CURRICULUM PLAN

1. College Vision

To positively transform lives, in our school, in Jesus' name.

Our vision is threefold:

TRANSFORMATION – to bring abundant life in Jesus' name to every student and family in our care.
Romans 12:2: "Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect."

EDUCATION – effectively educating and supporting the students and families in our care, by applying successful professional educational and spiritual frameworks.
Proverbs 22:6: "Train up a child in the way he should go and when he is older he will not depart from it".

STRONG FOUNDATION – to lay the foundation for a successful life in the gospel, work, and relationships. We want to see our students become respectful citizens and eager contributors in the context of a diverse modern world.
Isaiah 54:13: All your children will be taught by the LORD, and great will be their peace.

2. College Mission

HillSide's purpose is to provide high quality, affordable Christian education for K-12 students in the local community and to provide opportunity for families to learn in a peaceful, Christ-centred environment, where there is meaning and security.

HillSide is a sanctuary where the Holy Spirit can minister to all members of the school community. Our central focus is to educate students who will be able to demonstrate

and enjoy respect. This respect will be threefold: respect for God, respect for others, and respect for self.

Our students demonstrate good manners and are courteous and compassionate towards all people. They are courageous in their decision making; these decisions may not always be popular, but will be righteous. They are more confident and caring as a result of being active contributors within, and outside of the HillSide community.

Our students have an understanding of fairness, justice and wisdom, to know right from wrong.

Our College promotes and equips students to become effective life-long learners, with strong resilience, flexibility, and problem-solving ability.

"He has shown you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly
with your God." Micah 6:8

3. College Strategic Priorities

The College's improvement is linked to six strategic priorities.

CULTURE	COMMUNITY
FORMATION	PEDAGOGY
LEADERSHIP	CURRICULUM

4. Philosophical Aims of the College

- To ensure that each child, and family, comes to a saving knowledge of Jesus Christ,

and becomes a more effective Christian witness;

- An emphasis on the individuality of the students and development of confidence and God-given talents;
- To promote self-discipline by training students to be consistent, appreciative, responsible and thorough in attitude, character and actions;
- To assist each student in seeking an individual purpose for life's service and necessary preparation for eternity, through emphasis on Biblical relevance;
- To help each child to learn how to live to honour the Lord by meeting their daily responsibilities;
- To produce academic excellence and a high standard of conduct at all times by all students.

5. Curriculum Context Statement

Curriculum delivery is at the core of the College's operations and business. Curriculum at HillSide is governed by several key stakeholders. These stakeholders can be identified as:

1. The College Board, which is the governing body as delegated by the HillSide Association, sets the strategic and philosophical direction of the College through the Strategic Plan and school policy;
2. School Curriculum Standards Authority (SCSA), which is administers and directs general legislated curriculum requirements and policy to all Western Australian schools, including HillSide;
3. The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent statutory authority that produces the Australian Curriculum (AC), the chief source document for teaching and learning;
4. The school community, which includes teachers, other staff, parents/carers and students, who all contribute in part to the planning, and consensus, centred around curriculum implementation and planning.

6. School Curriculum Policy

The College will implement the Australian Curriculum (AC) for Pre-Primary to Year 12, as set out by the School Curriculum and Standards Authority (SCSA). Kindergarten will use National Quality Standards (NQS) and the Early Years Learning Framework (EYLF) as its core planning documents in line with SCSA's K-10 Curriculum Outline. The College

authorizes and formulates its Christian curriculum using the Christian Education Publications (CEP) referenced to the College's Mission, including the *Statement of Faith*. Christian education uses Christian Schools Australia's (CSA) *"God's Big Story"* which is to be inculcated into curriculum planning.

The College's *Curriculum and Reporting Policy* provides more extensive detail in relation to implementation of the SCSA's syllabuses.

7. Scope of the Curriculum

For Years Pre-Primary to Year 10 at HillSide, teachers are required to programme, assess, and report from nine learning areas. Eight subjects are required in the Australian Curriculum, as interpreted by SCSA's Years K-10 syllabus. The ninth subject area is an additional subject, Christian Living, as determined at the local level. The curriculum areas taught in Pre-Primary to Year 10 are as follows:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Health and Physical Education
- Technologies
- Languages
- Christian Living

In addition to the nine subjects listed above, the College may also implement Work Studies for Years 9 and 10 as an optional subject.

Kindergarten students will be taught and assessed using the Early Years Learning Framework (EYLF), as outlined in SCSA's K-10 syllabus. Additional curriculum strategies can also be referenced from HillSide's *National Quality Standards (NQS) Improvement Plan* for Early Childhood, which more specifically addresses standards for Kindergarten.

For Years 11 and 12, SCSA is responsible for the structure and organisation of senior secondary courses, and determine how they integrate the Australian Curriculum content and achievement standards into their courses. They also determine the assessment and certification specifications for their courses that use the Australian Curriculum content and achievement standards and any additional information, guidelines and rules to satisfy local requirements.

8. School-based Planning

Curriculum is managed by the College Principal, who reports to the College Board and relevant government authorities. The Principal leads the executive team, which oversees the curriculum implementation, development and evaluation process of the College. The executive team includes the Principal, Deputy Principal (Primary), Business Manager, and Deputy Principal (Secondary).

The executive will manage the:

- Development, improvement and implementation of K-12 systematic curriculum, based on SCSA Scope and Sequence Curriculum, and College developed Christian curriculum;

- Full implementation of the Australian Curriculum according to the timeline contained in HillSide's *Curriculum, Assessment and Reporting Policy*;

- Learning plans in core subjects and school-based priorities which are developed, implemented and reviewed;

- Provision of more opportunity for innovation and inquiry within the curriculum;

- Allocation, monitoring and reviewing of resources and expenditure for learning areas, classrooms and curriculum initiatives;

- Performance management for teachers which will have a clear focus AITSL standards and associated teaching and learning improvement;

- Implementation of the Early Years Learning Framework for Kindergarten students;

- Audit of Early Childhood Education (K-2) and implementation the National Quality Standards (NQS) to improve curriculum delivery and improvement;

- Training, facilitation and utilization of SEQTA/Synergetic software to record and assist teachers to plan, assess and report on curriculum outcomes.

9. Curriculum Implementation – Phases of Development
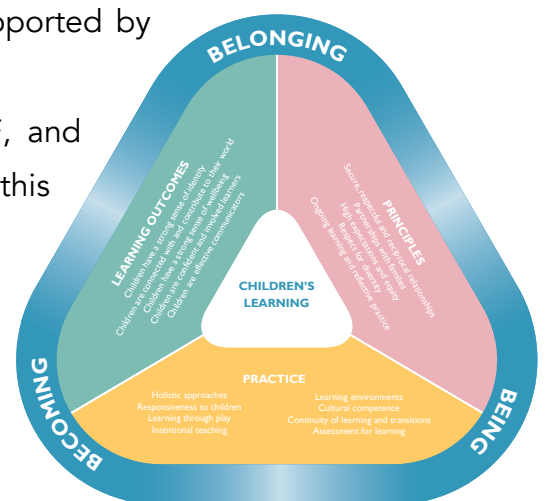
EARLY CHILDHOOD

KINDERGARTEN

At HillSide, the Early Years Learning Framework (EYLF) is implemented for Kindergarten students. This is the blue print for successful learning. This prioritises three key learning domains:

- Being – feeling safe, and developing new skills academically, socially, physically. This is interpreted through HillSide's Christian framework;
- Belonging – feeling part of our community. Recognising and appreciating the role of family and community in our lives. Having our own unique identity, and having a sense of the greater context of our environment, both at school and in the wider world;
- Becoming – helping each child to make a good start to their education. Literacy and Numeracy skills that will provide a sure platform for learning. Each student should develop a love of learning.

The Early Childhood "Quality Improvement Plan" audits practice and plans for improvement in relation to the NQS standards, which articulate specific elements of improvement with recommendations to be implemented in Kindergarten.

For our Kindergarten students, the following practices will be followed:

- Teachers will use the EYLF for planning, designing and reviewing curriculum;
- The teaching and learning programme will be supported by well-resourced classrooms and learning spaces;
- Kindergarten Semester Reports will use the EYLF, and portfolios will incorporate outcomes from this document;
- Teachers will undertake professional development in the EYLF;
- Parents and caregivers will receive information about early childhood curriculum directions and initiatives.

- Teachers will implement the Australian Curriculum as per SCSA's K-10 Outline;

- Continue to focus on "Inquiry Approach" in teaching pedagogy;

- Implement the recommendations of HillSide's Early Childhood *"Quality Improvement Plan"* (NQS) and review this document;

- Literacy and Numeracy pointers document showing the key check points and content descriptors for transition from Pre-Primary to Year 1 is used mid-year to map the progress and performance of students in these years. Teachers use the document as a collaborative tool in meeting student need and key core subject outcomes;

- Focus and teach using SCSA's *K-10 Outline* and addressing all content descriptors;

- Set up Curriculum Adjustment Plan (CAP) in the classroom to support ESL students to access curriculum where necessary;

- Provide extension opportunities for those students of higher learning proficiency;

- Sight words and spelling programme is linked to Dianna Rigg programme to improve transition to primary school language curriculum.

- PAT Testing in Reading and Mathematics in late Term 3, which is analysed by teachers to inform teaching.

PRIMARY

- Teachers will implement the Australian Curriculum using SCSA's K-10 Outline;

- Teachers upload all programmes of work to SEQTA for all learning. The Deputy Principal will monitor and review planning to ensure effectiveness;

- Professional learning will focus on systematic curriculum delivery and opportunities for dialogue, debate and collaboration will be scheduled and implemented in order to map, present and develop P-6 curriculum;

- All teachers use SCSA's *Scope and Sequence Charts* to ensure breadth of curriculum delivery. These are attached to the teacher's programme of work on SEQTA.

LEARNING AREAS - PRIMARY SCHOOL – YEARS 1 TO 6

In all eight learning areas the Australian Curriculum (AC) will be implemented. Teachers will plan, assess and teach using SCSA syllabuses in order to meet the AC content descriptors in all modes of study. Christian Living will use the *CEP "Connect Series"* for curriculum outlines. CSA's *"God's Big Story"* to be inculcated into curriculum narrative.

Specific initiatives will be applied to all subject areas listed below (refer also to *Curriculum, Assessment and Reporting Policies*).

Christian Living

- Continue implementation of CEP "Connect Series".
- Chaplains assist teacher with teaching and learning programme, including classroom visits and curriculum assistance.
- "Buzz" social training programme across primary school.

English

- Spelling Years 1-6 will use *Dianna Rigg* for planning and implementation.
- Continue to develop Reading resources based on Oxford Reading series.
- Teachers undertake moderation of English modes at professional learning sessions.
- Analyse NAPLAN and PAT and adapt teaching and learning to areas of need identified.
- Learning Den (SAER) to focus on providing Reading, Spelling and Writing support to students identified through standardized testing and teacher judgement.
- Continue to develop English resources, utilizing the budget available to increase teaching and learning materials.

Health and Physical Education

- Sports shed to be audited and equipment ordered to support PE programme.
- Additional rich experiences via WACSSA primary sports' calendar.
- Specialist PE teacher to deliver all curriculum Years 1-6: 120 minutes per week for each class.

Humanities and Social Sciences

- Continue to purchase class-based resources to support subject area.
- Online support materials investigated as main resource.

Languages

- Continue with sister school relationship to provide native Spanish speakers to assist in the teaching and learning programme.

- Philippines overseas trip opportunity in 2024.

Mathematics

- Implement Mathletics' textbook and associated learning strategies.
- Additional support from Learning Den staff to supplement Mathematics' curriculum implementation.
- NAPLAN and PAT testing to be used for review and improvement of teaching and learning.
- Continue to develop Mathematics' resources, utilizing the budget available to increase teaching and learning materials.
- Learning Den (SAER) to focus on providing Number support to students identified through standardized testing and teacher judgement.

Science

- *Primary Connections* available for use by teachers as the main resource for Years 1-6 Science.
- CSA's *God's Big Story* to be a particular focus in this subject area.
- Spending on resources to be purchased to supplement programme.
- Classroom learning space allocated for teacher use.
- PAT testing to be used for review and improvement of Science teaching and learning.

Technologies

- Specialist ICT support teacher (additional DOTT periods).
- SEQTA support for staff provided by teacher.
- All teachers Years 1-6 take an additional one session per week in ICT room (at a minimum).
- 1:1 Apple Device programme for Years 4-12.

The Arts

- Music specialist to deliver music context minimum one lesson per week per class.
- Music Club to operate before and after school.

LEARNING AREAS - SECONDARY SCHOOL – YEARS 7 TO 12

- Teachers upload all programmes of work onto SEQTA.
- SEQTA is used for marks book, assessment, programming, and semester reporting.
- Teachers review curriculum implementation and provide analysis at weekly staff and professional development meetings.
- SCSA calendars and compliance is managed by Deputy Principal and staff is part of related aspects of implementation.
- Exam timetables and format is set by Executive according to the Term Planners through liaison and input from teaching and executive staff.
- VET Certification is made through HIT and iVET. Memorandums of Understanding (MOA) are signed in time for the start of the school year.
- SCSA compliance declarations are used as the framework for compliance for ATAR, VET and General course provision.
- Students are counselled and courses tailored to SCSA standards to ensure a high level of WACE achievement is made.
- All teacher delivering General and ATAR courses submit *Course Outline* and *Assessment Outline* to Deputy Principal for SCSA compliance and effective delivery of courses to Years 11/12 by the end of Week 1, Term 1.
- See the table in APPENDIX TWO.

LEARNING AREAS - TIME ALLOCATION PRE-PRIMARY TO YEAR 10 (TEACHING GUIDE)

Mathematics

ACARA's minimum time allocation for Mathematics are followed. These are:

	Year Level										
	PP	1	2	3	4	5	6	7	8	9	10
Minutes per week	288						256		192		
Teaching Allocation	18%						16%		12%		

Please note: Years11-12 Refer to WACE and VET standards per subject selected.

English

ACARA's minimum time allocation for English are followed. These are:

	Year Level										
	PP	1	2	3	4	5	6	7	8	9	10
Minutes per week	432				352		320		192		
Teaching Allocation	27%				22%		20%		12%		

Please note: Years11-12 Refer to WACE and VET standards per subject selected.

Science

ACARA's minimum time allocations for Science are followed. These are:

	Year Level										
	PP	1	2	3	4	5	6	7	8	9	10
Minutes per week	64			112				160		192	
Teaching Allocation	4%			7%				10%		12%	

Please note: Years11-12 Refer to WACE and VET standards per subject selected.

Health and Physical Education

ACARA's minimum time allocations for Health and Physical Education are followed. These are:

	Year Level										
	PP	1	2	3	4	5	6	7	8	9	10
Minutes per week	128										
Teaching Allocation	8%										

Please note: Years11-12 Refer to WACE and VET standards per subject selected.

Technologies

ACARA's minimum time allocations for Technologies are followed. These are:

	Year Level										
	PP	1	2	3	4	5	6	7	8	9	10

Minutes per week	32	64	96	128	64 (optional)
Teaching Allocation	2%	4%	6%	8%	4% (optional)

Please note: Years11-12 Refer to WACE and VET standards per subject selected.

The Arts

ACARA's minimum time allocations for the Arts are followed. These are:

	Year Level										
	PP	1	2	3	4	5	6	7	8	9	10
Minutes per week	64			80				128		128 (optional)	
Teaching Allocation	4%			5%				8%		8% (optional)	

Please note: Years11-12 Refer to WACE and VET standards per subject selected.

Humanities and Social Sciences

ACARA's minimum time allocations for History are followed. These are:

	Year Level										
	PP	1	2	3	4	5	6	7	8	9	10
Minutes per week	32			64				80			
Teaching Allocation	2%			4%				5%			

Please note: Years11-12 Refer to WACE and VET standards per subject selected.

ACARA's minimum time allocations for Geography are followed. These are:

	Year Level										
	PP	1	2	3	4	5	6	7	8	9	10
Minutes per week	32			64				80 (Year 9/10 optional)			
Teaching Allocation	2%			4%				5% (Year 9/10 optional)			

Please note: Years11-12 Refer to WACE and VET standards per subject selected.

ACARA's minimum time allocations for Economics/Business are followed. These are:

	Year Level										
	PP	1	2	3	4	5	6	7	8	9	10
Minutes per week	No curriculum					32					32 (optional)
Teaching Allocation	No curriculum					2%					32 (optional)

Please note: Years11-12 Refer to WACE and VET standards per subject selected.

ACARA's minimum time allocations for Civic/Citizenship are followed. These are:

	Year Level										
	PP	1	2	3	4	5	6	7	8	9	10
Minutes per week	No curriculum			32							32 (optional)
Teaching Allocation	No curriculum			2%							2% (optional)

Please note: Years11-12 Refer to WACE and VET standards per subject selected.

Languages

ACARA's minimum time allocations for Languages are followed. These are:

	Year Level										
	PP	1	2	3	4	5	6	7	8	9	10
Minutes per week	80								128		128 (optional)
Teaching Allocation	5%								8%		8% (optional)

Please note: Years11-12 Refer to WACE and VET standards per subject selected.

10. Secondary Learning Time Allocations

The following minutes per week are allocated to subject (learning) areas for Years 7-12.

Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	220	220	220	220	6 X subjects @ 220 m	6 X subjects @ 220 mins
Mathematics	220	220	220	220		
Science	220	220	220	220	+ PE @ 110 mins	+ PE @ 110 mins
HASS	220	220	220	220		
Health & PE	165	165	165	165	+ Study @ 110 mins	+ Study @ 110 m
The Arts	165	165	165 (if applicabl	165 (if applicable		
Technologies	165	165	165 (if applicabl	165 (if applicable	+ Christian Living	+ Christian Livin
Languages	110	110	110 (if applicabl	110 (if applicable	@ 110 mins	@ 110 mins
Christian Living	165	165	165	165		
Total Minutes	1650	1650	1650	1650	1650	1650

11. Meeting student need

Students at educational risk

Teachers are aware of, and provide for, students whose schooling backgrounds vary due to their:

- language differences;
- cultural backgrounds;
- sex;
- ability;
- medical reasons.

All children are provided with the opportunity to reach their full potential. Some, however, may require Individual Education Plans (IEP) and so receive extra resources. These students work on modified plans.

Curriculum Adjustment Plans (CAP) are also developed and written by the classroom teacher either for specific individual students who do not meet normal disability criteria,

but who benefit from a programme tailored to their needs. Also, group education plans can be met through CAP development and implementation.