing</td>
</tr>
<tr>
<td><strong>Representation of Data</strong></td>
<td>• producing and implementing</td>
</tr>
<tr>
<td>• how data are represented and</td>
<td>• evaluating</td>
</tr>
<tr>
<td>structured symbolically</td>
<td>• collaborating and managing</td>
</tr>
</tbody>
</table>

**Assessment**
A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation Digital Technologies knowledge and understanding and Digital Technologies processes and production skills. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.
Language in all its forms enables the individual to communicate effectively and build relationship with God and with others. Australian Curriculum: English develops confident communicators, imaginative thinkers and informed citizens. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as needed.

**Australian Curriculum Strands**
Language  
Literature  
Literacy

**Achievement Standard**
By the end of Prep, students will

**Listening, Reading and Viewing**
- use predicting and questioning strategies to make meaning from texts
- recall one or two events from texts
- understand that there are different types of texts
- identify connections between texts and their personal experience
- read short predictable texts with familiar vocabulary and supportive images
- recognise the letters of the English alphabet, in upper and lower case
- blend and segment sounds in words
- read high-frequency words and blend sounds orally to read consonant-vowel-consonant words
- use appropriate interaction skills to listen and respond to others in a familiar environment
- listen for rhyme, letter patterns and sounds in words

**Speaking, Writing and Creating**
- understand that their texts can reflect their own experiences
- identify and describe likes and dislikes about familiar texts, objects, characters and events
- retell events and experiences with peers and known adults
- identify and use rhyme
- use familiar words, phrases and images to convey ideas
- demonstrate letter and sound knowledge
- experiment with capital letters and full stops
- correctly form known upper- and lower-case letters

**Areas of Study**

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing about the English language</td>
<td>Understanding, appreciating, responding to, analysing and creating literary tests</td>
<td>Expanding the repertoire of English usage</td>
</tr>
</tbody>
</table>

**Assessment**
A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Listening, Reading and Viewing and to Speaking, Writing and Creating. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.
Developing respect for self and others is an expression of the belief that each person is made in God’s image. In Health and Physical Education students start to learn more about themselves and explore how to be actively engaged in their own and others’ wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities. They develop skills to not only cope with life’s challenges but to flourish as healthy, safe and active individuals.

**Australian Curriculum Strands**
Personal, Social and Community Health
Movement and Physical Activity

**Achievement Standard**
By the end of Prep, students will
- recognise how they are growing and changing
- identify and describe the different emotions people experience
- identify actions that help them be healthy, safe and physically active
- identify different settings where they can be active and demonstrate how to move and play safely describe how their body responds to movement
- use personal and social skills when working with others in a range of activities
- demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities
- perform fundamental movement skills and solve movement challenges

**Areas of Study**

<table>
<thead>
<tr>
<th>Personal, Social and Community Health</th>
<th>Being healthy, safe and active</th>
<th>Communicating and interacting for health and wellbeing</th>
<th>Contributing to healthy and active communities</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Moving our body</td>
<td>Understanding movement</td>
<td>Learning through movement</td>
</tr>
</tbody>
</table>

**Assessment**
A range of assessment tasks and activities are designed to produce authentic work samples which provide evidence of student learning in relation to Personal, Social and Community Health and to Movement and Physical Activity. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.
HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Science subjects provide a broad understanding of the world in which we live, and provide the context to explore how we can be God’s people in social, cultural, environmental, economic and political contexts. In the Australian Curriculum, the Humanities and Social Sciences learning area for Prep includes a study of history, geography and civics and citizenship.

Australian Curriculum Strands
Inquiry and Skills
Knowledge and Understanding History
Knowledge and Understanding Geography

Achievement Standard
By the end of Prep students will
- identify important events in their own lives
- recognise why some places are special to people
- describe the features of familiar places
- recognise that places can be represented on maps and models
- identify how they, their families and friends know about their past and commemorate events that are important to them
- respond to questions about their own past and places they belong to
- sequence familiar events in order
- observe the familiar features of places and represent these features and their location on pictorial maps and models
- reflect on their learning to suggest ways they can care for a familiar place
- relate stories about their past
- share and compare observations about familiar places

Areas of Study

<table>
<thead>
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<th>History Inquiry Questions</th>
<th>Geography Inquiry Questions</th>
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</thead>
<tbody>
<tr>
<td>What is my history and how do I know?</td>
<td>What are places like?</td>
</tr>
<tr>
<td>What stories do other people tell about the past?</td>
<td>What makes a place special?</td>
</tr>
<tr>
<td>How can stories of the past be told and shared?</td>
<td>How can we look after the places we live in?</td>
</tr>
</tbody>
</table>

Assessment
A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to the History and Geography inquiry questions and the achievement standard. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.
Language in all its forms enables the individual to communicate effectively and build relationship with God and with others. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Australian Curriculum: Languages, Foundation to Year 10 – German is pitched to second language learners; that is, to the dominant cohort of learners of the language in the current Australian context.

**Australian Curriculum Strands**
Communicating
Understanding

**Achievement Standard**
By the end of Prep to Year 2, students will

- use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines
- use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning
- reproduce some distinctive sounds and rhythms of spoken German
- identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds
- convey factual information about self, family and possessions at word and simple sentence level
- respond to and create simple spoken and written texts, using modelled examples and formulaic language
- use short phrases and simple sentences to identify and describe people and objects in the family and school domains
- explain the meaning and use of different German words and expressions
- create texts in German and English for their immediate learning environment
- identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words
- identify ways that German sounds different to English but recognise that it uses the same alphabet
- make connections between the languages people use and who they are and where they live

**Areas of Study**

| Socialising | Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action |
| Informing | Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge |
| Creating | Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music |
| Translating | Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others |
| Reflecting | Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity |
| Systems of Language | Understanding language as a system, including sound, writing, grammatical and textual conventions |
| Language variation and change | Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place |
| The role of language and culture | Analysing and understanding the role of language and culture in the exchange of meaning |
**Assessment**

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Communicating and Understanding. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

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**MATHEMATICS**

Mathematics has its own value and beauty as part of God’s order and design. Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life. It also instils an appreciation of the elegance and power of mathematical reasoning.

**Australian Curriculum Strands**
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

**Achievement Standard**

By the end of Prep, students will
- make connections between number names, numerals and quantities up to 10
- compare objects using mass, length and capacity
- connect events and the days of the week
- explain the order and duration of events
- use appropriate language to describe location
- count to and from 20 and order small collections
- group objects based on common characteristics
- sort shapes and objects
- answer simple questions to collect information and make simple inferences

**Areas of Study**

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Measurement and Geometry</th>
<th>Statistics and Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and place value</td>
<td>Using units of measurement</td>
<td>Chance</td>
</tr>
<tr>
<td>Patterns and algebra</td>
<td>Shape</td>
<td>Data representation and interpretation</td>
</tr>
<tr>
<td></td>
<td>Location and transformation</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Number and Algebra, Measurement and Geometry and to Statistics and Probability. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.
PERSONAL AND SOCIAL LEARNING

Personal and social capability supports students in becoming creative and confident individuals who, manage their emotional, mental, spiritual and physical wellbeing. In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and effectively manage their relationships and learning.

Australian Curriculum Key Ideas
Self-Awareness
Self-Management
Social Awareness
Social Management

Achievement Standard
By the end of Prep, students
- recognise their own emotions and identify how these influence the way they feel and act
- express a personal preference and select tasks they can do in different learning contexts
- recognise and identify participation in or completion of a task
- attempt tasks with support or prompting
- communicating a willingness to have a go at a task
- identify people and situations with which they feel a sense of familiarity and belonging
- develop social-awareness and social-management as they show an awareness for the feelings, needs and interests of others and respond to those feelings, needs and interests

Areas of Study

<table>
<thead>
<tr>
<th>Self-awareness</th>
<th>Self-management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise emotions</td>
<td>Express emotions appropriately</td>
</tr>
<tr>
<td>Recognise personal qualities and achievements</td>
<td>Develop self-discipline and goals</td>
</tr>
<tr>
<td>Understand themselves as learners</td>
<td>Work independently and show initiative</td>
</tr>
<tr>
<td>Identify their abilities, talents and interests as</td>
<td>Become confident, resilient and adaptable</td>
</tr>
<tr>
<td>learners</td>
<td></td>
</tr>
</tbody>
</table>

Social Awareness

| Appreciate diverse perspectives                     | Communicate effectively                           |
| Contribute to civil society                         | Work collaboratively                              |
| Understand relationships                            | Make decisions                                    |
|                                                      | Negotiate and resolve conflict                    |
|                                                      | Develop leadership skills                         |

Social Management

Assessment
A range of assessment activities and teacher observations are designed to produce authentic evidence of student learning in relation to Self-awareness, Self-management, Social Awareness and Social Management. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.
Science is a dynamic, collaborative and creative human endeavour arising from our desire to explore the world God has created through investigating, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Australian Curriculum Strands
Science Understanding
Science Inquiry Skills
Science as Human Endeavour

Achievement Standard
By the end of Prep, students will
- describe the properties and behaviour of familiar objects
- suggest how the environment affects them and other living things
- share and reflect on observations
- ask and respond to questions about familiar objects and events

Areas of Study

<table>
<thead>
<tr>
<th>Biological Sciences</th>
<th>Living things have basic needs, including food and water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical Sciences</td>
<td>Objects are made of materials that have observable properties</td>
</tr>
<tr>
<td>Earth and Space Sciences</td>
<td>Daily and seasonal changes in our environment affect everyday life</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>The way objects move depends on a variety of factors, including their size and shape</td>
</tr>
</tbody>
</table>

Assessment
A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.