2025 Stage 1 – Years 1 and 2

Academic Programs Curriculum Handbook

Hills Grammar

Hills Grammar

Hills Grammar

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

School Ethos 2
Introduction 4
Stages of Learning 5
Academic Program - Years 1 and 2 6
English 7
Mathematics 8
Science and Technology 9
Geography 10
History 11
Guided Inquiry – A Whole School Approach 12
Creative Arts 13
Personal Development, Health and Physical Education 13
Additional Language Learning 14
Learning Experiences 14
Information and Communications Technologies 14
Assessment and Reporting - Years 1 and 2 15
Learning Enrichment 16

Introduction

Hills Grammar aims to provide a broad education of the highest possible standard in order to develop each student's academic, cultural, social and physical potential.

The Infant Years covers students in Year 1 and Year 2. Learning for children in these years revolves around family, school and the students themselves. Students continue to learn the conventions and routines of school whilst learning to adhere to jointly constructed Essential Agreements. They understand and experience their place in 'their' world. They mix, talk, explore, investigate, recognise, identify, play, listen, manipulate and respond. They will acquire knowledge through the many learning experiences available to them.

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 1. 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.

Student learning is differentiated and student centred, with a focus on guided inquiry and assessment for learning. In the early years, teachers guide students towards appropriate learning experiences; teaching is thus both explicit in nature with core skills taught, and open-ended to respond to the innate curiosity and intelligent questioning of young children.

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.

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 1 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 1 and 2

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.

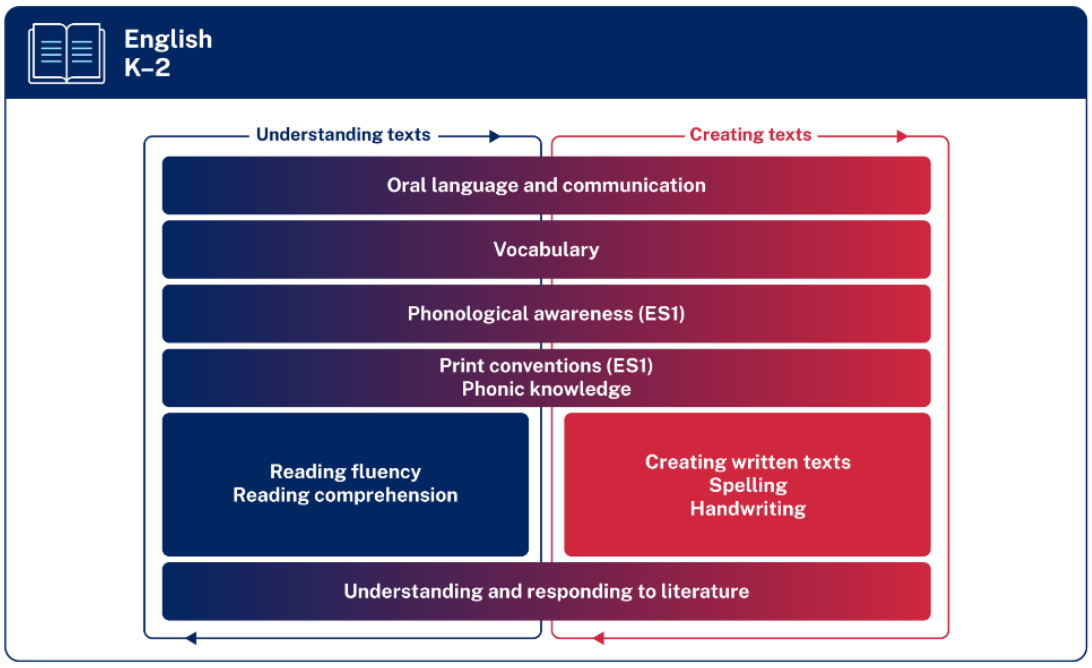
K-2 Focus Areas

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

- Oral language and communication
- Vocabulary
- Phonological awareness
- Print conventions
- Phonic knowledge
- Reading fluency
- Reading comprehension
- Creating written texts
- Spelling
- Handwriting
- 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.



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

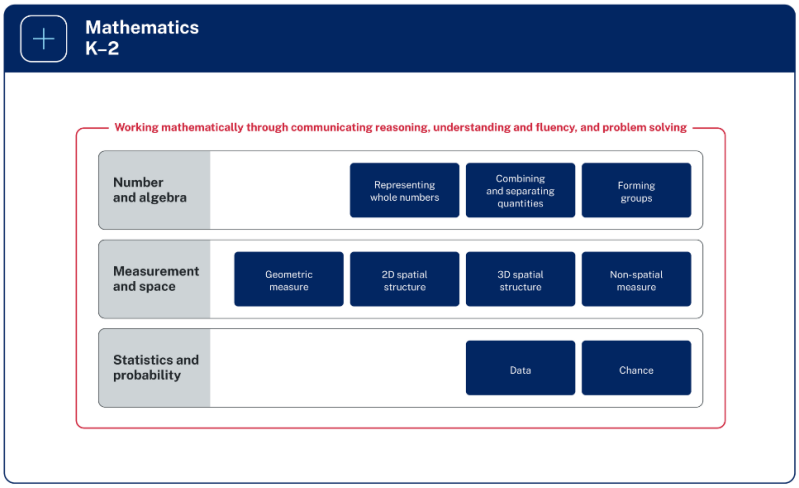
The Working mathematically processes present in the Mathematics K-10 syllabus are:

- 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 Early Stage 1 and Stage 1 in Mathematics across the 3 areas of Number and algebra, Measurement and space, and Statistics and probability. Number and algebra reads horizontally across Representing whole numbers, Combining and separating quantities, and Forming groups. Measurement and space reads horizontally across Geometric measure, 2D spatial structure, 3D spatial structure, and Non-spatial measure. Statistics and probability reads horizontally across Data and Chance.

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 1

By the end of Stage 1, students engage in the processes of Working Scientifically, and Design and Production. They participate in guided investigations, pose and respond to questions and make predictions. Students collect and represent information using a variety of methods. They safely manipulate equipment and materials, making sustainable and time-efficient choices. Students generate and develop design ideas and solutions that they communicate with labelled drawings and models and through the use of digital technologies where appropriate. They provide explanations about what they have done and evaluate their ideas using predetermined criteria.

Students describe the external features, changes and growth of living things and how their environments provide for their needs. They identify how plants and animals are produced for food and fibre. Students investigate the characteristics and properties of materials, how they can be changed and combined for a purpose. Students identify heat, light and sound energy and explore how forces and energy can be used. They are able to identify observable changes that occur on the Earth and in the sky and how humans care for the environment and Earth's resources. Students identify the components of digital systems and explore how data is represented through pictures, symbols and diagrams. They describe, follow and represent algorithms that are needed to solve problems.

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 1 Statement

By the end of Stage 1, students describe the natural features of different places, including the weather and seasons, and recognise that places exist across a range of scales. They describe human features of places, including how spaces can be arranged for different purposes. Students investigate how places are managed and cared for and discuss the connections people have to different places.

Students pose questions and collect and record information to answer these questions. They represent data in tables and on maps. They interpret geographical information to draw conclusions. Students present findings in a range of communication forms using simple geographical terms. They reflect on their learning and suggest actions in response to the findings of their inquiry.

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 1 Statement

By the end of Stage 1, students identify change and continuity in family and daily life using appropriate historical terms. They relate stories about their families' and communities' past and explore a point of view within an historical context. They identify and describe significant people, events, places and sites in the local community over time. Students describe the effects of changing technology on people's lives over time.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (such as physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

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 transdisciplinary, 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 1 these concepts include change, celebration and ritual, properties of materials, transformation, energy and forces.

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 representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences. Students sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources. They organise sounds into simple structures and begin representing creative ideas symbolically.

Students listen to, and identify, simple features of music and make judgements about musical effectiveness and preference. In Year 2, students take part in the instrumental program learning the violin. Students explore and convey stories, events and feelings through roles, and they work collaboratively to communicate and express feelings about the action of the drama. They experience and respond to a range of drama forms and elements by making, performing and appreciating drama. Students perform dances with some understanding of body movement and expression, exploring a range of movements to make choices to convey ideas, feelings and moods. They describe the ideas, feelings and moods conveyed by dances.

Personal Development, Health and Physical Education

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

By the end of Stage 1, students describe changes that occur as they grow older, and recognise characteristics of personal identity and how these are influenced by strengths and achievements. They recognise and demonstrate positive ways to interact with others and identify how emotional responses have an impact on others' feelings. Students explore different types of relationships and describe the qualities needed to develop and maintain respectful relationships. They understand contextual factors that influence health decisions and describe how to keep themselves and others healthy, safe and active. Students recognise environments which promote health, safety and physical activity and practise a range of protective strategies for responding to various situations. They follow instructions to keep themselves safe and are able to ask for help with tasks or problems.

Students identify areas where they can be active and participate in a range of opportunities that promote physical activity. They demonstrate movement skills in a variety of sequences and situations and propose alternatives to solve movement challenges. Students perform fundamental movement skills and apply movement concepts to perform simple sequences that incorporate the elements of space, time, objects, effort and people with developing competence. They demonstrate co-operation, fair play and positive ways to interact and include others.

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 the knowledge, understanding and the 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 an additional language

Students in Kindergarten and Year 1 will take Mandarin and students in Years 2 and 3 take French.

Learning Experiences

The Key Learning Areas are taught by classroom teachers and specialist teachers. Specialist programs are integrated into the six Key Learning Areas.

Infants staff are committed to providing the students in Years 1 and 2 with a wide variety of learning experiences which focus on the development of the whole child and are congruent with the NSW Education Standards Authority (NESA).

Class teachers are supported by specialist teachers in Languages, Physical Education, Music and Visual Arts.

Teachers differentiate their teaching to assist student learning. Assistance in Literacy and Numeracy is available to students who are experiencing difficulty through a range of strategies. Similarly, students who are working beyond their age cohort are catered for through ability based groups and through a range of extension and enrichment activities and opportunities provided by their teachers.

The management of your child's learning needs is primarily the responsibility of the classroom teacher and specialist staff along with support from the Head of Infants. The Directors of Academic Programs and Wellbeing K-12, Learning Enrichment staff and, where applicable, the School Psychologist (referral required) may also provide advice and support.

Information and Communications Technologies

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.

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 – K-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. 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.

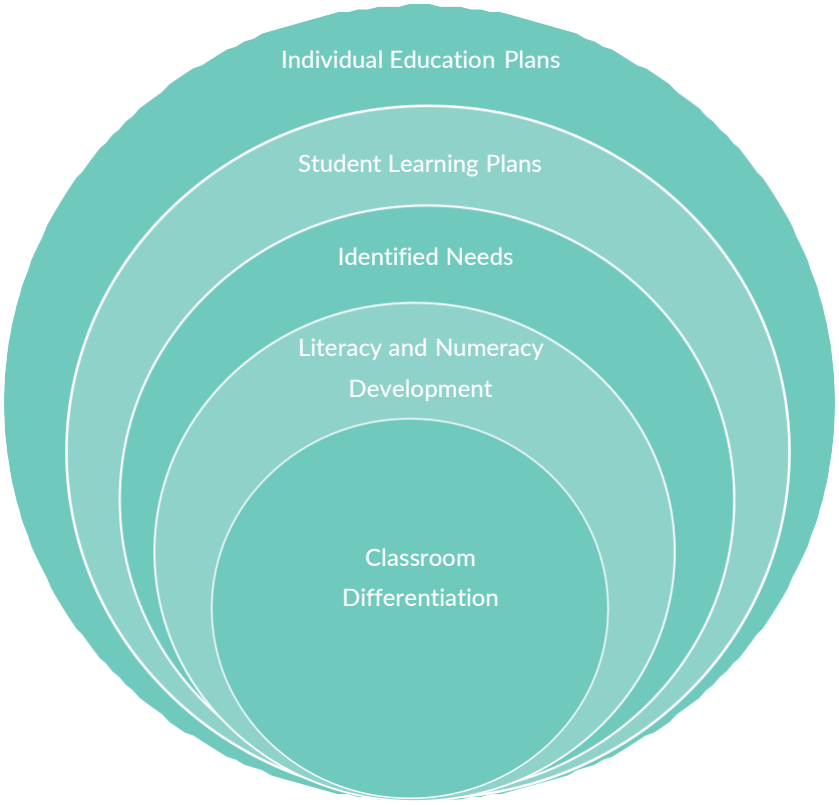
Learning Enrichment in the Primary Years

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.



Kenthurst Road, Kenthurst, NSW 2156
Private Bag No.1, Round Corner, NSW 2158
p +61 2 9654 2111 f +61 2 9654 2205

CRICOS Provider Code: 02260G

hillsgrammar.nsw.edu.au