

# EUDUNDA AREA SCHOOL



## **2024 CURRICULUM GUIDE** Primary School



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## CONTEXT AND FACILITIES

At Eudunda Area School we provide a safe and inclusive supportive learning environment, where we strive to foster a positive and productive mindset through our school values of Commitment, Understanding, Respect, Integrity, Responsibility and Friendship. We promote lifelong learning and the development of leaders. We understand that each individual can positively contribute and add value to the school community and the wider community.

Students are provided with every opportunity to be successful through extensive learning opportunities both inside and outside the classroom. Our curriculum is diverse and we are renowned for innovations in sustainable features and caring for the environment as well as using the community as a partner in learning.

We are well served by our facilities having a Technology workshop, Automotive workshop, Home Economics centre, Art Studio, Gymnasium, Science Laboratories, Cafe with Barista equipment, Agriculture block and Library. As well as the formal curriculum, our school offers a range of extra-curricular activities catering for a range of students interests. This includes camps such as Bushwalking, Aquatics, Sustainability, Snow trips, Royal Adelaide Agriculture show, cultural camps and excursions/incursions to a multitude of curriculum and lifelong learning opportunities.



# EUDUNDA AREA SCHOOL TEACHING STAFF



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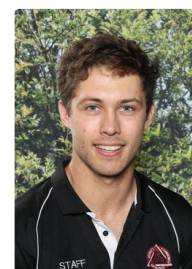
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# PRIMARY FOUNDATION TO YEAR 6

A typical day in Eudunda Area School classroom may include:

	JUNIOR PRIMARY (F-2)	UPPER PRIMARY (3-6)
BLOCK 1	<ul style="list-style-type: none"> <li>• Group Time &amp; Morning Routines</li> <li>• Daily Review</li> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Grammar/Morphology/Spelling</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Review</li> <li>• Phonics</li> <li>• Grammar/Morphology/Spelling</li> <li>• Writing</li> <li>• Guided Reading</li> </ul>
BLOCK 2	<ul style="list-style-type: none"> <li>• Daily Review</li> <li>• Numeracy Activities</li> <li>• Big Ideas in Number</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up</li> <li>• Focus Lesson</li> <li>• Guided Practice</li> <li>• Reflection/Review</li> <li>• Big Ideas in Number</li> </ul>
BLOCK 3	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Science</li> <li>• HASS</li> <li>• Design &amp; Technologies</li> <li>• Health &amp; PE</li> <li>• Positive Education</li> <li>• STEM</li> <li>• AUSLAN</li> <li>• Fine Motor Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Science</li> <li>• HASS</li> <li>• Design &amp; Technologies</li> <li>• Health &amp; PE</li> <li>• Positive Education</li> <li>• STEM</li> <li>• AUSLAN</li> <li>• Agriculture</li> </ul>

The Australian Curriculum is designed to help all young Australians to become successful learners, confident and creative individuals, and active and informed citizens. Presented as a developmental sequence of learning from Foundation-Year 10, the Australian Curriculum describes to teachers, parents, students and others in the wider community what is to be taught and the quality of learning expected of young people as they progress through school.

The three-dimensional design of the Foundation – Year 10 Australian Curriculum recognises the importance of disciplinary knowledge, skills and understanding alongside general capabilities and cross-curriculum priorities.

Disciplinary knowledge, skills and understanding are described in the eight learning areas of the Australian Curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages. The later four learning areas have been written to include multiple subjects, reflecting custom and practice in the discipline. In each learning area or subject, content descriptions specify what young people will learn, and achievement standards describe the depth of understanding and the sophistication of knowledge and skill expected of students at the end of each year level or band of years.





# ENGLISH



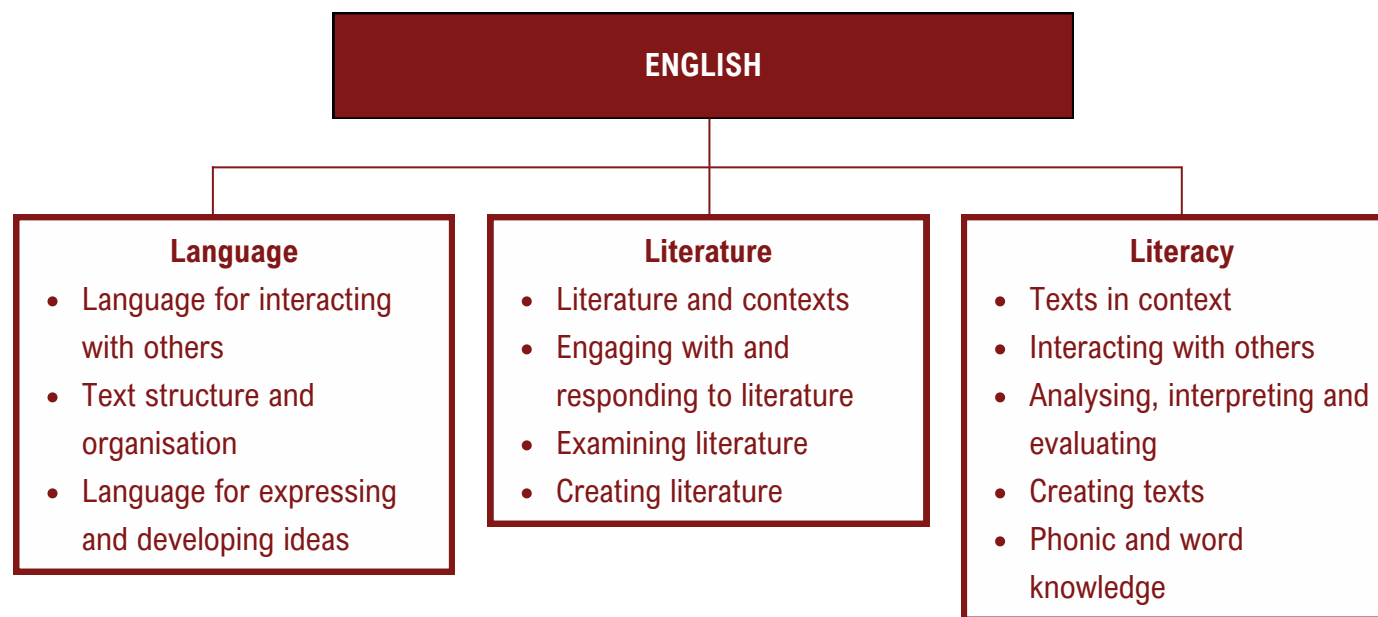
The Australian Curriculum: English Foundation to Year 6 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Each strand interacts with and enriches the other strands in creative and flexible ways.

Together, the three strands form an integrating framework of disciplinary knowledge and focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 6.

The three strands are:

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literary texts
- **Literacy:** expanding the repertoire of English usage

English aims to ensure that students: learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.





At Eudunda Area School our vision is for students to receive high quality teaching in Literacy to support their development of rich literacy knowledge, understanding and skills. Students will develop a positive mindset towards English and Literacy, and the ability to apply communication skills confidently in their daily lives.

Eudunda Area School implements a structured literacy approach which emphasis highly explicit and systematic teaching of all-important components of literacy. These components include both foundational and higher level literacy skills ranging from decoding and spelling through to reading comprehension and written expression. Our structured literacy approach also emphasis oral language abilities including phonemic awareness, sensitivity to speech sounds in oral language and the ability to manipulate those sounds.

## READING

Eudunda Area School incorporates all five components of reading, in addition to provide a strong foundation in oral language and a knowledge rich curriculum.

### Five Essential Skills for Reading:

1. **Phonemic Awareness:** The ability to identify and manipulate the distinct individual sounds in spoken words.
2. **Phonics:** The ability to decode words using knowledge of letter-sound relationships.
3. **Fluency:** Reading with accuracy, speed and expression.
4. **Vocabulary:** Knowing the meaning of a wide variety of words and the structure of written language.
5. **Comprehension:** Understanding the meaning and intent of the text.

## PHONEMIC AWARENESS & PHONICS

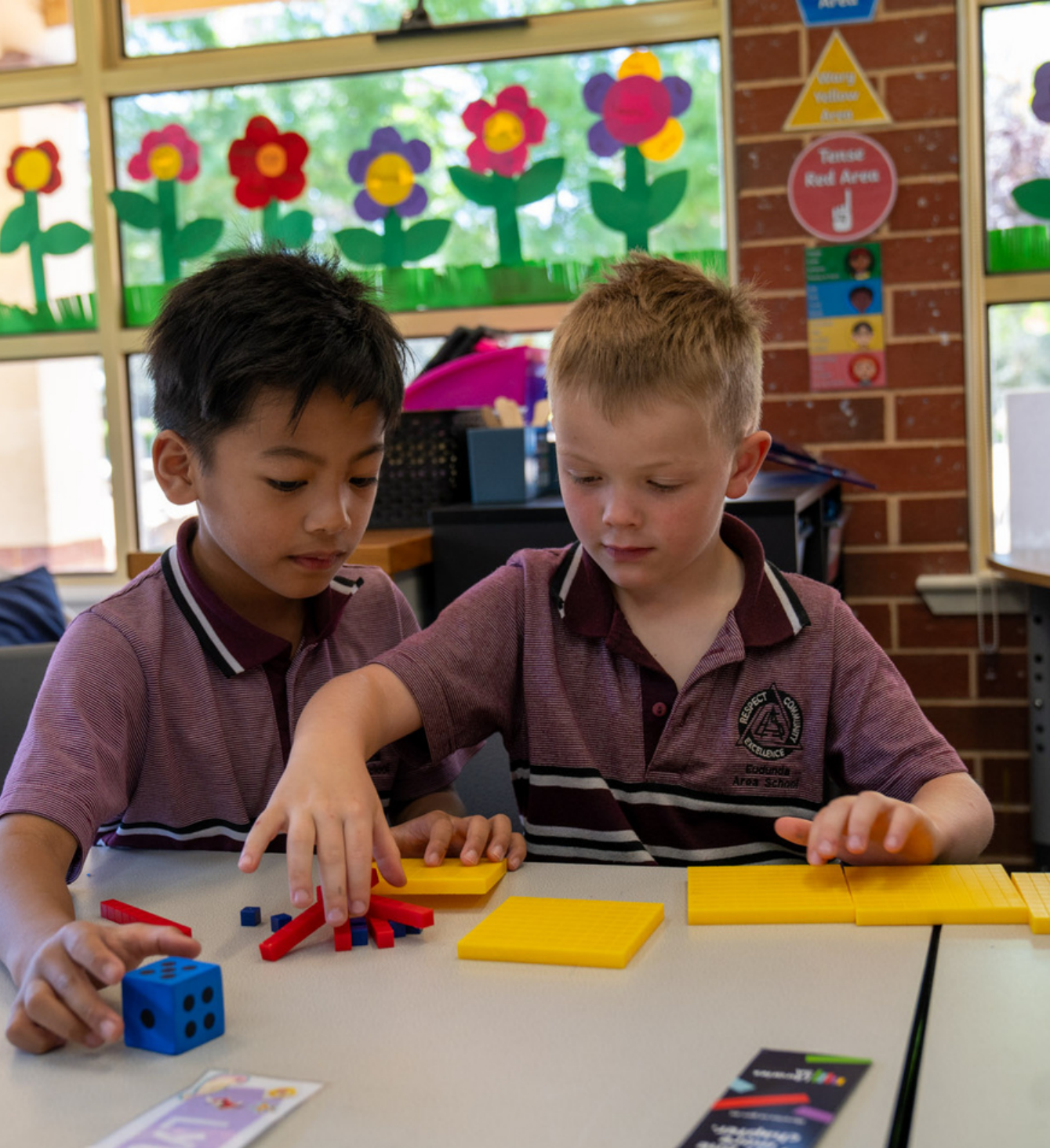
Teachers at EAS implement Heggerty daily which is highly structured and systematic direct instruction program focusing on phonemic awareness. Literacy Daily reviews are also incorporated into our daily routines to revise skills focused on.

- Phonemic awareness
- Phoneme-grapheme correspondences
- Morphology and spelling patterns
- Decoding and encoding
- High Frequency words
- Fluency
- Vocabulary
- Etymology

## WRITING

The Writing Revolution (TWR) is an explicit method of teaching writing as well as content through scaffolded instructions. Teachers of EAS will adapt TWR's strategies and activities across all subjects to their pre-existing curriculum and incorporate them into their content instruction. TWR's method rests on six basic principles.

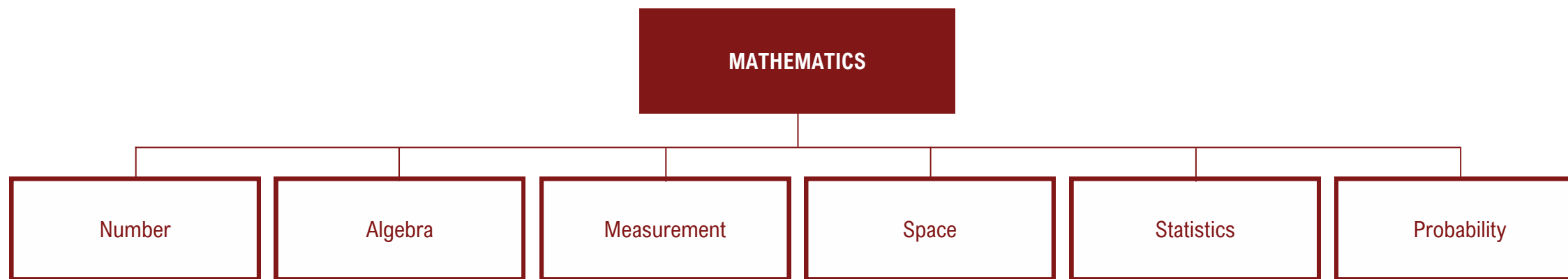
1. Students need explicit instruction in writing, beginning in the early foundational grades.
2. Sentences are the building blocks of all writing.
3. When embedded in the content of the curriculum, writing instruction is a powerful teaching tool.
4. The content of the curriculum drives the rigor of the writing activities.
5. Grammar is best taught in the context of student writing.
6. The two most important phases of the writing process are planning and revising.



# MATHEMATICS

Mathematics creates opportunities for and enriches the lives of all Australians. According to the Australian Curriculum, Mathematics provides students with essential mathematical skills and knowledge in number, algebra, measurement, space, 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.

In Mathematics, the key ideas are the proficiency strands of understanding, fluency, problem-solving and reasoning. The proficiency strands describe the actions in which students can engage when learning and using the content.



At Eudunda Area School our vision is for students to receive high quality teaching in mathematics to support their development of rich mathematical knowledge, understanding and skills. Students will develop a positive mindset towards maths and numeracy, and the ability to apply mathematical skills confidently in their daily lives.

At Eudunda Area School we believe it is essential to present a coherent whole school approach to teaching and improvement in numeracy, guided and informed by quality learning design, assessment and moderation.

## MATH PATHWAYS

In years 5 and 6 students participate in an online program called Math Pathways. This program has a cycle of sequential learning that stems from making individualised learning for each student based on diagnostic testing.

It utilises self-paced learning where students develop understanding of math concepts while fostering increased growth and engagement in their mathematics learning.

**Diagnostics** – Initial test to obtain prior knowledge

**Module** – Sequential lessons based on new learning

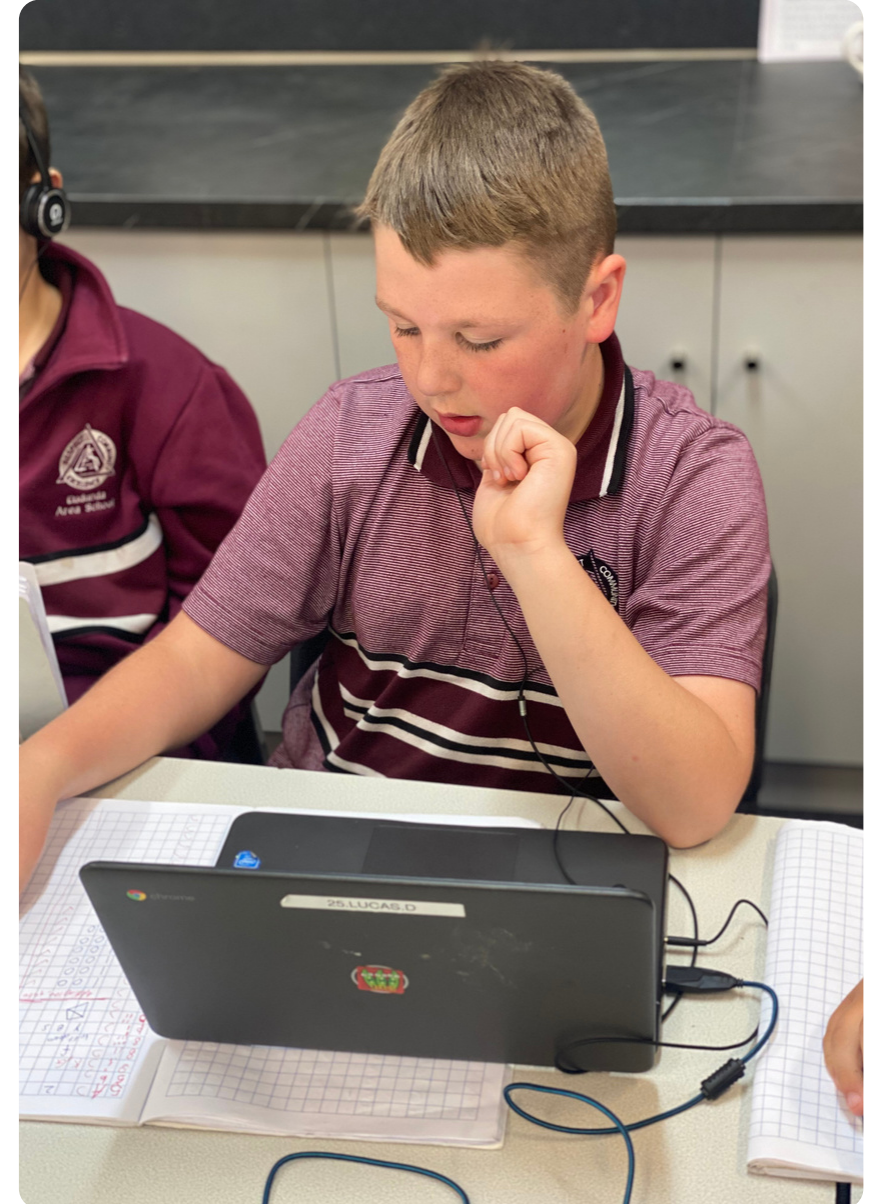
**Test** – Questions based on learning

**Check In** – Reflection on progress and goal setting

**Mini Lessons** – Small group focused teaching

**Rich Learning** – Problem solving and critical and creative thinking

**Targeted Intervention** – 1-1 teaching to overcome student misconceptions



**BIG IDEAS IN NUMBER**

The Big Ideas in Number is a framework of 6 numeracy concepts providing the foundation for developing number sense. Number sense is fundamental to mathematical learning. The Big Ideas in Number support the development of number sense focusing on the number and algebra strand in the Australian Curriculum.

All students in F-6 attend two Big Ideas in Number lessons each week which focus on the key areas.



BY THE END OF	BIG IDEA	INDICATED BY
FOUNDATION	Trusting the Count	Access to flexible mental objects for the numbers to ten based on part-part-whole knowledge derived from subitising and counting
YEAR 2	Place-Value	Capacity to recognise and work with place-value units and view larger numbers as counts of these units rather than collections of ones. Appreciates structure in terms of '10 of these is 1 of those'
YEAR 4	Multiplicative Thinking	Initial Ideas – Works with multiple representations of multiplication and division (e.g., the 'for each', 'times as many' and 'area' ideas). Moving to factor-factor-product idea, efficient strategies for multiplication facts
YEAR 6	Partitioning	Uses partitioning strategies to construct line and areas models for fractions and decimals, uses representations to compare, order and locate fractions and decimals on number lines, recognise that numbers can be divided to create new numbers, solves simple problems involving fractions
YEAR 8	Proportional Reasoning	Ability to recognise and work with an extended range of concepts for multiplication and division including rate, ratio, percent, solves problems involving intensive quantities and proportional relationships
YEAR 10	Generalising	Capacity to recognise and represent patterns and relationships in multiple ways including symbolic expressions, devise and apply general rules and properties

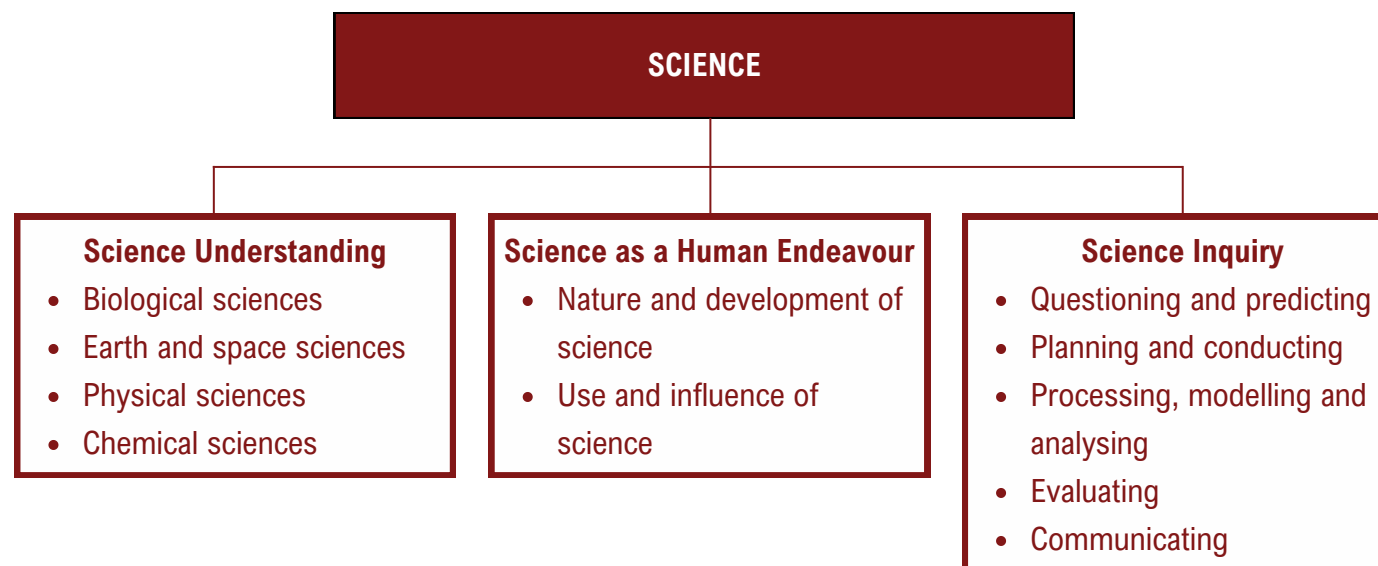
From the Assessment for Common Misunderstandings (Siemon, 2006; Siemon et al, 2012)

# SCIENCE



Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

The Australian Curriculum Science Curriculum comprises of three interrelated strands: science understanding, science as a human endeavour and science inquiry skills and four sub strands:



**BIOLOGICAL LIVING**

The biological sciences sub-strand is concerned with understanding living things. The key concepts developed within this sub-strand are that: a diverse range of living things have evolved on Earth; living things are interdependent and interact with each other and their environment; and the form and features of living things are related to the functions that their body systems perform.

**CHEMICAL SCIENCES**

The chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances. The key concepts developed within this sub-strand are that: the chemical and physical properties of substances are determined by their structure and range of scales; substances change and new substances are produced by rearranging atoms through atomic interactions and energy transfer.

**EARTH & SPACE SCIENCES**

The earth and space sciences sub-strand is concerned with Earth’s dynamic structure and its place in the cosmos. The key concepts developed within this sub-strand are that: Earth is part of an astronomical system; Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes and human use of resources.

**PHYSICAL SCIENCES**

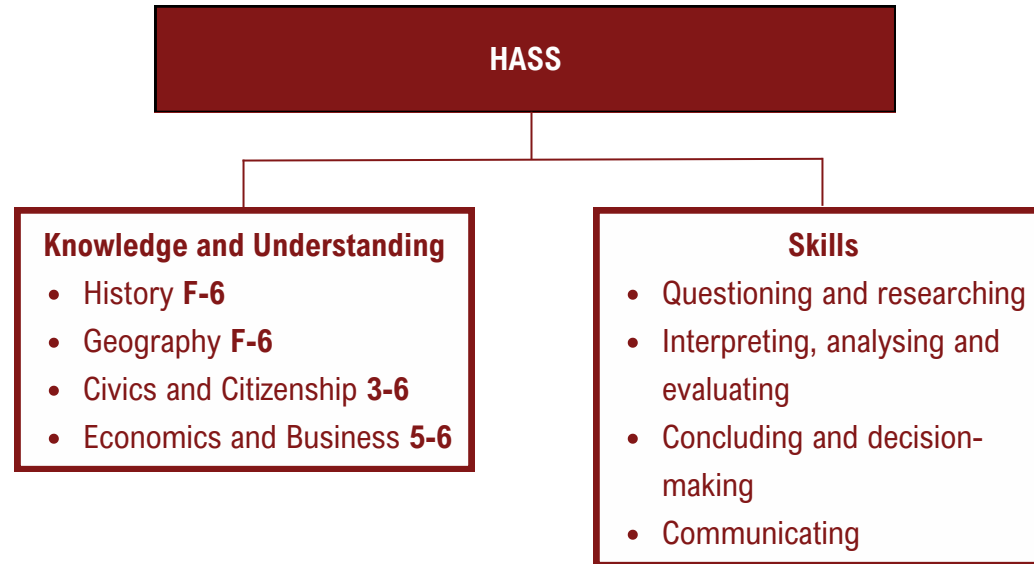
The physical sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. The two key concepts developed within this sub-strand are that: forces affect the behaviour of objects; energy can be transferred and transformed from one form to another.





# HASS

Each of the four sub-strands in the Humanities and Social Sciences has its own way of thinking. According to the Australian Curriculum, Humanities and Social Sciences focuses on developing students’ ability to apply concepts of disciplinary thinking. The concepts of disciplinary thinking for each of the sub-strands are outlined below:



**HISTORY**

Students explore sources, continuity and change, cause and effect, significance, perspectives, empathy and contestability.

**GEOGRAPHY**

Students explore place, space, environment, interconnection, sustainability and change, applying this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

**CIVICS AND CITIZENSHIP**

Students discuss government and democracy, laws and citizens, and citizenship, diversity and identity.



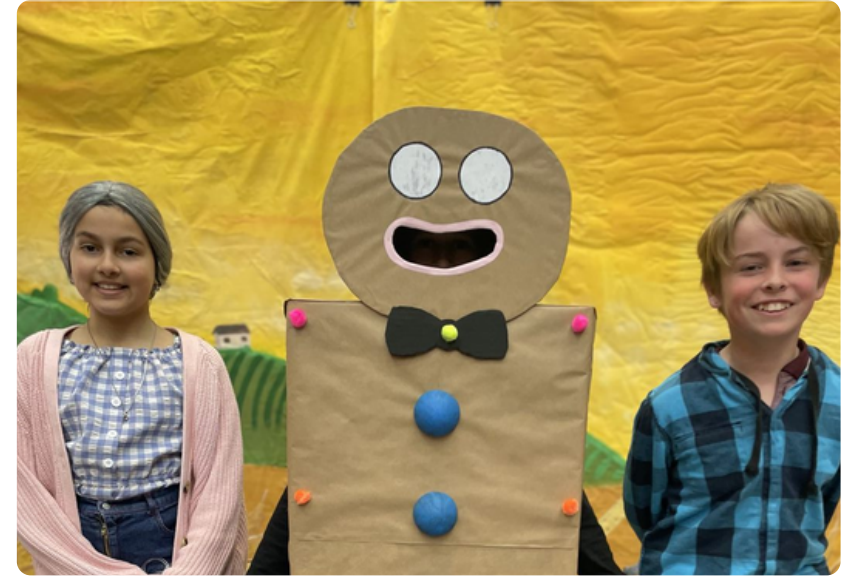
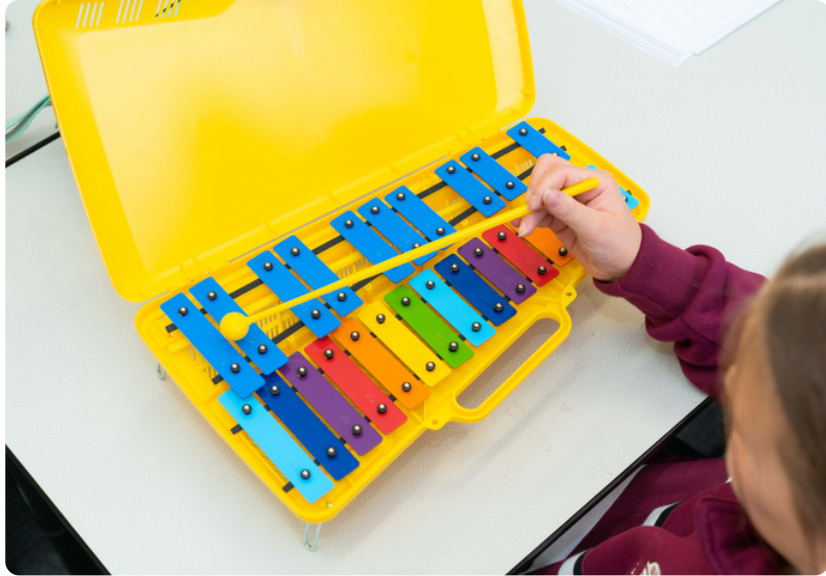
# SPECIALIST LEARNING AREA **AUSLAN**

The aim of this national curriculum is to make this learning opportunity accessible in a systematic manner to students around Australia. Language learning is life enhancing. This national curriculum offers all Australian students the opportunity to benefit from the social, cultural, intellectual and emotional development that will result from learning the unique and sophisticated visual-gestural language of the Australian Deaf community.

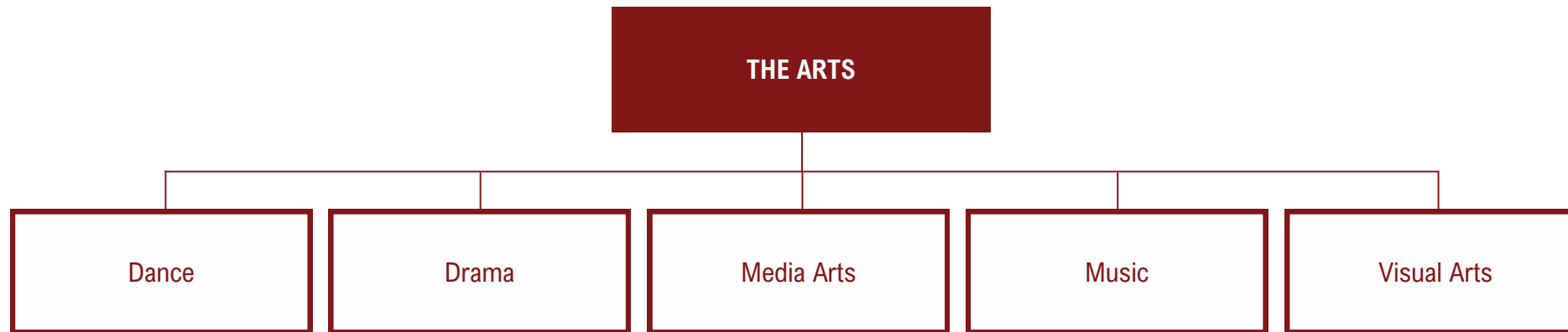
### Learning Auslan:

- Broadens students' understanding that each language is an integrated, evolving system for the framing and communication of meaning; and encourages understanding of the role of language as an expression of cultural and personal identity and a shaper of perspectives
- Contributes to the overall curriculum intent by providing distinctive real-life and intellectual opportunities for students to expand their engagement with the wider world and to reflect on the cultural and social assumptions that underpin their own world view and language use. Such awareness of different perspectives is an integral part of effective communication
- Contributes to the development of critical thinking and the ability to adapt to change and equips students with learning strategies and study habits that are the foundation not only for lifelong learning but also for any subsequent language learning

# SPECIALIST LEARNING AREA THE ARTS



The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places. Participating in quality arts experiences and practices enriches our social and emotional wellbeing.



The Arts comprises five subjects:

### DANCE

Students use the body to communicate and express meaning through purposeful movement.

### DRAMA

Students create, perform and respond to drama as artists and audiences.

### MEDIA ARTS

Students use images, sound, text, interactive elements and technologies to creatively explore, produce and interpret stories about people, ideas and the world around them.

### MUSIC

Students listen to, compose and perform music from a diverse range of styles, cultures, traditions and contexts.

### VISUAL ARTS

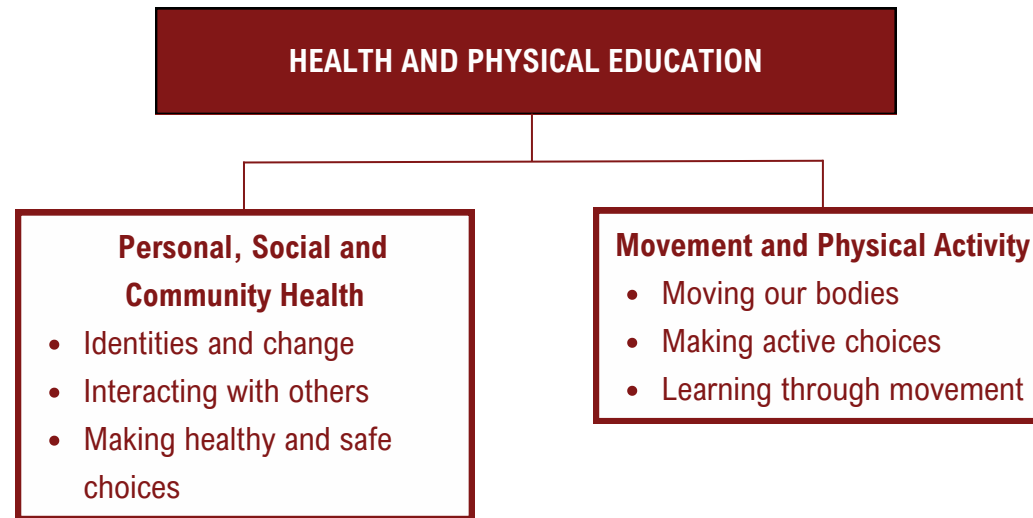
Students learn in, through and about visual arts practices, including the fields of art, craft and design.

# SPECIALIST LEARNING AREA HEALTH & PHYSICAL EDUCATION



## Specialist Learning Area - Health & Physical Education

Health and Physical Education is organised into two content strands: personal, social and community health and movement and physical activity. Each strand contains content descriptions which are organised under three sub-strands.



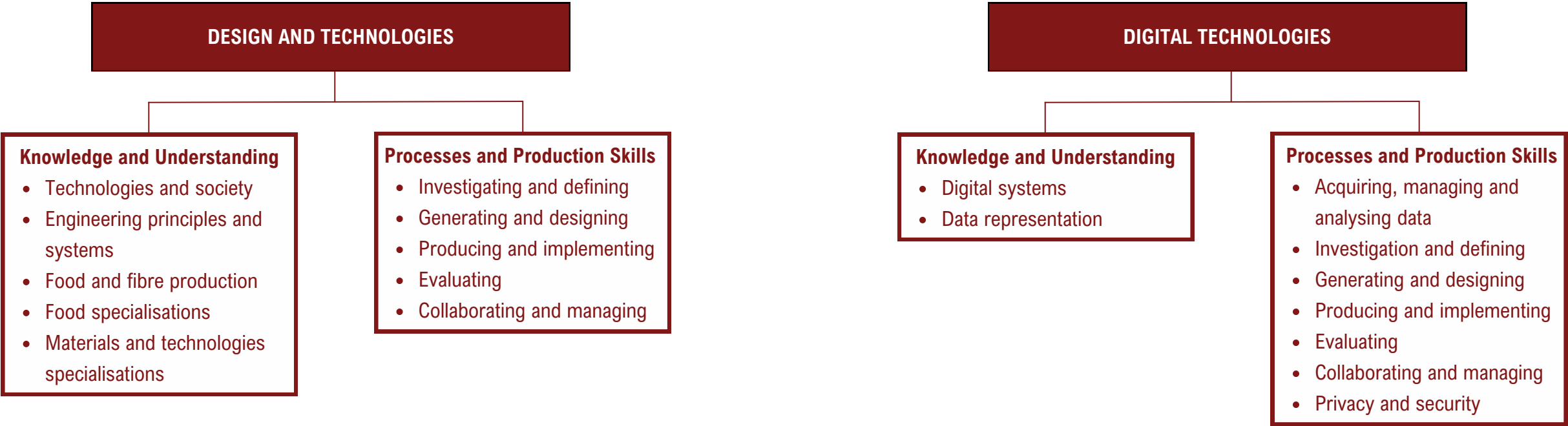


# SPECIALIST LEARNING AREA TECHNOLOGIES



The Technologies Curriculum is broken into two subjects: Design and Technology and Digital Technologies.

The curriculum for each of Design and Technologies and Digital Technologies describes the distinct knowledge, understanding and skills of the subject. Students should have the opportunity to develop a comprehensive understanding of traditional, contemporary and emerging technologies. There is flexibility for schools to develop teaching programs that integrate both Technologies subjects and other learning areas. This may be particularly important for primary school programs.

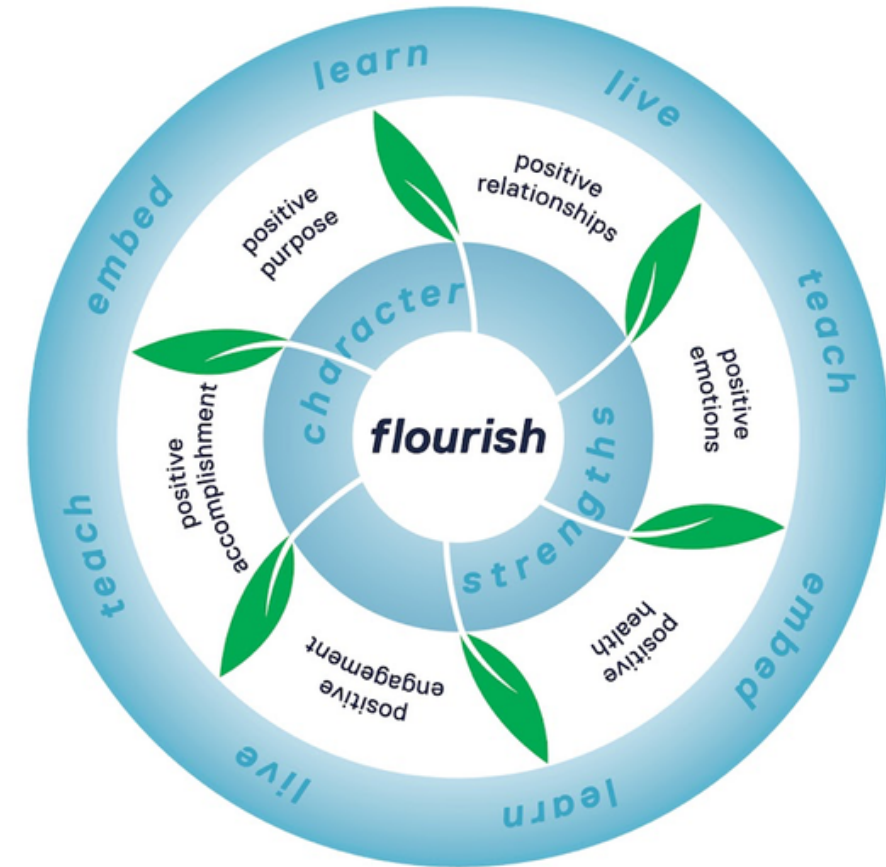


# SPECIALIST LEARNING AREA **POSITIVE EDUCATION**



“Positive Education brings together the science of positive psychology with best-practice teaching and learning to encourage and support schools and individuals within their communities to flourish.”

Positive Education is based on the premise that what we do matters – that experiencing positive mental health and wellbeing in adolescence, along with learning skills and knowledge that help maintain this positive mental health and address mental health difficulties, will contribute to becoming a fully engaged young adult in society. This was supported empirically through an analysis of 1000 participants in the Australian Temperament Project (O'Connor et. al, 2016), one of Australia's most representative and longest running studies of social and emotional development. O'Connor found that positive mental health in adolescence was associated with indicators of career progression and taking on citizenship responsibilities (volunteering and civic activities) over a decade later. In this way, Positive Education is all about 'learning to flourish'.



# EXTRA-CURRICULAR OPPORTUNITIES



At EAS we offer a variety of extra-curricular opportunities for students outside of the normal lessons. Some of these include:

- Activities Week
- Agriculture
- Assemblies
- Australian Mathematics Completion
- Colour Run (Every two years)
- Choir
- Gymkhana
- Hot Shot Tennis
- ICAS Testing
- Incursions
- Instrumental Lessons – Guitar, Drums and Piano
- Jump Rope for Heart
- Lightning Carnival
- Performances
- Premiers Be Active Challenge
- Premiers Reading Challenge
- Primary Concert (Every two years)
- SAPSASA Athletics/Sports
- SAPSASA Cross Country
- School Camps
- School Excursions
- Sports Day
- Student Leadership Committee
- Swimming Carnival
- Swimming Lessons
- Year 6 Graduation

# EXTRA-CURRICULAR OPPORTUNITIES

At EAS we have a variety of celebration days and special weeks throughout the year, these include:

- Book Week
- Harmony Day
- NAIDOC week
- National Simultaneous Story time
- National Walk Safely to School Day
- Physical Education Week
- Reconciliation Week
- Science Week
- Wellbeing & Diversity Celebrations



# TRANSITION

## FOUNDATION TRANSITION

Starting school is an exciting milestone for your child. To ensure your child settles well into school life, they have a positive experience and develops friendship we work closely with the local pre-school for a smooth transition to school.

Our transition program includes 4 visits across term 4. These visits are built up over time from half day visits to full days so students can learn the structure and routines of school.

Across the year, the Pre-School and School develop strong relationships by the school attending the pre-school once per time for a visit. This allows the Foundation students currently at school to develop friendships with the students starting school the following year. The Pre-School also attends the AG block, various performances and extra-curricular activities at the school including participating in our annual book week parade.

## YEAR 7 TRANSITION

To ensure smooth pathways for students at and entering Eudunda Area School, we aim to provide clear communication, create safe, welcoming learning environments and cater for the needs of all learners. To do this we feel that it is important to know each child's strengths and weaknesses, likes and dislikes. Conversely, it is important that students have a clear understanding of our school values, what this looks like in action, and a knowledge of the expectations we have for all learners at Eudunda Area School.

There are 2 transition visits and an information session for families with a BBQ dinner in term 4. These days provide an excellent opportunity for children to gain further insight into school routines and some of the subjects they will be undertaking. The program is designed to be informative, enjoyable and to familiarise your child with the school before they start the following year. It is an opportunity for the students to meet the staff and interact with others in a positive environment.



## ASSESSMENT

At Eudunda Area School primary staff monitor students' progress through Formative and Summative assessment tasks.

**Formative Assessment** is to monitor student learning to provide ongoing feedback so students can improve their learning. This helps students to identify their strengths and weaknesses and target areas that need work and to recognise where students are struggling and address problems immediately.

**Summative Assessment** is a method of evaluation performed at the end of a unit or term, allowing teachers to measure a students' understanding against standardised criteria.

## REPORTING

Parent/teacher/student interviews are conducted at the ends of term 1 and 3.

Every student will receive a written report at the end of Semester 1 (term 2) and end of Semester 2 (term 4). These reports will help you understand how your child is progressing and how schools support your child's development.

### What do A-E grades mean?

A–E grades or word equivalents are used by teachers to report students' achievement against the Australian Curriculum achievement standards. The grades describe a range of achievement from minimal to excellent. The following table describes each grade in words.

	IN RELATION TO THE ACHIEVEMENT STANDARD, YOUR CHILD...
A	is demonstrating excellent achievement of what is expected at this year level.
B	is demonstrating good achievement of what is expected at this year level.
C	is demonstrating satisfactory achievement of what is expected at this year level.
D	is demonstrating partial achievement of what is expected at this year level.
E	is demonstrating b achievement of what is expected at this year level.



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