



**HAWKESDALE
P12 COLLEGE**

**Foundation to Year 6
Curriculum Handbook**

2021

Curriculum Overview

As a proud government school, teaching and learning at Hawkesdale happens within the Victorian F-10 Curriculum. Our school offers a safe, caring and fun learning environment for all students from Year Foundation to Year 12. We have high learning expectations for our students, and want them to be the best that they can be.

At our school we believe that students learn best when they form strong and positive working relationships with their teachers and peers, are challenged to improve their learning, can practice required skills and can make real -world connections to their learning. Small class sizes across all year levels assist in building these important relationships with their teachers and each other.

Students experience a core curriculum of literacy, numeracy and integrated studies taught by their classroom teacher. In addition, specialist subjects such as LOTE (Chinese), cooking, physical education, science and art are taught to primary students. There is also a great opportunity to use the skills and resources of our secondary teaching staff in these specialist subjects.

Junior Hands on Learning creates the chance for students to be involved in a program of practical activities that build teamwork, self-confidence and communication skills.

Children who require extra support may receive that in class and/or in small withdrawal groups. We have many Education Support staff who have been trained in literacy and numeracy intervention, and they regularly support children to improve their learning.

Time allocations

Subject	Periods per week
Literacy block	10
Numeracy	6
Physical Education	2
LOTE (Chinese)	2
Other subjects*	10

*These include a variety of subjects at different year levels, but may include – SEL, art, music, STEM, food tech, history, geography, ICT, library, buddies, Junior Hands on Learning, F-6 assemblies.

Assessment and Reporting

Student learning will be assessed using the Victorian F-10 Curriculum framework as appropriate. Our school also features an annual Assessment Plan for literacy and numeracy. Written student reports are provided at the end of semester one and at the conclusion of the year. Our reports include at-level feedback against age-appropriate progression points, as well as areas of strength and areas to be developed. Parent teacher interviews are held at the end of Term 1 and the end of Term 3.

Literacy

The literacy program reflects both the Victorian Curriculum guidelines for English and the local needs of the students. The classroom program acknowledges the different learning rates of the students by presenting a program that allows for individual responses, maintaining thorough monitoring of each child's progress in all strands on the English curriculum.

English is divided into three strands:

- Reading
- Writing
- Speaking and listening

We believe that the development of literacy is vital for learning, well-being and positive life outcomes. Every child and young adult should be able to read, write, spell and communicate at an appropriate level. Classroom programs will introduce different forms of literature, including literature related directly specifically to that subject area. Programs will explore and introduce various forms of literacy in both print and digital format. i.e. traditional stories, different genres, big books, websites, audio books, graphic novels, interactive media etc.

English development demands a continuous monitoring of student progress; ensuring students are reading material that is appropriate to their current reading ability. Students who are identified at risk will be referred to a specialist program that meets their needs at that time. Classroom programs are structured using the gradual release of responsibility model of "I do, we do, you do."

Students are taught all areas of "The Big 6" – oral language, phonological awareness, phonics, vocabulary, fluency, comprehension through a variety of daily literacy activities and with the use of complex and rich texts.

Phonics

It is important that the skills, knowledge and understandings of literacy are developed in children at an early age. Therefore, our Foundation to Grade 2 students are taught reading, spelling and writing through a researched based “Science of Reading” approach, including the daily use of a highly structured, systematic phonics program called Sounds-Write and reading decodable texts.

“Sounds-Write is a quality first phonics programme. Its purpose is to provide classroom professionals with a comprehensive system with which to teach reading, spelling and writing. In addition, it also serves very successfully as an intervention or catch-up programme. The programme provides lesson plans that are clearly structured and easy to follow within a systematic, synthetic phonics programme. It teaches all key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell and it does so on a daily basis until all children achieve the automaticity that underlies the fluency of every successful reader.” Sounds-Write website

Students engage in Sounds-Write activities such as:

- Word building
- Word reading
- Sound swap
- Symbol Search
- Dictation
- Sort the spellings
- Seek the sound

Literacy is taught by all classroom teachers from Foundation to Year 6 in a daily two-hour literacy block. Literacy learning is a collective responsibility of all teachers in our school and everyone is involved in building effective vocabulary, reading comprehension, spelling and expressive skills across the wider curriculum.

Students also have many opportunities to develop confident speaking and active listening skills. Events such as the annual Warrnambool Eisteddfod assist in extending public speaking and presentation skills.

Writing

Students are explicitly taught writing skills and knowledge through the use of VCOP and Big Writes program, which is a teaching approach based on the research of Ros Wilson, an expert based in the UK. In Years 3-6 this program is complemented with the teaching of the qualities of good writing using the 6+1 Writing traits.

“VCOP stands for vocabulary, connectives, openers and punctuation. These four elements quickly and easily enhance writing by creating the writer’s voice. Together with GHASP (grammar, handwriting, spelling and punctuation)- the building blocks to correct and clear writing, VCOP adds the icing on the cake- excitement, pizzazz and flow to keep the audience engaged throughout the piece.” Andrell Education Website

VCOP Sessions

VCOP sessions are usually conducted on a Thursday morning. This session is based on one or more of the VCOP elements. The main idea of these sessions is to provide students with a fun and engaging with a lot of talking. Ros Wilson insists that “if children can’t say it, they can’t write it”.

V is for Vocabulary:

Vinnie Vocabulary is our vocabulary mascot. He assists students in the use of ‘WOW words’ in their writing. Wow words are words that also known as ambitious vocabulary, this is based on the students’ age and ability. For example, the word ‘amazing’ used in a Prep writing piece would be considered to be a wow word, where it would not in a Grade 5/6 student. Students share their wow words with their class by adding them to VCOP display and encourage each other to use these words where appropriate in their writing.

C is for Connectives:

Connie Connective is our connectives mascot. She supports students in using connectives (joining words) to change their simple sentences into complex sentence. Children are encouraged to use these in their writing.

O is for Openers:

Ollie Opener is our opener mascot. Ollie encourages students to use varied openers to ensure their writing doesn’t appear ‘boring’. For example, instead of starting each sentence with ‘she’, students can change the sentence, “She climbed the mountain.” to “Slowly, she climbed the mountain.”

P is for Punctuation:

Penny Punctuation is our princess of punctuation. Penny is displayed with her punctuation pyramid showing the levels of punctuation. Children are taught the names of the different types of punctuation and they learn to use them in their writing.

Big Write

Big Write is a celebration of students' learning. This is conducted on a Thursday after a VCOP session. The biggest difference between Big Write and the 'everyday' writing session is the environment. The classroom has a different atmosphere. The lights are dim, candles are burning (we use LED candles) and quiet music is playing (Mozart is recommended). Students are not allowed to talk to each other and the teacher takes this time to conference with students one to one and look at their individual goals.

Prior to most Big Write sessions, 'Talk Homework' is sent home to allow the students opportunities to talk about their writing.

Cold Write

A 'Cold Write' Big Write is where students are not given the opportunity to talk about the topic before writing and the learning aides (dictionaries, word charts and displays) are removed. This is an opportunity for students to display what they know without the assistance from external resources.

Talk Homework

'Talk Homework' is sent home the evening before a Big Write session to allow the students opportunities to talk about their writing, gain ideas from family and friends and to assist in making the most out of their Big Write session.

In the middle to upper year levels, students are explicitly taught to improve their writing using the "6+1 traits of writing".

"Trait-based writing provides a common vocabulary for talking about writing. It's important to recognize the Six Traits are not a program. They are simply six words, six characteristics, six ingredients inherent in strong writing. Therefore, this vocabulary integrates easily into any writing curriculum." – Ruth Culham.

The genres that we explicitly teach are:

- recount
- narrative
- exposition/persuasion
- information report
- description
- procedure
- response
- explanation

Foundation/Year 1 Reading

Students begin their reading journey at school with decodable books. At Hawkesdale P12 College we use brands such as Dandelion Launchers, Dandelion Readers and Little Learners Love Literacy. These books are a series of synthetic phonic reading books that support our structured phonics program. The books can be used for individual or group reading. They are specifically designed to launch children into the process of learning to read providing extensive opportunities for reading practice.

The English Phonic Code is complex and needs to be introduced to the learner in a step-by-step progression, starting from the simple part of the Code and progressing to the more complex part. These books introduce the sounds gradually and sounds learned from previous units are continually reinforced. The sounds introduced in each unit are displayed on the front and inside covers of each book. The “How to use” page on the inside of each book offers careful guidance on the skills and knowledge covered in that book. Each book includes a reading game, which provides a multi-sensory approach to revising the new phonic knowledge and skills introduced in the book.

Year 2 Reading

By the completion of Year 2, the students will usually be reading books, which contain some complexity in sentence structure and concepts, both fictitious and real. They will be writing for a variety of purposes, reports, retelling experiences, letter writing, etc., using basic conventions of written grammar. They will be building a bank of words, which they spell correctly, and beginning to use a range of strategies to spell unfamiliar words. They will be able to communicate with peers and adults in an effective way, which includes use of voice.

Years 3 and 4 Reading

By the end of Year 4, students will usually be selecting their own reading material for either enjoyment or for the purpose relating to class work. They will be capable of writing for different purposes, including imaginative and factual. They will be familiar with, and develop greater complexity in written conventions. Their bank of known words will be increased by a greater knowledge of word building and ability to use dictionaries.

Years 5 and 6 Reading

By the student’s final year of primary schooling, they will have a favourite style of personal reading material and be capable of making informed decisions when selecting material suitable for classroom tasks. They will begin to explore critical thought in both written and oral form. They will have gained a greater understanding of written grammar and generally be using it in their writing. They will be able to self-correct a great deal of their own written work using word attack strategies, dictionaries and thesaurus.

Levelled Literacy Intervention

Levelled Literacy Intervention (LLI), is a small group, supplementary intervention program designed for students who find reading and writing difficult. In the lessons (3 x 45min p/w) students read books, write about reading, study how words work (phonics and word structure) and use comprehension strategies to understand what they read. They are encouraged and supported to think within, beyond and about the text. They revisit books to practise fluency. They use book vocabulary to expand their knowledge of words and their oral language.

Numeracy

Developing the skills, knowledge and understandings of children in numeracy is fundamental to the life skills and well-being of children and young adults. Numeracy is a priority; building on the development of one-to-one correspondence in the Early Years to more complicated concepts in Number, Algebra, Measurement, Geometry, Statistics and Probability throughout the Primary Years. Mathematics in the primary school is undertaken daily and reflects both Victorian Curriculum and the needs of students. Numeracy is taught within Mathematics by all classroom teachers from Foundation to Year 6 and it is integrated into specialist subjects as relevant.

The mathematical program as outlined in Victorian Curriculum is divided into three dimensions:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Victorian Curriculum Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study

All F-6 classes implement Maths through the “whole-small-whole” model, which caters for the instruction and small group practice of new ideas, problem solving and skill development. Each class begins their lessons with a number-focused warm up game, which is based on the teaching style of Maths coach, Michael Ymer.

An extensive range of hands on equipment/concrete materials are used during each lesson and a variety of resources and ICT are used to supplement and extend the Maths Program. The classroom program acknowledges individual learning rates as well as caters for students at risk.

The following is a breakdown of the mathematical concepts taught throughout the primary levels:

Number and Algebra

Number and place value

- Place value – “10 of these is 1 of these”
- Count from any starting point – forwards and backwards
- Connect number names, numerals & quantities
- Skip counting
- Odd and even numbers
- Subitise small collections
- Estimate collections
- Use estimation and rounding to check the reasonableness of answers
- Locate numbers on a number line
- Sequence numbers
- Identify and describe properties of prime, composite, square and triangular numbers
- Addition and subtraction – effective mental and written strategies
- Explore the use of brackets and order of operations to write and solve number sentences
- Multiplication and division
- Times table facts
- Identify smaller & larger/ greater than & less than, equal to
- Use of calculators
- Ordinal numbers

Fractions and decimals

- Fractions – of a whole and collections
- Decimals
- Percentages
- Make connections between equivalent fractions, decimals and percentages

Money and financial mathematics

- Money – Australian coins and notes, transactions, change, budgets

Patterns and algebra

- Patterns – colour, shape, number, in the environment

Measurement & Geometry

Using units of measurement

- Time: clocks – analogue and digital, am/pm, 12hr and 24hr time systems
- Time: calendars, timetables, schedules
- Name days of the week and months of the year
- Put events in sequential order
- Length and use of rulers, trundle wheels
- Weight and use of scales – analogue and digital
- Area and Perimeter
- Volume, mass and capacity

Shape

- 2D and 3D shapes and their properties

Location and transformation

- Maps – scales and legends
- Grids and co-ordinates
- Location and position
- Reflection, rotation, transformation – flip, slide, turn
- Symmetry
- Angles – use of protractors

Statistics & Probability

Chance

- Chance of events
- Likely, unlikely, certain, impossible
- Recognise that probabilities range from 0 to 1

Data representation and interpretation

- Gather information to create a graph
- Carry out surveys
- Graphs: Picture, bar, column, pie, line
- Create tables of values and results

Problem solving – Toolbox Strategies

- Read, plan, work and check
- Draw a diagram
- Look for a pattern
- Act it out
- Trial and error
- Make a list
- Estimation
- Working backwards
- Open ended
- Logical reasoning

Each classroom follows a Numeracy Assessment Schedule which uses a variety of the following Assessment tools to ensure knowledge, understandings and skills are improved, extended and enhanced:

- Maths Online Interview
- NAPLAN for Yr. 3 & 5
- Top Ten pre and post tests
- PAT Numeracy Test
- Checklists
- Observation and targeted questioning techniques

Positive Education

Hawkesdale P12 College has embraced the School-wide Positive Behaviours Program and has a deliberate focus on linking school values to student behaviours and expectations. School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices

- a predictable learning environment with improved perceptions of safety and increased attendance

Students at Hawkesdale P12 College are rewarded with a reward card point system for showing respect, responsibility or resilience. They can then trade their accumulated points for a prize in the school prize cupboard.

Personal and Social Capability

Social and emotional skills are explicitly taught in Years F-10 following the Victorian Curriculum and the needs of the students. Health and wellbeing programs like Bounce Back, Respectful Relationships, Catching on Early and Zones of Regulation are used to teach the required skills and knowledge.

Bounce Back

This award-winning program supports teachers and schools in their efforts to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments.

Respectful Relationships

Respectful Relationships supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches children how to build healthy relationships, resilience and confidence.

Zones of Regulation

The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones.

Health and Physical Education

Health and Physical Education develops knowledge and skills that promote understanding of physical activity and movement, food and nutrition, health, safety, human development and human relations.

Health and Physical Education have two domains:

- Movement and Physical Activity which occurs in PE and sport lessons in the stadium. This focusses on movement and co-ordination skills, fitness, ability to join in games and sports, and making good choices to be a positive member of a team.
- Health, knowledge and promotion which occurs in the classroom. This is supported by our school's canteen policy of healthy food, healthy food days, and a number of other student well-being programs including Catching on Early and Respectful Relationships.

As the children follow the program they should gain greater control, consistency and more efficient and effective movements and a greater understanding about the issues of health and physical activity. The program will be developed through practical and theoretical work and acknowledges that children progress at different rates.

Catching on Early

Catching on early is an evidence-based resource founded on the latest research into sexuality education and child sexual development. Its developmentally-based program is designed to help schools teach the sexuality components of the Victorian Curriculum. The program uses active learning strategies to build on students early learning and experiences about gender, bodies and relationships. It combines the biological, social and emotional aspects of sexuality education to assist school in meeting students' needs as they relate to sexual growth and change.

Sport Involvement

At Hawkesdale P12 College we are conscious of the remoteness of the school and possible isolation of the student's involvement in sporting activities. We aim to provide as many sporting chances especially for Year 4 to 6 as can be fit into the yearly timetable.

The school competes in sport against schools in the Moyne District comprising all primary schools from Woolsthorpe, Koroit, Port Fairy and Hawkesdale. Generally, those who gain places at district level progress to division level comprising schools from Warrnambool, Hamilton, Portland and surrounding districts. From there regional level means schools from Ballarat and Geelong to the South Australian border. Finally, an exceptionally talented student or team may reach state level with events held in Melbourne.

Swimming

All years, Foundation to Year 6, undertake a 10 day swimming program at the Hawkesdale Pool conducted by an employed Austswim trained instructor. This program focusses on water safety and water survival, while extending the abilities of those children already competent in the water. All children are expected to participate and some Year 4 to 6 students may get the opportunity to swim at the Warrnambool/ Hamilton Division levels late in February depending on making qualifying times.

Athletics

In Term 1 each year, the students participate in the learning of athletic skills in their classroom physical education program. This culminates in our F-6 Athletics Day in which all students have the opportunity to participate in all events throughout the day. This day is held in the college grounds. Following this athletics day, students from Years 4 to 6 from Hawkesdale compete with neighbouring schools from the Moyne District. This event is one in which place getting students from our house sports participate with the aim of seeing how far they can progress. It is held at Brauerander Park Warrnambool.

Cross Country

Our school holds a F-12 Cross Country event at the Hawkesdale Racecourse Reserve in Term 2 each year. Some students from Year 4 to 6 compete in a 2km or 3km cross country race in Port Fairy with our Moyne District schools. Like athletics, a student could progress through to division, regional and state level events.

Football/Netball

The students in Years 5 & 6 are involved in Moyne District winter sport during terms 2 and 3. The sports played are netball and football (both modified as recommended by the respective governing bodies). The district venue rotates between Koroit, Port Fairy and Hawkesdale.

Basketball - Hooptime

Each year in Term 3, Year 5 & 6 students travel to the Arc in Warrnambool to compete against Moyne District schools in a Hooptime Basketball Tournament.

Golf

Clinics may be run by a golf professional for Years 4 to 6. Where possible Years 5 & 6 may get the chance for a golf day with students from other schools with the chance to progress to higher levels of competition.

T20 Milo Cricket

Year 5 and 6 students get the chance to participate in a round robin competition with other district schools, possibly preceded by clinics conducted by the VCA. Milo cricket is a game where every team member gets to bowl, bat, wicket keep and field during the game. This is held either in Hamilton or Warrnambool in November.

As well as the above sporting experiences, the students have the opportunity to experience a greater variety of sports such as softcross (lacrosse), hockey, softball, baseball, tennis and volleyball during their PE lessons. They progress from simple skills for Preps through to team based strategy games in Years 5 and 6. For most of these events, costs are included in the school's budget to avoid frequent requests of extra payment. Some students with an interest in sports such as equestrian events and tennis may represent the school but with parents having the responsibility for supervision and transport.

The Arts

The Arts are a fundamental means of expression and communication in all societies. Through the Arts, children learn to recognise and value the cultural forms and traditions that are a part of our artistic heritage. They study ways of experiencing, developing, representing and understanding ideas, emotions, values and cultural beliefs. They learn to take risks, be imaginative, question, explore alternative solutions, engage in arts criticism, develop, practise and refine techniques and share opinions. Each F-6 class has weekly sessions in the Arts.

The school uses the Arts disciplines of art, dance, drama, media, music and visual communication to plan programs and incorporate these goals:

- To develop the children's intellectual and expressive potential.
- To equip children to use and understand the arts forms as symbolic languages.
- To develop skills in arts criticism and theory.
- To develop children's understanding that the arts evolve within particular social and cultural contexts.

S.T.E.M

Science and its applications are part of everyday life. STEM (Science, Technology, Engineering, Mathematics) education develops students' abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community and it helps them to make informed decisions about scientific issues, careers and further study. In the primary school, science covers the Levels F-6 of the Science Victorian Curriculum.

Science has 2 strands:

- Science Inquiry Skills
- Science Understanding

The following knowledge and skill areas are studied:

Chemical Sciences

- Materials – structure, properties and uses
- Reaction and change

Physical Sciences

- Electricity and magnetism
- Light and sound
- Force and movement

Earth and Space Sciences

- The changing earth
- Our place in space

Biological Sciences

- Living together
- Structure and function
- Biodiversity, change and continuity

Languages other than English - Chinese

The study of Chinese language involves the skills of speaking and understanding spoken Chinese, as well as reading and writing both characters and Pinyin (the Romanised pronunciation form of Chinese). A large part of the study of Chinese language also involves understanding cultural similarities and differences to Australian culture so that we look at beliefs, customs, festival and lifestyles of the Chinese.

Humanities

Humanities provides the development for the student's knowledge and understanding of Australian society, societies in other countries, local and global environments and the interaction between people and their environments. The studies in Humanities aim to provide students with skills, knowledge and values that will enable them to participate as an active and informed citizen.

The Humanities framework allows the classroom program to develop units of study around topics that are either current, of interest to the students or encourage the development of particular skills and/or knowledge applicable to the student's age.

In the Victorian Curriculum, the Humanities includes:

- History (Level F-10)
- Geography (Levels F-10)
- Civics and Citizenship (Level 3-10)
- Economics & Business (Levels 5-10)

The study at Foundation to Year 6 level includes:

Time, continuity and change (History)

Focuses on changes and continuities in people's lives. Students will develop an understanding of historical events, their own ancestry, time lines, the aspects of change in their own families and community and understand the way of past life.

Place and space (Geography)

Examines features of places where people live and how these features interact with people and change over time and across space. This involves examining the geography of Australia and Australia's relationship with the world. Students will become familiar with natural and manmade places in the community, examine why people made particular choices (eg why towns grow in a particular place), discuss how physical features effect ways people live and look at different views held about issues related to the care of places.

Culture

Culture looks at the way people deal with the notion of identify and belief in the community. Students will look at the various cultures in Australian society, look at achievements from different cultures, explore customs and traditions, identify cultural groups in Australia and look at the Indigenous communities, both locally and within Australian society.

Natural and social systems

Aims to look at systems, which occur naturally, and those which society imposes (eg legal systems). Students will learn to explain the way in which rules influence their daily life and the reasons for such rules, compare ways people obtain goods and services, discuss the link between rights and responsibilities, recognise how laws and rules are made and look at interaction between people and natural systems (eg farm cycles and weather).

The topics or units of study may differ between the year levels or there may be a common focus between classes. An example of a common focus would be the Olympics or Commonwealth Games. The primary section may decide to undertake this topic as a common unit, but individual class programs would look at the content area of study, which have a direct relationship to that particular year level.

Technology

In Technology studies, students discover that simple and complex technologies are a part of daily life. Students gain the knowledge and skills to produce articles of increasing quality, depending upon their age level. The items produced will solve a problem or meet a particular need. Because technology is used widely in society, technology education gives students the opportunity to use a variety of equipment eg. computers, video equipment and common everyday materials, eg scissors, kitchen items to complete a particular task.

The goals of the technology program are to develop in students:

- A systematic and creative approach to developing technological solutions
- The knowledge and skills to use a variety of equipment
- Safety skills in operating equipment
- An understanding of the impact technologies may have on society
- Self confidence and self sufficiency in dealing with technology

Technology is structured around two domains:

- Design and Technologies
- Digital Technologies
-

Design & Technologies

Investigating and Designing

In the investigating and designing dimension, students identify ideas, problems, needs, wants and opportunities. A design brief can be a starting point or it can be developed to clearly define the idea, problem, need, want or opportunity and requirements for a solution. Students undertake research and investigation to identify the human, material, equipment

and/or energy resources available to meet the idea, problem, need, want or opportunity. Students combine practical and design skills with knowledge, skills and behaviours from other domains to select and record creative methods of generating and depicting design possibilities and options. They devise a plan to outline the processes involved in making a product and select and justify the option that best meets the requirements of the design brief.

Producing

The producing dimension involves students in the management of the production phase and includes the appropriate selection and safe manipulation and use of tools, equipment, materials/ingredients and components to carry out processes appropriate to the materials/ingredients or assembly of systems components to produce a quality product or technological system. Students explore, share and use both traditional and more innovative techniques. They reflect upon their progress and alter plans as appropriate. Progress and changes to plans are reflected upon and altered as appropriate.

Analysing and Evaluating

In the analysing and evaluating dimension, students compare the outcomes of design and production activities with earlier design work and planned intentions. Following the application of testing, improvements, modifications and alternative approaches are considered. This dimension also involves students in describing, analysing and evaluating the impact and value of both their own and others' technological products, technological systems, processes and innovations (past, present and predicted future) on the individual, society and culture, the environment and the economy. This includes consideration of sustainability issues.

Digital Technologies

- Digital Systems
- Data and Information
- Creating Digital Solutions

Students identify how common digital systems are used to meet specific purposes. Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning.

Students explore digital systems in terms of their components and peripheral devices such as digital microscopes, cameras and interactive whiteboards. They collect, manipulate and interpret data, developing an understanding of the characteristics of data and their representation.

Students explain the functions of digital system components and how digital systems are connected to form networks that transmit data. Students explain how digital systems use whole numbers as a basis for representing a variety of data types. They manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols.

Camps & Excursions

Camps and excursions are to extend the students' experiences beyond the school grounds to support the curriculum, personal development, as well as student engagement and well-being. The experiences increase with complexity as the year levels get older.

F/1/2

These year levels have an annual major excursion alternating between distant venues such as Werribee Zoo, Halls Gap Zoo and Cobden Miniature Trains. Foundation year students remain at school for tea after which they get collected to go home. Year 1 and 2 students remain at school for a sleepover.

There is a cost for this activity depending on the venue and distance and it usually takes place in November.

Year 3 & 4

Students alternate between a 3 day/2 night camp at Kangarooie, Princetown with an environmental & shipwreck theme, to a 2 day/1 night stay at Sovereign Hill staying at Sovereign Hill Lodge and experiencing the Blood on the Southern Cross and learning about the Gold Rush of the 1800's. There is a cost for this payable close to the camp date, usually held in Term 3 or 4.

Year 5 & 6

Students alternate between visiting the National and State capital cities. One year will be a trip to Canberra visiting important places like Parliament House, National War Museum, Questacon, National Museum and Art Gallery, and the High Court. This is a 5 day/ 4 night camp with a very early start on Day 1.

The alternate year will be a trip to Melbourne visiting places like the MCG, Aquarium, Eureka Tower, Old Melbourne Gaol, Victoria Market, and Scienceworks as well as using public transport. This is about experiencing the lights and hearing the noises of a busy city as well as seeing some iconic places in Melbourne.

Both trips generally occur in Term 3 and have a cost payable close to leaving.

End of year excursion

In the last week of school all students from Foundation to Year 6 attend a school picnic/activity day. Recent years the school has travelled to Hamilton to see a movie, have a picnic in the gardens, and go swimming at the Hamilton indoor pool. As an alternative, the group have gone to Warrnambool to the movies or Lake Pertobe. The school subsidises this activity to keep it affordable for all.

Other excursions

From time to time class teachers may organise an activity out of school to support classwork at venues like Warrnambool or Hamilton or surrounding district. These will often occur a cost kept as low as possible.

Private music tuition

Hawkesdale P12 College offers students the opportunity to study a musical instrument through private tuition. Teachers take individual lessons on campus on a weekly basis. Tuition is currently available in piano, keyboard, guitar, flute, clarinet, saxophone and drums. Fees are based around a term's tuition.