2025 Stage 2 – Years 3 and 4
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 3 and 4 are exciting, consolidating and extending years of learning. These years are characterised by a broader and deeper curriculum than in the earlier years of Infants education. 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 2. 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 2 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 3 and 4

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)

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.

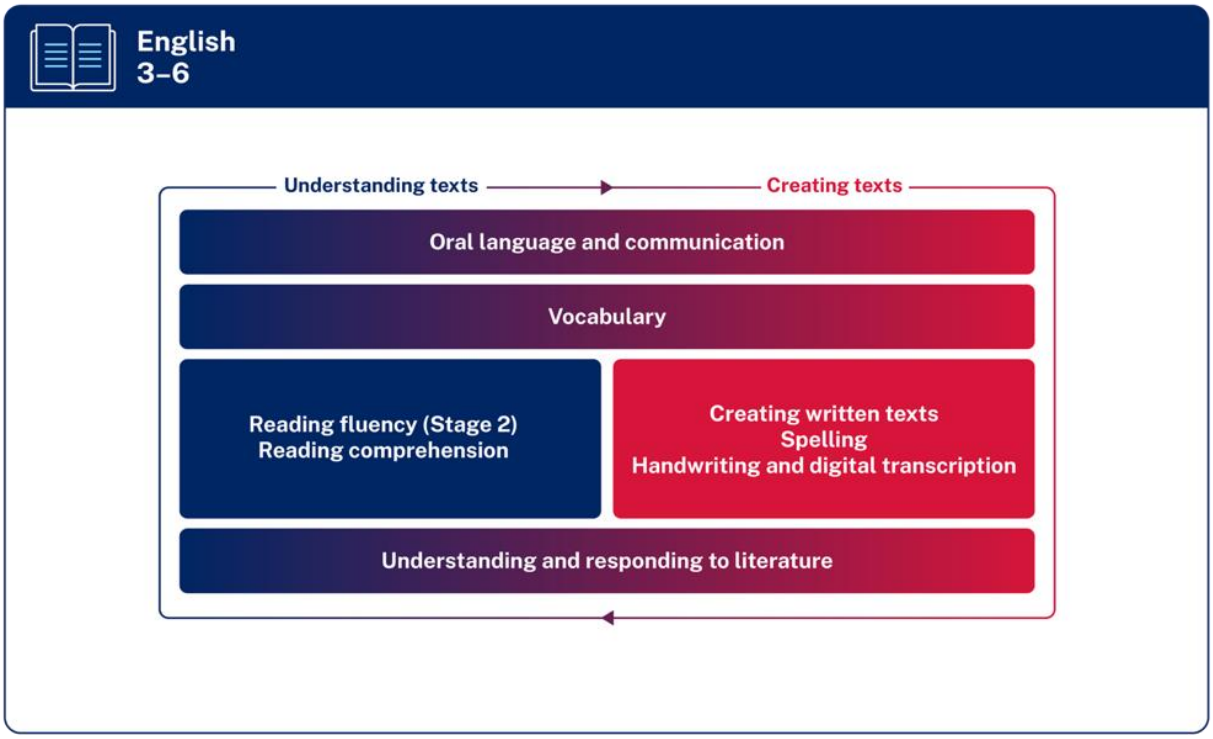
3-6 Focus Areas

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-2

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

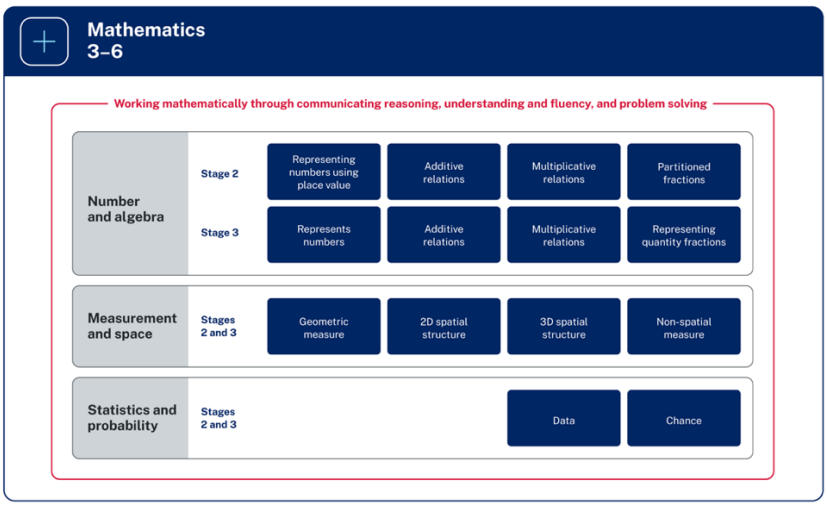
The Working mathematically processes present in the Mathematics K-10 syllabus are:

- 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-2

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 2

By the end of Stage 2, students engage in the processes of Working Scientifically, and Design and Production by asking questions, predicting outcomes and undertaking guided investigations with increasing independence. Students make and record observations, using formal units where appropriate, and compare results with predictions. They reflect on whether methods undertaken are fair and identify ways to improve subsequent investigations. Students organise and identify ways to improve subsequent investigations. Students organise and identify patterns in data and create tables to organise and represent information.

Students develop solutions that address specific criteria. They generate and develop ideas, using research to inform their design ideas, which are represented using sketches, brainstorms and where appropriate, digital technologies. Students select materials appropriate for their purposes, with consideration of sustainability and constraints to produce designed solutions. They are guided to develop specific criteria to critically evaluate designed solutions.

Students compare living things and identify the life cycles which support the survival of plant and animal species. They describe how agricultural processes are used to grow plants and raise animals for food, clothing and shelter. Students identify the physical properties of materials and how heat can alter their state. They investigate the suitability of natural and manufactured materials for specific purposes. They explain how energy is transferred from one place to another, and how forces affect objects and the behaviour of a product or system. Students describe the regular changes caused by interactions between the Earth and the Sun, and the changes to the Earth's surface that are caused over time by natural processes and human activity. They describe how digital systems transmit data, explore different types of data and how data patterns can be represented and interpreted.

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 2 Statement

By the end of Stage 2, students examine the characteristics of places in different locations from the local to the national scale. They describe interconnections between people and the environment. They identify simple patterns in the distribution of the features of places. Students recognise the importance of the environment and examine how different perceptions influence people's responses to a geographical challenge.

Students develop geographical questions to investigate and collect and record relevant data and information to answer these questions. They represent data by constructing tables and graphs and maps featuring cartographic conventions. They read maps to determine location, direction and distance. Students interpret data and draw conclusions. They present findings using geographical terminology in a range of communication forms. They reflect on their learning and propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.

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 2 Statement

By the end of Stage 2, students explain how and why there has been change and continuity in communities and daily life. They identify traces of the past in the present and can explain their significance. They identify celebrations and commemorations of significance in Australia and the world. Students describe and explain how significant individuals, groups and events contributed to changes in the local community over time. They describe people, events, actions and consequences of world exploration. Students identify the importance of Country to Aboriginal and Torres Strait Islander peoples and explain the impact of British settlement in Australia.

Students sequence key events and people in chronological order and identify key dates. They pose a range of questions about the past, identify sources (such as written, physical, visual, oral) and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

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 2 these include exploration, commemorations, environments and their interdependencies, materials and sources.

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. Students take part in the instrumental programs learning string instruments in Year 3 and wind instruments in Year 4.

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 2, students recognise physical and social changes and personal management strategies. They recognise individual strengths and apply these to a wide range of contexts. Students investigate the skills and qualities that build caring and respectful relationships and ways to improve their health, safety and wellbeing. They identify the rights and feelings of others and devise strategies to support themselves and others. Students explore health messages and describe the influences on healthy and safe choices. They recognise their responsibility to contribute to a healthy, safe and physically active environment. Students perform physical activities designed to enhance fitness and discuss the relationships between physical activity, health and fitness. They propose strategies that increase opportunities to develop and maintain healthy, safe and active lifestyles.

Students apply and refine movement skills and movement concepts in a range of physical activity contexts. They create and perform sequences using movement skills and concepts with consistency and control. Students demonstrate co-operation and collaboration in movement and physical activity. They select and demonstrate strategies that help them to solve movement challenges.

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 their knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in French.

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 the correct application of linguistic structures and vocabulary.

Moving Between Cultures

Students will develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Students in Year 3 continue their study of French. At Year 4, students can indicate a language preference and are grouped into three or four language classes, undertaking a study of Japanese, Mandarin or French until the conclusion of Year 6.

Each objective describes the active commitment students will make to the acquisition of skills in communicating in an additional language.

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 3 and 4

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. The outcomes specified and mandated by the NSW Education Standards Authority (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 to a multitude of ways in which a student may demonstrate their understanding, both in individually and collaboratively, in a number of language modes.

Assessment is central to the inquiry process and teachers work towards guiding students thoughtfully and effectively through the five essential elements of learning: the acquisition of knowledge; the understanding of concepts; the mastering of skills; the development of attitudes; and the decision to take action. The prime objective of assessment through inquiry is to provide feedback and feedforward on the learning process. This objective aligns with a key principle of School pedagogy 'Assessment for Improvement'.

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. From 2022, students in Year 3-6 will also complete two assessments per semester in English, Mathematics and Inquiry (Science and Technology, and HSIE), as well as one assessment per semester in the specialist areas. For these tasks, parents/carers will be able to read individual student feedback on HG Engage. The A-E grade on the half yearly and yearly reports will be based on both class activities and assessments.

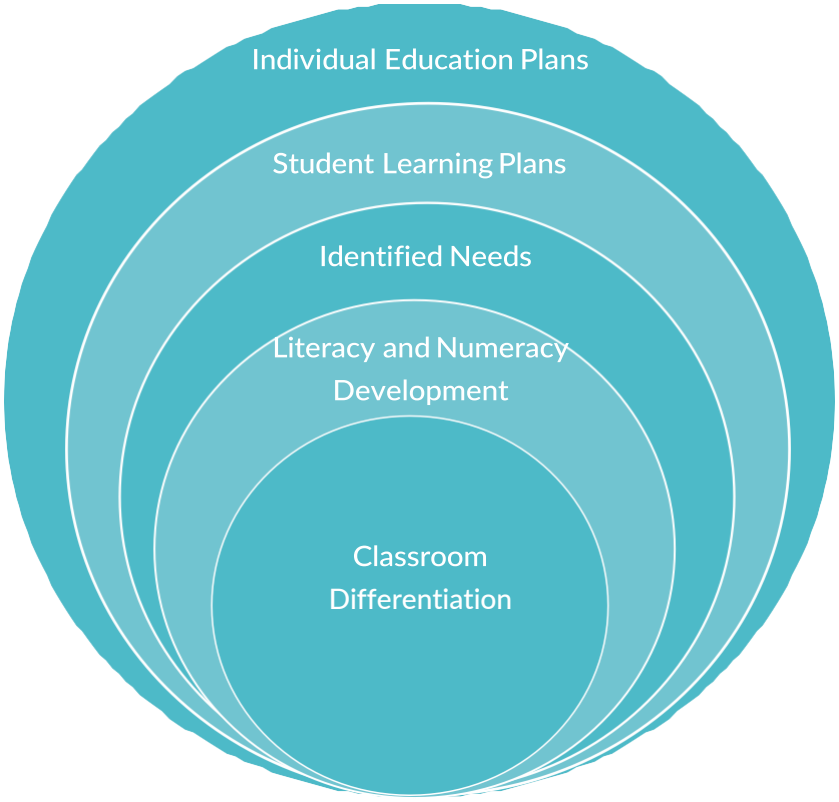
Learning Enrichment in the Primary Years

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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