2025 Stage 3 – Years 5 and 6
Academic Programs Curriculum Handbook

Hills Grammar

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Our students **'Strive for Excellence'** in all they do.
In so doing, they achieve more than they believed possible.

Vision

Extraordinary Education: Growing Minds, Discovering Passions, Nurturing Character

Purpose

To foster each student's potential for greatness through outstanding teaching in a unique learning environment

Our Values

Respect	Integrity	Service	Excellence

Graduate Aim

Extraordinary Individuals: In partnership with our families and community and in an environment where wellbeing, connectedness, and high expectations matter, we enable our students to:

- Embody the humanitarian values of Respect, Integrity, Service and Excellence
- Develop a deep knowledge, understanding and skills across a range of academic disciplines
- Be open to growth and opportunity as they strive to reach their potential and beyond
- Become adaptive, creative, and critical thinkers who face challenges with optimism and resilience
- Value their local community and act and think like global citizens and environmental stewards
- Embrace innovative technologies and develop an entrepreneurial mindset
- Lead with conviction, courage, and compassion to make an impact in the world

Hills Grammar Original

A Hills Grammar Original is a student whose unique abilities are celebrated, who is inspired to discover their interests, talents, and passions, and who strives for excellence in everything they do.

In the words of the School Song, our Hills Originals reflect a "myriad of dreams and aspirations"

Contents

Introduction

At Hills Grammar, Years 5 and 6 are the final Primary grades of schooling. These years are characterised by a broader and deeper curriculum in preparation for Senior School. Students are introduced to a more varied range of Academic programs, as well as further Student Wellbeing and Co-curricular programs.

School pedagogy is based on a constructivist approach, which acknowledges that learners have beliefs about how the world works based on their experiences and prior learning in the younger years. Those beliefs, models or constructs are revisited and revised in the light of new experiences and further learning in Stage 3. Students are provided with opportunities to build meaning and refine their understanding, principally through structured inquiry, with different hands-on resources and multimedia technologies. Inquiries take many forms, with students working sometimes on their own, with partners, or in larger groups. Direct instruction is also important as students engage in more complex curriculum concepts.

Student learning is differentiated and student centred, with a focus on guided inquiry and assessment for learning. In the Primary years, school experiences encourage growing independence, responsibility, leadership and resilience of students.

Our statement on Learning and Teaching: Deeper Water, Deeper Learning (2021) introduces the key themes of our learning journey Pre-K to 12 at Hills Grammar. These ideas are played out as rich learning experiences each day in our classrooms.

Dr Geoff Gates

Director of Learning and Teaching, Pre-K to 12

Stages of Learning - Academic Excellence

While each stage of learning and teaching has its unique qualities, Hills Grammar teachers work together on one Pre-K to 12 campus to share ideas and experiences, to achieve a longer-term view of academic excellence. In tandem with the Student Wellbeing and Co-curricular programs, the Academic Program is driven by the School Vision: Extraordinary Education: Extraordinary Individuals.

Hills Grammar offers a broad and rich academic curriculum, with our ECEC, Junior School and Senior School programs going beyond National and State requirements through the adoption of a rich guided inquiry pedagogy, built around 'Big Ideas' for students to explore and engage with. Our Senior School (Years 7 to 12) operates within the NSW Education Standards Authority (NESA) curriculum requirements, leading to an excellent range of Higher School Certificate (HSC) courses in Years 11 and 12. The curriculum at Hills Grammar draws on the best of academic traditions, including the discipline of learning, while also looking for ways to be innovative and forward- thinking as we prepare our students for the future.

Hills Grammar prides itself on its excellent Professional Development of our teachers, with a focus in recent years on our Whole School Pedagogy (our core principles of teaching and learning). The School aims to be a culture of thinking, and our work with the Harvard Zero Project Zero consultant, Mark Church, has greatly enhanced school-based programs to this end. Harvard researcher Ron Ritchhart writes -- "culture is the hidden tool in transforming our schools and offering our students the best learning possible ... culture is foundational. It will determine how any curriculum comes to life".

The Academic Program is therefore best understood as comprising of not only the curriculum (what is taught) but the approach to learning and teaching of that curriculum (how it is taught). Innovation in the classroom means drawing out the best of academic traditions and looking for deep connections across traditional subjects, supported by such programs as the Term 4 Interdisciplinary Enrichment Program for Years 7 - 10. The following pages summarise the Stage 3 Curriculum and subject offerings. The day-to-day experience in the classroom is where the curriculum comes to life, however, and where we believe our uniqueness lies, fostering each student's potential for greatness.

Academic Program – Years 5 and 6

Curriculum Statement

Purpose:

It is recognised that students learn at different rates in accordance with recognisable stages of development.

In Kindergarten we provide a balanced sequential program catering for individual needs and differences through the eight Key Learning Areas.

The Key Learning Areas are:

- English
- Science and Technology
- History
- Personal Development, Health and Physical Education
- Mathematics
- Geography
- Creative Arts
- Additional Languages.

The teaching and learning within the Key Learning Area contain knowledge, skills, understandings, values and attitudes that are relevant and appropriate for each developmental stage of learning.

The management of your child's learning needs is primarily the responsibility of the classroom teacher and specialist staff. However, within the Junior School there are also several people who provide leadership and support to the teachers including:

- The Head of Junior School
- The Assistant Head of Junior School
- The Learning Enrichment Co-ordinator
- The Academic Engagement Co-ordinator
- The Student Engagement Co-ordinator and,
- The School Psychologists (referral needed)

Birrung

All children at Hills Grammar are extended, enriched, individually challenged and well-known by their teachers and educators. The Birrung Program provides identified students with the opportunity to further widen, deepen and work beyond the classroom within specific subject areas.

All children in Year 5 and 6 will enter the Birrung Program. The approach taken within the Birrung Program is of continuing high academic rigour and is the next step of these student's educational journey. The program for all students allows your child to be themselves, create, and innovate. This model has an emphasis on student voice and agency allowing students to take control of their learning, passions, and progress. The program focuses on building the skills of the future for your children. As stated in *Deeper Water, Deeper Learning (p8)*, 'classrooms are places where thinking is explicitly valued and actively encouraged, a spirit of curiosity and inquiry is evident in the classroom', this program accelerates this through the application of our inquiry-based pedagogy across all learning areas. With Hills Grammars' every daily lived experience of being a *'Hills Original'* individualisation is vital and reflected heavily in each aspect of the program.

English

The aim of English in Years K–10 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on, and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

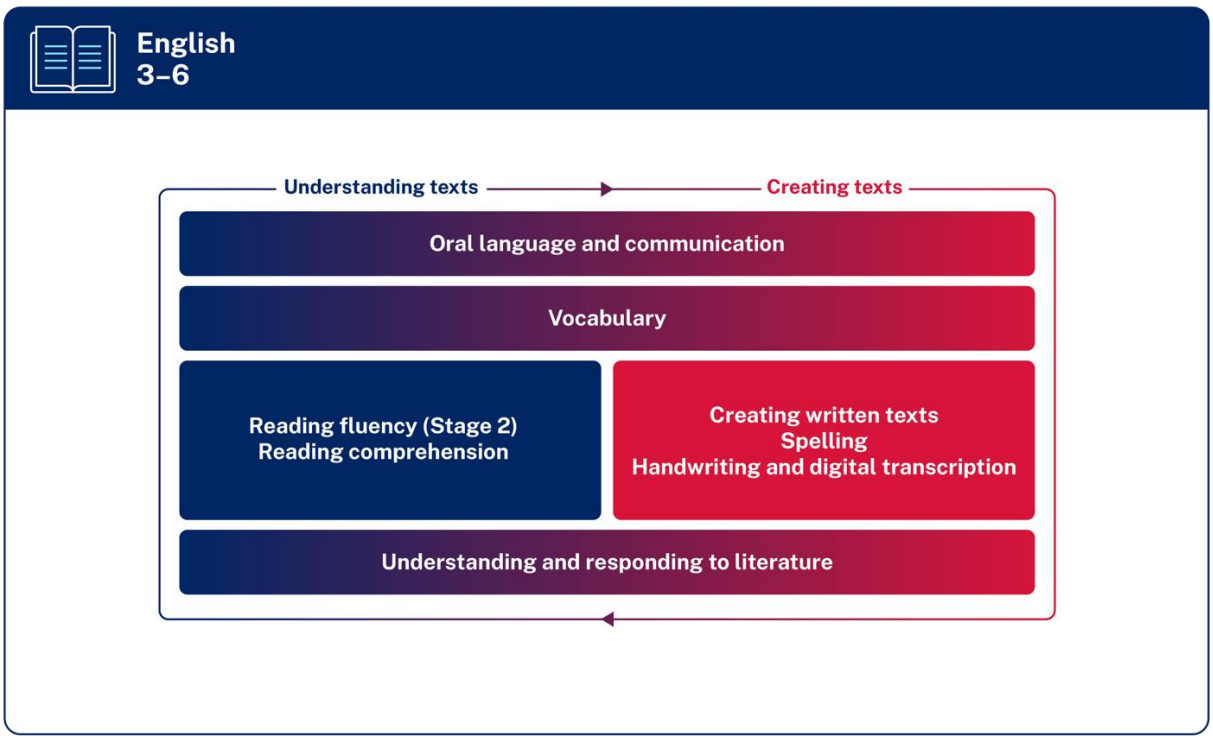
3-6 Focus Areas

The focus areas for each stage support students' growing knowledge and understanding in the areas of:

- Oral language and communication
- Vocabulary
- Reading fluency
- Reading comprehension
- Creating written texts
- Spelling
- Handwriting and digital transcription
- Understanding and responding to literature

In English K–6, the importance of strong foundations in the early years across oral language, reading and writing is highlighted. The organisation of the syllabus supports the development of early literacy knowledge and skills, while continuing to acknowledge the importance of learning about and enjoying literature.

Evidence highlights the importance of oral language, reading and writing. Oral language can include spoken, nonverbal, symbolic and gestural forms. This includes Auslan, which fulfils the same function as oral language in meeting the communication and language development needs of students who are d/Deaf or hard of hearing.



Source: https://curriculum.nsw.edu.au/stages/primary/stage-3

Mathematics

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Organisation of Mathematics K-10

The syllabus structure illustrates the important role Working mathematically plays across all areas of mathematics and reflects the strengthened connections between concepts. Working mathematically has been embedded in the outcomes, content and examples of the syllabus.

Mathematics K-10 outcomes and their related content are organised:

- Number and algebra
- Measurement and spaces
- Statistics and probability

Working Mathematically

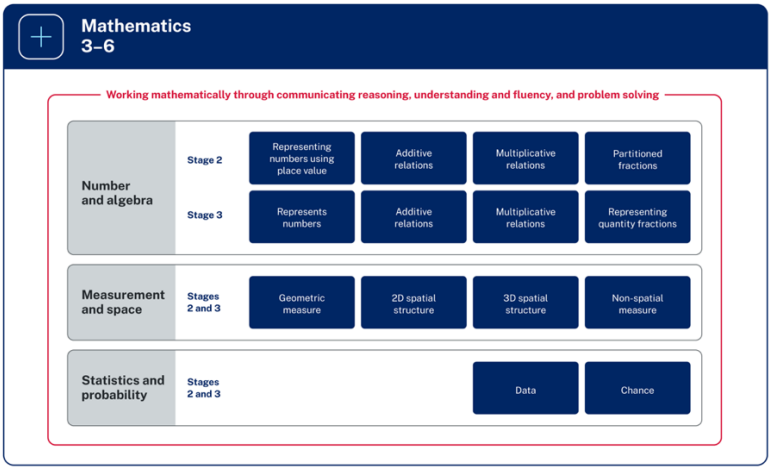
The Working mathematically processes present in the Mathematics K-10 syllabus are:

- Communicating
- Understanding and fluency
- Reasoning
- Problem solving

Students learn to work mathematically by using these processes in an interconnected way. The coordinated development of these processes results in students becoming mathematically proficient.

When students are Working mathematically it is important to help them to reflect on how they have used their thinking to solve problems. This assists students to develop '*mathematical habits of mind*' (Cuoco et al. 2010).

Students need many experiences that require them to relate their knowledge to the vocabulary and conceptual frameworks of mathematics.



An overview of the syllabus structure for Stages 2 and 3 in Mathematics across the 3 areas of Number and algebra, Measurement and space, and Statistics and probability. Number and algebra reads horizontally across 2 stages – Stage 2 and Stage 3. Stage 2 learning areas include Representing numbers using place value, Additive relations, Multiplicative relations and Partitioned fractions. Stage 3 learning areas include Represents numbers, Additive relations, Multiplicative relations, and Representing quality fractions. Measurement and space reads horizontally across 2 stages – Stages 2 and 3. Learning areas include Geometric measure, 2D spatial structure, 3D spatial structure, and Non-spatial measure. Statistics and probability reads horizontally across 2 stages – Stages 2 and 3. Learning areas include Data and Chance.

Source: https://curriculum.nsw.edu.au/stages/primary/stage-3

Science and Technology

The study of Science and Technology in K-6 enables students to explore scientific and technological concepts and develop knowledge and understanding of the world; enabling them to inquire, plan, investigate and develop solutions to problems. Through the application of Working Scientifically, and Design and Production skills, students develop an interest in and an enthusiasm for understanding nature, phenomena and the built environment.

Objectives

Skills

Students develop and apply skills in:

- scientific inquiry through the process of working scientifically
- design and production processes in the development of solutions
- design and production of digital solutions.

Knowledge and Understanding

Students develop knowledge and understanding of:

- the natural world including living things, materials, forces, energy, and Earth and space
- the built environment including engineering principles and systems, food and fibre production and material technologies
- digital technologies including digital systems and how digital technologies represent data.

Values and Attitudes

Students:

- value the importance and contribution of science and technology in developing solutions for current and future personal, social and global issues and in shaping a sustainable future
- appreciate the importance of using evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- value developing solutions to problems and meeting challenges through the application of Working Scientifically, and Design and Production skills.

Stage 3 Statement

By the end of Stage 3, students have developed an appreciation of the role of Science and Technology in local, national and global issues relevant to their lives and a sustainable future. Students engage in the skills of Working Scientifically, and Design and Production independently and collaboratively. They pose questions for investigation, predict likely outcomes, and demonstrate accuracy and honesty when collecting, recording and analysing data and information. Students plan and conduct fair tests, isolate variables and select appropriate measurement methods. They construct tables and graphs to organise data and are able to identify patterns, using evidence to compare with predictions, draw conclusions and develop explanations.

Students develop criteria to evaluate success based on their intended outcome. They examine needs and opportunities for design projects, using research and existing solutions to inform their ideas. Students are able to reflect on their processes to identify risks and improve their design ideas, methods and findings. They communicate their ideas in tables, graphs, diagrams and multimodal texts, using digital technologies where applicable.

Students examine how environmental conditions affect the growth, adaptations, structural features and survival of living things. They explain how food and fibre are produced sustainable in managed environments for health and nutrition.

Students examine the properties of materials and observe how changes of state occur and new substances are formed. Students explain how energy is transformed, describe the difference between contact and non-contact forces, and investigate how electrical energy can control movement. They compare the regular events in the solar system with the irregular events that cause rapid changes to the Earth's surface. Students collect, store and interpret different types of data and explain how digital systems connect to form networks that transmit data. They define problems, and design, modify and follow simple algorithms that involve branching, iteration and user input.

Geography

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings; and reflecting on their inquiry and responding, through action, to what they have learned. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

Aim

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

Stage 3 Statement

By the end of Stage 3, students describe the diverse characteristics of places in different locations across local and global scales. They explain interactions between people, places and environments and identify factors influencing interconnections. Students compare spatial distributions and patterns among phenomena. They explore how people respond to a geographical challenge and investigate reasons for differing perspectives.

Students develop geographical questions to frame an inquiry. They use a variety of strategies to locate, collect and record relevant data and information to answer inquiry questions. They represent data in different forms. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose solutions and may take action in response to a geographical challenge and describe the expected effects of their proposal.

History

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

The study of History from Kindergarten to Year 10 investigates the actions, motives and lifestyles of people over time, from individuals and family members to local communities, expanding to national and world history contexts. It introduces the idea that History contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History strengthens an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society and how various groups have struggled for civil rights, for example Aboriginal and Torres Strait Islander peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as cause and effect, change and continuity, significance, empathy and contestability.

History as a discipline has its own methods and procedures. It is much more than the simple presentation of facts and dates from the past. History provides the skills for students to answer the question 'How do we know?' An investigation of an historical issue through a range of sources can stimulate curiosity and develop problem-solving, research and critical thinking skills. It develops language specific to the discipline of History and provides opportunities to further develop literacy skills. Students learn to critically analyse and interpret sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past. Students engage in research involving traditional methods and ICT, including evaluating web-based sources and using a range of technologies for historical research and communication.

Stage 3 Statement

By the end of Stage 3, students describe and explain the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation. They describe and explain different experiences of people living in the Australian colonies and then in Australia as a nation. Students identify change and continuity and describe the causes and effects of change in Australian society. Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedoms including Aboriginal and Torres Strait Islander peoples. Students engage with global connections through stories of various migrant groups and their contribution to Australia's economic and social development.

Students sequence events and people in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They locate, identify and use a range of sources to record relevant historical information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts, and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Guided Inquiry – A Whole School Approach

Hills Grammar uses a Guided Inquiry approach to learning and teaching. Important Science and Technology, History and Geography skills and concepts are explicitly taught and then applied to the exploration of 'Big Ideas' in each grade. Our inquiry units are intentionally interdisciplinary, allowing students to ask questions, pose hypotheses, experiment, justify, delve deeper and find solutions. Aspects of English Mathematics and other Key Learning Areas are linked to the inquiries where applicable.

Content is taught through the important concepts of each big idea. In Stage 3 these concepts include global sustainability, ethics, conflict, perspectives, and responsibility.

The Hills Grammar School: SCOPE AND SEQUENCE - INQUIRY UNITS K-6

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
K	**SCIENCE & TECHNOLOGY** Material Matters Materials and their properties affect their use.		**SCIENCE & TECHNOLOGY** Ch-Ch-Changes Processes of Change.	**SCIENCE & TECHNOLOGY** Use The Force Forces create movement.
	GEOGRAPHY We Belong A sense of belonging arises from a connection with people and places		**History** My Story, Your Story Processes of Change.	
1	**HISTORY** Be the Change Throughout history, some things change, and some remain the same.	**SCIENCE & TECHNOLOGY** Invent Tomorrow 'Invent Tomorrow' People apply their understanding of energy to invent and create.	**SCIENCE & TECHNOLOGY** Nature Never Breaks Her own Laws People's understanding of the natural environment influences the way they value it.	**GEOGRAPHY** Location, Location, Location The features of places influence weather and human settlement.
2	**HISTORY** History Sleuths We can learn about our past by examining and preserving a range of sources.	**SCIENCE & TECHNOLOGY** Daring Designers The properties of materials are considered when designing items for different purposes.	**SCIENCE & TECHNOLOGY** Sustainability Superstars People can make choices to support the sustainability of the Earth's resources.	**GEOGRAPHY** Regional Rangers Natural and manmade places need to be preserved and cared for
3	**SCIENCE & TECHNOLOGY** Earth Shock! Humans need an understanding of the Earth to make proactive decisions.	**Geography** Life as we Know It People's perceptions of places are influenced by the way they engage with them	**HISTORY** Marking The Day Cultures are represented and influenced by celebrations, rituals and commemorations.	**SCIENCE & TECHNOLOGY** The Circle of Life Agricultural practices used to make food and fibre are dependent on environmental conditions.
4	**GEOGRAPHY** Earth's Environment If sustained, the environment supports all living things	**SCIENCE & TECHNOLOGY** Material Criteria Materials can undergo changes through a variety of processes.	**SCIENCE & TECHNOLOGY** Energy Frenzy Energy and forces impact on the environment.	**HISTORY** To Boldly Go Exploration leads to discoveries that affect the people of the world.
5	**HISTORY** Choice and Consequences Past events shape the present and the future.	**SCIENCE & TECHNOLOGY** Place in Space The Earth is part of a system and its surface changes because of natural and human activity.	**GEOGRAPHY** Settle Down! There are benefits and risks in choosing places to live.	**SCIENCE & TECHNOLOGY** May The Force Be With You Energy is transformed and used in products and systems.
6	**GEOGRAPHY** This is the World We Live In Connections shape perceptions in a diverse world	**SCIENCE & TECHNOLOGY** Living In a Material World Understanding the properties of materials can help us solve problems.	**SCIENCE & TECHNOLOGY** Everything Changes Change can affect our environment and its inhabitants in many ways.	**HISTORY** Justice for All – My Migration Government systems and decisions can promote or deny equal opportunities and social justice

Creative Arts

Visual Arts • Music • Drama • Dance

Students make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world. They discuss artworks in terms of how subject matter is used and represented, artists' intention and audience interpretation and make reasoned judgements about these artworks.

Students sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts. They organise musical ideas into compositions, using notation systems to record these ideas. Students listen to a range of familiar and unfamiliar music with a sense of understanding, appreciation and discrimination. In Year 5, students take part in the instrumental program learning the guitar.

Students use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts. They devise and perform a range of drama forms for audiences. Students interpret a range of drama experiences by making, performing and appreciating drama.

Students perform dances from a range of contexts demonstrating movement and expressive qualities appropriate to the dance. They explore, refine and organise movement to convey meaning to an audience. They recognise and discuss how dance has various artistic and cultural contexts.

Personal Development, Health and Physical Education

Fundamental Movement and Physical Activity • Healthy Choices • Self and Relationships

By the end of Stage 3, students investigate developmental changes and transitions. They examine the influence of people and places on identity and practise skills to establish and manage relationships. Students identify controllable and uncontrollable factors and recognise the influence of contextual factors on health, safety, wellbeing and participation in physical activity.

They plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives. Students examine the connections they have to their community and implement actions to increase physical activity levels. They access and interpret health information and apply skills to seek help to enhance their own and others' health, safety and wellbeing.

Students participate in a wide variety of moderate to vigorous physical activities to apply, refine and adapt movement skills with increased confidence and consistency. They perform specialised movement skills and sequences in a variety of contexts. Students select, manipulate and modify movement concepts and strategies to achieve movement outcomes and solve movement challenges. They demonstrate fair play and skills to work collaboratively. Students apply and adapt strategies and tactics when participating in individual and team activities.

Additional Language Learning

The aim of learning a second (or in some cases a third) language is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

There are three main objectives to learning an additional language:

Using Language

Students will develop knowledge and understanding through listening, reading, speaking and writing.

Making Linguistic Connections

Students will explore the nature of languages as systems by making comparisons between a second language and English, leading to an appreciation of linguistic structures and vocabulary.

Moving Between Cultures

Students will develop knowledge of the culture of beyond their own, and form an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Each objective describes the active commitment students will make to the acquisition of skills in communicating in French, and to the development of knowledge and understanding of the language and culture of French-speaking communities. The effective delivery of French will emphasise the equal significance and interdependence of all objectives. However, depending on the stage of learning, one or other of the objectives may be emphasised at any given time.

Students in Year 5 and 6 will continue their studies of either French, Mandarin or Japanese.

Information and Communications Technologies

Purpose

Information and Communications Technologies (ICTs) will be used authentically to enhance the learning experience of our school community. Students will be prepared for the future, critical users of information and committed to lifelong learning. ICT will be used to inspire students to collaborate, create, analyse and evaluate their own learning.

Rationale

Integrating technology into classroom practice is vital if we wish to engage the students of today and prepare them for the future of tomorrow.

Research has shown that technology enhances learning which leads to improved learning outcomes for students. Effective integration of Information and Communication Technologies (ICTs) must happen across the curriculum in order to deepen and enhance the learning process, providing relevance and engagement to all students. ICT tools add value and provide a rich range of opportunities that facilitate open-ended learning experiences. Integrating technology increases engagement, provides instant feedback, dynamic representations, investigative opportunities not available with paper and pencil and enables differentiation for all learners. Through integrating technology into the classrooms at Hills Grammar, students will be taught to think, create and innovate, ultimately providing students with the skills to adapt to technological and occupational change in the future.

Assessment and Reporting – Years 5 and 6

Assessment and reporting are an essential part of the education process. The selection of curriculum, the choice of a range of pedagogical practices, and the design of assessment measures are the three central aspects of the educational process. They must be as closely aligned as possible for effective learning to occur. Hills Grammar reports reflect the requirements of both the NSW Education Standards Authority (NESA), and follows a pedagogy of Guided Inquiry through the deep learning around Central ideas. The outcomes specified and mandated by the NESA syllabus documents are reflected in both assessment tasks and the reports issued to parents. A variety of assessment tasks are provided, extending beyond traditional tests and to a variety of ways in which a student may demonstrate their understanding, both in individual and collaborative ways, and in a variety of language modes.

Students also participate in an annual program of standardised testing in the key areas of Mathematics, Reading, Spelling and Written Expression. The data is used by classroom teachers as a means of identifying current strengths, as well as areas of the curriculum requiring extra attention for the following year. This information is extremely useful as a means of fashioning a learning program that provides an appropriate level of challenge and support for each student.

Each semester, there will be a range of learning activities where teachers collect samples of student work to determine their progress in the knowledge and skills for each subject. This year, students in Years 5 and 6 will also complete two assessments per semester in English, Mathematics and Inquiry (Science and Technology and HSIE), as well as one assessment pr semester in the specialist areas. For these tasks, parent/carers will be able to read individual student feedback on HG Engage. The A-E grate on the half yearly and yearly reports will be based on both class activities and assessments.

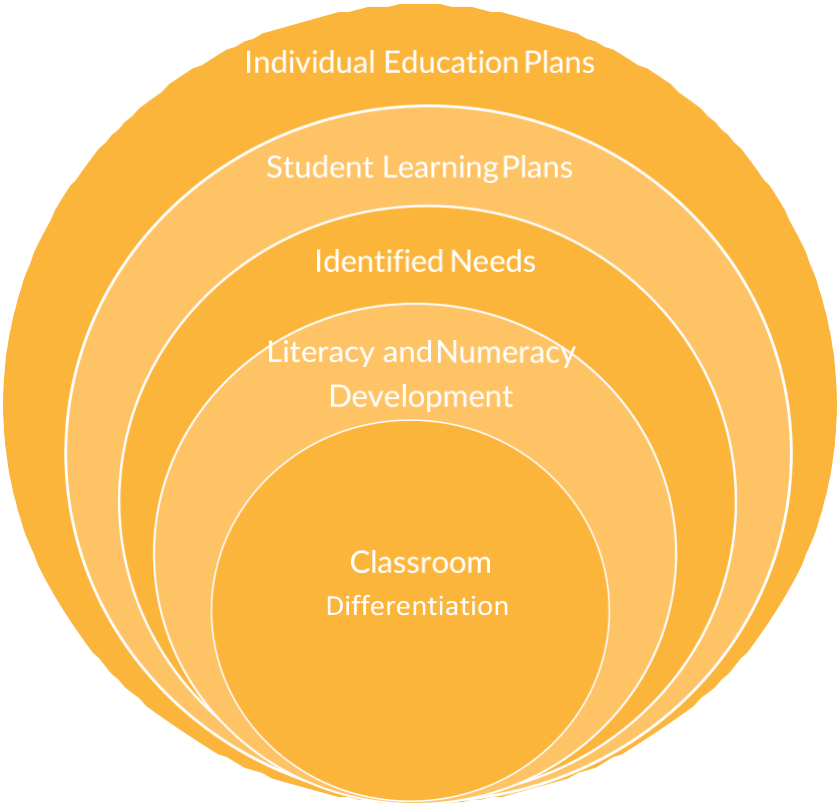
Learning Enrichment in the Primary Years

Hills Grammar recognises that students learn in a variety of ways and at different rates. Further the School acknowledges the ethical, professional and legislative responsibility to provide and create an inclusive learning environment in which students who can benefit from the programs offered by Hills Grammar can access the academic curriculum and other learning programs, including both the wellbeing and co-curricular activities provided within the School.

The Learning Enrichment Model endeavours to capture and describe the various ways the School caters and accommodates student learning needs.

The Model identifies five approaches to accommodating student needs:

- Differentiation – the foundation upon which all learning experiences are built
- Literacy and Numeracy Development – the basics of learning
- Recommended Learning Plans – acknowledging individual learning style
- Student Learning Plans – responding to identified learning requirements
- Individual Education Plans – responding to specific learning requirements.



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