



HILLSIDE  
CHRISTIAN COLLEGE



Primary School

2021



This booklet applies to Years 1 to Year 6.

## Australian Curriculum

Our students engage in meaningful learning experiences which reflect the the full scope of the Australian Curriculum as outlined in the Western Australian syllabus documents. The Australian Curriculum was developed by ACARA in consultation with states and territories. The Melbourne Declaration adopted by the Ministerial Council in December 2008, guides the development of the Australian Curriculum. The Melbourne Declaration emphasises the importance of knowledge, skills and understandings of learning areas, general capabilities and cross-curriculum priorities as the basis of a curriculum designed to support 21st century learning. It is the WA School Curriculum Standards Authority (SCSA) which sets the curriculum that must be implemented to meet the Australian Curriculum.

The Australian Curriculum is designed to teach students what it takes to be confident and creative individuals and become active and informed citizens. It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend. From the first year of schooling to Year 10, students develop knowledge and skills in eight learning areas:

- English
- Mathematics
- Science
- Health and Physical Education (HPE)
- Humanities and Social Sciences (HASS)
- The Arts
- Technologies
- Languages

At HillSide Christian College we offer a ninth learning area: *Christian Living* as part of our teaching and learning programme.

A key dimension of the Australian Curriculum is the General Capabilities, which is addressed explicitly in the content of SCSA's K-10 syllabus across learning areas. General capabilities within the Australian Curriculum are a **set of knowledge, skills, behaviours and dispositions** that can be developed through all the learning areas. They complement the key learning outcomes of the Early Years Learning Framework – that children have a strong sense of identity and well-being, are connected with and contribute to their world, are confident and involved learners and effective communicators.

The seven general capabilities in the Australian Curriculum are:

- Literacy

- Numeracy
- Information and communication technology competence
- Critical and creative thinking
- Personal and social competence
- Ethical behaviour
- Intercultural understanding

The cross-curriculum priorities in the Australian Curriculum provide students with tools to better understand their world. The priorities are fitted with content to simultaneously develop knowledge, understanding and skills relating to Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability.

The Australian Curriculum has been agreed to, and is in the process of, being implemented in all states and territories. Some states or territories make adjustments to the Australian Curriculum before their schools use it.

In WA, schools use the *Western Australian Curriculum*. The Kindergarten to Year 10 Western Australian Curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which schools will use to plan student learning programmes, assess student progress and report to parents. The Western Australian syllabuses remain broadly consistent with the Australian Curriculum, but have been contextualised to make them more suitable for Western Australian students and teachers.

## Learning Areas

### Christian Living:

At HillSide, we use the *Connect* series, which is a three-year Christian Education curriculum produced by Christian Education Publications (CEP) in Sydney. It is content-structured, teaching the main events, concepts and doctrines of the Bible. The intention of *Connect* is to introduce students to God and His saving purposes for the world through Jesus Christ, His Son. The curriculum also is designed to engage students' minds and emotions as well as develop skills needed for them to explore the nature and content of the Christian faith.

### English:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with, and build relationships with others and with the world around them. In the English learning area, students learn about the English language: how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. They learn to listen, read, speak, write, create and reflect effectively.

## Mathematics:

Learning Mathematics creates opportunities for and enriches the lives of all Australians. In the Australian Curriculum, Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

## Science:

In the Science learning area, students develop a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of scientific knowledge. They learn to investigate, understand and communicate about the biological, chemical, physical, Earth and space sciences, and value the processes that support life on our planet. Science helps students to become critical thinkers by encouraging them to use evidence to evaluate the use of science in society and the application of science in daily life.

## Humanities and Social Sciences (HASS):

In the HASS learning area students cover History, Geography, Civics and Citizenship, and Economics and Business across different year levels. By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively. Thinking about, reflecting on, and responding to issues requires an understanding of the key historical, geographical, political, legal, economic, business and societal factors involved, and how these different factors interrelate. The HASS subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

## The Arts:

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The term 'creativity' plays a critical role in all arts subjects.

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling.

### Technologies:

In the Western Australian Curriculum, Technologies describes two distinct but related subjects: Design and Technologies, in which students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities, and;

Digital Technologies, in which students use computational thinking and information systems to define, design and implement solutions.

Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These attributes are necessary when using and developing solutions to make sense of complex ideas and relationships in all areas of learning. Technologies helps students to be regional and global citizens, capable of actively and ethically communicating and collaborating.

### Health and Physical Education (HPE):

In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education curriculum (P–10) offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, wellbeing, and physical activity patterns of themselves, individuals, groups and communities. As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities to which they belong.

## Languages:

In the Languages learning area, students learn to communicate effectively in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own and practical skills that they can use in future social, cultural and vocational areas. Through Languages students are also able to further develop their skills and understandings in English and of literacy in general. HillSide primary students study Japanese in Years 1-6.

## Teaching And Learning

HillSide is committed to the ongoing and sustained improvement of our teaching and learning. Apart from general mainstream curriculum delivery, student with particular learning needs may also undertake intervention programmes, Individual Education Plans and modified programmes of work. Philosophy HillSide's teaching and learning model is based on the Christian worldview. HillSide's teaching and learning programme is therefore distinctly Christian in its delivery and intent.

## Student Development

HillSide has a commitment to developing the following attributes:

- Respect and love of self, others and God
- Creative thinker
- Balanced person
- Active investigator
- Effective communicator
- A knowledgeable person with deep understanding
- Participant in a challenging world

## Clothing & Personal Presentation

Children are required to wear school uniform. All children's items must be clearly labelled.

SUMMER	SUMMER
<p><b><u>Girls' Uniform</u></b></p> <p>Dress – Navy and grey chequered with navy piping</p> <p>Jumper Wool – Navy with College logo</p> <p>Hat – Navy, wide-brimmed with College Logo</p> <p>Socks – White, day sock</p> <p>Shoes – Black leather lace up. Mary Jane style with buckle acceptable. See pictorial guide.</p>	<p><b><u>Boys' Uniform</u></b></p> <p>Shorts – Dark grey</p> <p>Shirt – Lemon</p> <p>Jumper Wool – Navy with College logo</p> <p>Hat – Navy, wide-brimmed with College Logo</p> <p>Socks – Grey, day sock</p> <p>Shoes – Black leather lace up. See pictorial guide.</p>
<p><b><u>Girls' Sports' Uniform</u></b></p> <p>Sports' Polo – Navy with College logo</p> <p>Sports' Skort – Navy with College initials</p> <p>Zip Jacket – Navy with College logo</p> <p>Hat – Navy, wide-brimmed with College logo</p> <p>Socks – White with HCC logo</p> <p>Sports Shoes – Predominantly white with white laces or black with black laces. As per pictorial guide.</p>	<p><b><u>Boys' Sports' Uniform</u></b></p> <p>Sports' Polo – Navy with College logo</p> <p>Sports' Shorts – Navy with College initials</p> <p>Zip Jacket – Navy with College logo</p> <p>Hat – Navy, wide-brimmed with College logo</p> <p>Socks – White with HCC logo</p> <p>Sports Shoes – Predominantly white with white laces or black with black laces. As per pictorial guide.</p>
WINTER	WINTER
<p><b><u>Girls' Uniform</u></b></p> <p>Box Pleat Skirt – Navy</p> <p>Shirt – Lemon banded short</p> <p>Jumper Wool– Navy with College logo</p> <p>Hat – Navy, wide-brimmed with College logo</p> <p>Socks – White day sock, or navy tights</p> <p>Shoes – Black leather lace up. Mary Jane style with buckle acceptable. See pictorial guide.</p>	<p><b><u>Boys' Uniform</u></b></p> <p>Trousers – Dark grey</p> <p>Shirt – Lemon, short or long sleeved</p> <p>Jumper Wool– Navy with College logo</p> <p>Hat – Navy, wide-brimmed with College logo</p> <p>Socks – Grey, day sock</p> <p>Shoes – Black leather lace up. See pictorial guide.</p>

<b><u>Girls' Sports' Uniform</u></b>	<b><u>Boys Sports Uniform</u></b>
Sports Polo – Navy with College logo	Sports Polo – Navy with College logo
Sports Trackpants - Navy	Sports Trackpants - Navy
Zip Jacket – Navy with College logo	Zip Jacket – Navy with College logo
Hat – Navy, wide-brimmed with College logo	Hat – Navy, wide-brimmed with College logo
Socks – White with HCC logo	Socks – White with HCC logo
Sports Shoes – Predominantly white with white laces or black with black laces. As per pictorial guide.	Sports Shoes – Predominantly white with white laces or black with black laces. As per pictorial guide.

Please note: all uniform items need to be purchased through ***Perm-A-Pleat Schoolwear***. No alternative styles or non-uniform items may form part of a student's apparel.

Appropriate uniform and personal presentation standards will be decided upon by the Principal and Deputy Principal. Any changes will be will be notified via the school newsletter.

Please note that the following also applies in accordance with our uniform policy:

<b>BOYS</b>	<b>GIRLS</b>
Short, well-groomed hair. Hair not beyond collar length. Hair out of eyes. Boys need to be clean shaven.	Natural tones only. No whole colours or unusual dyes e.g. no jet black hair dye, abnormal colours, or fluorescent colours. Any style or colour the Principal deems unsatisfactory.
No hair dye to be used.	Hair tied back in plait or ponytail only, if hair at a length beyond collar.
No "mohawks" or tails allowable. Any unusual "gelling" or teasing of hair not permitted. No undercut styles allowed.	Any unusual "gelling" or teasing of hair not permitted. Neat, tidy conservative styles only. No undercut styles allowed.
Necklace/Chain with cross permissible.	Necklace/Chain with cross permissible.
No rings, necklaces or other fashion items permissible.	No rings, necklaces or other fashion items permissible.
No earrings permissible (including clear studs).	Earrings to be single plain (no colours or stones) solid silver or gold round stud or sleepers only. Sleepers should be small

	in size. One set only. Same earring in both ears.
No large or noticeable piercings.	No large or noticeable piercings.
No embellishment of the uniform with any accessory.	No embellishment of the uniform with any accessory.
No make up, tan sprays or nail polish	No make up, tan sprays or nail polish

If you are not sure about the expectations, please speak to your child's teacher before you make any changes to the appearance of your child.

## Communication

It is essential that the College has your current address, telephone, mobile numbers, email and an emergency contact person. This can be updated at any time by notifying the school office. Staff in the Centre also need to be informed of any changes to going home arrangements (this includes children attending After School Care), medical information or family circumstances which may affect your child.

## Medical Issues

If a student has an ongoing illness or condition, parents are responsible for informing the school. Any changes to that information are the responsibility of the parents.

If a student has a condition that requires a management plan because the illness can be of a serious or chronic nature, then parents and the Centre will work together to develop the plan with copies given to personnel as required.

Students are not allowed to self-administer medication. Medication will be kept in a locked store cupboard in a safe place in the classroom. If your child needs their EpiPen or inhalers at school, please ensure the teacher has them, along with their Anaphylaxis, Allergy or Asthma Plan.

If a student has a short term illness, the College must be informed. Staff members are willing to administer medication that may be required, however a medication form **MUST** be completed for staff to administer medication.

Students who are sick are checked by the teacher, and a decision is then made whether to send the child home. Parents will be notified if their child sustains a head injury.

When parents and emergency contacts cannot be contacted, the Principal, and/or his delegate, may take the child to a doctor or hospital.

## Attendance/Absence

Children are expected to attend regularly to gain the full benefit from the programme. Continued non-attendance risks a child's continued enrolment.

If you know that your child is going to be absent, or if your child has been absent, please bring a short written note, or email [absent@hillside.wa.edu.au](mailto:absent@hillside.wa.edu.au) or complete the form on the Skoolbag App. If your child is going away on holiday or has an illness, please let us know and we will pray for you and support you in any other way we can.

## Late Arrival to School/Early Pick Up

The College uses SEQTA (student management software), and part of this is an attendance system. As such, any absence, late drop off or early pick up not done using our system results in an automatically generated email home. If your child is late to school, or you are picking them up early for any reason, you must go to the school office to get a late slip/sign out slip prior to going to the classroom. This ensures correct Duty-of-Care.

## Incursions/Excursions

Throughout the year we will have incursions (visitors to the College) or excursions (external from the College). These enhance the children's learning experiences by providing first-hand opportunities for children to broaden their general knowledge and understanding of immediate environments, the local neighbourhood, and the wider community. These are an important part of our programme. There is usually no cost associated with incursions/excursions as these are paid in school levies.

## Toys and Valuables

Toys or valuables should not be brought to school unless requested to do so by the teacher. Treasured toys or belongings such as radios, iPods and jewellery should not be brought because considerable emotional upset can occur if these items are damaged or stolen. The school does not accept responsibility for these items.

## General Information

Portfolios and School Reports will be brought home by the children at the end of each semester, so that you are able to take pleasure in celebrating your child's work.

Birthdays – we love to celebrate birthdays, so please feel free to bring in cupcakes, or something small to share (no balloons or lolly bags thank you). We ask that if you give out invitations that you do it discretely with parents so that staff are not involved and children don't feel missed out. Also, please check with the teacher in regard to birthday food because the school encourages healthy eating and some children have allergies and /or food sensitivities.

## Bringing & Collecting Children

Children should **not** be left at school in the morning until a staff member is on duty (from 8.20 a.m.). Students should be picked up promptly by parents or guardian at 3.10 p.m. There is a Before and After School service available for parents who need this facility. Please contact Camp Australia directly at [www.campaustralia.com.au](http://www.campaustralia.com.au).

## School Photographs

These are taken once each year. There is no obligation to purchase the photographs, but children should participate in the photographs so that other families can purchase them if they wish. The school asks all parents' permission with regard to using photographs on multi media. We would ask all parents not to share photos or videos which include other children on social media to respect other parents' wishes.

## Enrolment Information

Please ensure that your contact details are up to date. It is vital that we have current contact details in case of an emergency. The enrolment contract forms the basis on which the child is enrolled at HillSide. The full enrolment conditions are copied to the College website in the PARENT section.

## Primary School Hours

The Primary school hours (Years Pre-Primary to Year 6) are from 8.40 a.m. – 3.10 p.m.

## College Contact Details

Address: 336 Hawtin Road, Forrestfield, WA 6058

Telephone: (08) 9453 2644

Email: [admin@hillside.wa.edu.au](mailto:admin@hillside.wa.edu.au)

Absentee Email: [absent@hillside.wa.edu.au](mailto:absent@hillside.wa.edu.au)

Website: [www.hillside.wa.edu.au](http://www.hillside.wa.edu.au)

School App: SEQTA Engage (download from iTunes or the Google play store)

Skoolbag (download from iTunes or the Google play store)

## Conclusion

This booklet is not an exhaustive document and some aspects may change from time to time. Nevertheless, it is an introduction to the HillSide schooling community and provides some information about what happens in the Primary School.

For further information, please read the *Parent Handbook 2021*

Please feel free to discuss any questions or issues with your child's teacher.

Updated May 2021

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TEL: (08) 9453 2644  
E-MAIL: ADMIN@HILLSIDE.WA.EDU.AU  
WEBSITE: HILLSIDE.WA.EDU.AU  
ABN: 62 082 838 689

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HILLSIDE CHRISTIAN COLLEGE  
336 HAWTIN ROAD  
FORRESTFIELD 6058  
WESTERN AUSTRALIA

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A MINISTRY OF  
HILLSIDE CHURCH  
HILLSIDE.ORG.AU

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TO KNOWLEDGE, ADD WISDOM  
ESTABLISHED 1977