

HILLCREST CHRISTIAN COLLEGE



PREP HANDBOOK

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JUNIOR SCHOOL CURRICULUM

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

Aural Skills	Explore and imitate sound, pitch and rhythm patterns using voice, movement and body percussion
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

Explore	Ideas, experiences, observations and imagination to create visual artworks and design including considering ideas in artworks by Aboriginal and Torres Strait Islander artists
Use	Experiment with different materials, techniques, technologies and processes to make artworks
Create	Make and display artworks to communicate ideas to an audience
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.

DIGITAL TECHNOLOGIES - PREP-YEAR 2

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

Knowledge and understanding	Processes and production skills
<p>Digital systems</p> <ul style="list-style-type: none">• the components of digital systems: hardware, software and networks and their use <p>Representation of Data</p> <ul style="list-style-type: none">• how data are represented and structured symbolically	<p>Collecting, managing and analysing data</p> <ul style="list-style-type: none">• creating digital solutions by• investigating and defining• generating and designing• producing and implementing• evaluating• collaborating and managing

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.

ENGLISH

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

Language	Literature	Literacy
Knowing about the English language	Understanding, appreciating, responding to, analysing and creating literary texts	Expanding the repertoire of English usage

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.

HEALTH AND PHYSICAL EDUCATION

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

Personal, Social and Community Health	Being healthy, safe and active	Movement and Physical Activity	Moving our body
	Communicating and interacting for health and wellbeing		Understanding movement
	Contributing to healthy and active communities		Learning through movement

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

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

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.

LANGUAGES - GERMAN PREP-YEAR 2

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

Communicating	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
Understanding	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.

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

Number and Algebra	Measurement and Geometry	Statistics and Probability
Number and place value	Using units of measurement	Chance
Patterns and algebra	Shape	Data representation and interpretation
	Location and transformation	

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 these feelings, needs and interests

Areas of Study

Self-awareness	Self-management
Recognise emotions Recognise personal qualities and achievements Understand themselves as learners Identify their abilities, talents and interests as learners	Express emotions appropriately Develop self-discipline and goals Work independently and show initiative Become confident, resilient and adaptable
Social Awareness	Social Management
Appreciate diverse perspectives Contribute to civil society Understand relationships	Communicate effectively Work collaboratively Make decisions Negotiate and resolve conflict Develop leadership skills

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

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

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

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.