



## Curriculum Framework Policy

### STATEMENT

The curriculum is a statement of the purpose of schooling. It covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources. The provision of a guaranteed and viable curriculum is one of the factors that has most impact on student learning.

Our school understands that successful learning is more likely when individual learners are given learning opportunities appropriate to their current levels of achievement and learning needs (Vygotsky 2013). To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum. Enabling students' progress along this learning continuum is the fundamental role of teachers and schools.

### GUIDELINES (DEPARTMENT OF EDUCATION AND TRAINING)

- A high quality curriculum is a set of progressions that define increasingly complex knowledge, skills and concepts grouped by learning areas and capabilities
- The curriculum is what is to be taught and learnt providing a necessary framework for decisions about the structure of the teaching and learning program at each level of whole school, curriculum area, individual year level and units of work
- It enables teachers to identify the point of learning progression of each individual student and to plan for the appropriate next steps in learning
- Engaging in this learning process is the responsibility of the students
- Enabling students' learning progress is the role of the teachers and schools.
- Students learning is produced, shaped and affected by four connected components – what will be taught (curriculum), how it will be taught (pedagogy), how well a student has learnt the content (assessment) and where a student is on the learning continuum (reporting)
- The Victorian Curriculum F-10 design provides a structure for a curriculum that includes both discipline-based learning areas and capabilities
- The Victorian Curriculum provides a curriculum design that identifies the knowledge and skills that are important for effective citizenship and social engagement
- The curriculum will focus on five areas in Prep to Year two: English, Mathematics, The Arts, Health and Physical Education and Personal and Social Capability. A learning program that draws on the curriculum areas of Humanities, Languages, Science, Technologies, Critical and Creative Thinking, Ethical Capability and Intercultural Capability
- Schools then broaden their focus and ensure that in each two-year band of schooling at the Breadth stage (Years 3–8) student learning includes each of the curriculum areas, with a structured teaching and learning program in English, Mathematics and Science; substantial attention on Health and Physical Education, a Languages program, a Humanities program over a two year band of schooling; an Arts program; a Technologies program over a two year band of

schooling; a learning program that includes in each two year band of schooling each of the capabilities (Critical and Creative Thinking, Ethical, Intercultural, Personal and Social Capability)

- Aboriginal and Torres Strait Islander histories and cultures is provided through thematic learning that enables students to make connections and understandings of this fundamental component of Australian history and culture
- Asia and Australia's place in Asia, as well as Sustainability are also embedded in the curriculum of the learning areas

## IMPLEMENTATION

The school uses the Victorian teaching and learning model, which brings the framework for improving student outcomes (FISO) into the classroom. When planning curriculum, we focus on high impact improvement initiatives and drive these initiatives through evidence-based decisions about teaching and learning.

When developing our curriculum planning...

- We place student needs at the centre of program planning and delivery
- We collaboratively design and implement a scope and sequence of learning
- We regularly review and update learning programs in line with whole school curriculum plans

To develop our students academically, socially, emotionally, physically and creatively, we...

- encourage students to be active community members
- value learning growth, celebrate success and foster care and empathy
- ensure that our school is a place where we can all feel safe, take appropriate learning risks and learn how to succeed through correct participation.
- understand that student engagement and school connectedness underpin effective learning.
- understand that the wellbeing of our students is central to our role as a school
- value and encourage student individuality and diversity.
- develop happy, confident and successful children
- develop life skills for the 21st century
- embed a sustained and continuous improvement ethos in all areas
- strive for excellence in an educational context that effectively engages and personalises learning to meet the diverse and complex needs of all learners in the 21st Century
- build staff efficacy through commitment to professional development, effective pedagogy and enhanced collaboration and team work
- deepen learning through a range of camps and excursion initiatives
- participate in district sport competitions

The school has developed an assessment schedule followed by all classroom teachers in the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

Our school shares student progress to parents/carers by writing individual student reports twice a year and two formal parent/teacher interviews (attended by students if they wish).

Our school reports to the local community via our annual report, providing a concise summary of the school's achievements and progress. The annual report is uploaded on our website, along with other communication and information.

## COMMUNICATION

This policy will be available on Maldon Primary School's website so that parents and other members of the school community can easily access information about Maldon Primary School's curriculum.

## REVIEW AND APPROVAL

Policy last reviewed	October 2024
Approved by	Principal
Next scheduled review date	October 2027

See [Appendix 1](#) for the two year whole school curriculum plan and learning area time allocation

## Appendix 1 - Whole School Curriculum Planners

### Maldon P.S. Literacy Scope and Sequence – every year

	Levels Foundation – 2	Levels 3 & 4	Levels 5 & 6
Term 1	<p><b>Unit 1 – Establishing the Reading and Writing Workshops</b> Building a community by setting up routines and practices and making expectations clear in the Reading and Writing Workshops.</p> <p><b>Unit 2 – Reading and Writing Informatively</b> Students read and write informative texts focusing on creating question and answer books.</p>	<p><b>Unit 1 – Establishing the Reading and Writing Workshops</b> Reinforcing the routines, norms and practices that enable students to work productively in the Reading and Writing Workshops.</p> <p><b>Unit 2 – Reading and Writing Informatively</b> Students read and write informative texts focusing on areas of interest. They pose questions, research and publish to teach others.</p>	<p><b>Unit 1 – Establishing the Reading and Writing Workshops</b> Reinforcing the routines, norms and practices that enable students to work productively in the Reading and Writing Workshops.</p> <p><b>Unit 2 – Reading and Writing Informatively</b> Students read and write informative texts focusing on areas of interest. They pose questions, research and publish to teach others.</p>
Term 2	<p><b>Unit 3 – Informative – Explanation/Procedure (Even) Historical Facts/Fiction (Odd)</b> Students read and write both procedural and explanation text learning how to write both step by step instructions and how and why things work. Students read various texts on Australian history, fact and fiction. They create recounts of their own history.</p> <p><b>Unit 4 – Exploring the World of Poetry</b> Students read and write poetry in free verse and three designated forms – cinquain (year 2), acrostic and lists.</p>	<p><b>Unit 3 – Informative – Explanation/Procedure (Even) Historical Facts/Fiction (Odd)</b> Students read and write both procedural and explanation text learning how to write both step by step instructions and how and why things work. Students read various texts on Australian history, fact and fiction. They create recounts of their own history.</p> <p><b>Unit 4 – Exploring the World of Poetry</b> Students read and write poetry in free verse and two designated forms – haiku and diamante.</p>	<p><b>Unit 3 – Informative – Explanation/Procedure (Even) Historical Facts/Fiction (Odd)</b> Students read and write both procedural and explanation text learning how to write both step by step instructions and how and why things work. Students read various texts on Australian history, fact and fiction. They create recounts of their own history.</p> <p><b>Unit 4 – Exploring the World of Poetry</b> Students read and write poetry in free verse and three designated forms – songs, ballads and raps.</p>
Term 3	<p><b>Unit 5 – Imaginative – The Realm of Fantasy</b> Students read and write imaginative text with a focus on fairy tales, fables and indigenous teachings.</p> <p><b>Unit 6 – Imaginative – aligned with Author Study</b> Students read various texts by the focus author identifying common features. In writing they closely study the author’s craft and use this knowledge in writing their own pieces.</p>	<p><b>Unit 5 – Imaginative – The Realm of Fantasy</b> Students read and write imaginative text with a focus on science fiction and magical elements.</p> <p><b>Unit 6 – Imaginative – aligned with Author Study</b> Students read various texts by the focus author identifying common features. In writing they closely study the author’s craft and use this knowledge in writing their own pieces.</p>	<p><b>Unit 5 – Imaginative – The Realm of Fantasy</b> Students read and write imaginative text with a focus on dystopian worlds.</p> <p><b>Unit 6 – Imaginative – aligned with Author Study</b> Students read various texts by the focus author identifying common features. In writing they closely study the author’s craft and use this knowledge in writing their own pieces.</p>
Term 4	<p><b>Unit 7 – Reading and Writing Persuasively</b> Students investigate important topics and write for an identified audience to influence change.</p> <p><b>Unit 8 – Reading and Writing Across Genres – Open Cycle</b> Students explore different ways that authors write and publish. Students select an interest, research and publish in different genres about that topic.</p>	<p><b>Unit 7 – Reading and Writing Persuasively</b> Students investigate important topics and write for an identified audience to influence change.</p> <p><b>Unit 8 – Reading and Writing Across Genres – Open Cycle</b> Students explore different ways that authors write and publish. Students select an interest, research and publish in different genres about that topic.</p>	<p><b>Unit 7 – Reading and Writing Persuasively</b> Students investigate important topics and write for an identified audience to influence change.</p> <p><b>Unit 8 – Reading and Writing Across Genres – Open Cycle</b> Students explore different ways that authors write and publish. Students select an interest, research and publish in different genres about that topic.</p>

## Maldon P.S. Maths Scope and Sequence – every year

	Big Idea	Term 1	Term 2	Term 3	Term 4
Foundation/1	<p><b>Number Sense</b></p> <p>*know that counting is an appropriate response to the question- “how many?”</p> <p>*believe that counting same collection again will always produce the same result, irrespective of how the objects are arranged</p> <p>*have access to a range of mental objects for numbers 1-10 that can be used flexibly (i.e. part-part-whole knowledge)</p>	<p>Counting and Patterns</p> <p>Place Value</p> <p>Time</p> <p>Data Collection and Display</p>	<p>Subtraction</p> <p>Addition</p> <p>Measurement</p> <p>Chance</p>	<p>Multiplication</p> <p>Division</p> <p>2D and 3D Shapes</p> <p>Interpreting and Collecting Data</p>	<p>Fractions</p> <p>Money</p> <p>Location</p> <p>Chance and Probability</p>
Year 1/2	<p><b>Number Sense</b></p> <p>*know that counting is an appropriate response to the question- “how many?”</p> <p>*believe that counting same collection again will always produce the same result, irrespective of how the objects are arranged</p> <p>*have access to a range of mental objects for numbers 1-10 that can be used flexibly (i.e. part-part-whole knowledge)</p>	<p>Counting and Patterns</p> <p>Place Value</p> <p>Time</p> <p>Data Collection and Display</p>	<p>Subtraction</p> <p>Addition</p> <p>Measurement</p> <p>Chance</p>	<p>Multiplication</p> <p>Division</p> <p>Time</p> <p>Interpreting Data</p>	<p>Fractions</p> <p>Revision of Operations</p> <p>Location</p> <p>Chance and Probability</p>
Year 3/4	<p><b>Multiplicative Thinking (yr 3 differentiated focus)</b></p> <p>*Students move beyond an understanding of multiplication and division as repeated addition</p> <p>*They have access to efficient strategies for multiplication and division based on the number of groups, rather than the number in each group e.g. 3 of anything is double it and one more group</p>	<p>Counting and Patterns</p> <p>Place Value</p> <p>Time</p> <p>Data Collection and Display</p>	<p>Subtraction</p> <p>Addition</p> <p>Measurement</p> <p>Chance</p>	<p>Multiplication</p> <p>Division</p> <p>Operations</p> <p>2D and 3D Shapes</p> <p>Interpreting and Collecting Data</p>	<p>Fractions</p> <p>Location</p> <p>Chance and Probability</p>
Year 5/6	<p><b>Fractional Thinking</b></p> <p>*Another aspect of multiplicative thinking</p> <p>*Students extend their ideas about multiplication and division to make connections to fractions, decimals and percentages</p> <p>*They understand and use the “for each” idea to solve simple proportional reasoning problems</p>	<p>Counting and Patterns</p> <p>Place Value</p> <p>Time</p> <p>Data Collection and Display</p>	<p>Subtraction</p> <p>Addition</p> <p>Measurement</p> <p>Chance</p>	<p>Multiplication</p> <p>Division</p> <p>Operations</p> <p>2D and 3D Shapes, Angles</p> <p>Interpreting and Collecting Data</p>	<p>Fractions</p> <p>Location</p> <p>Probability</p>

***Maldon P.S. Inquiry Scope and Sequence – EVEN year***

<b>EVEN</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
	<b>Past to Present to Future</b>	<b>Science in everyday life</b>	<b>Design thinking and innovation</b>	<b>Citizenship</b>
<b>Prep</b>	Personal History	Materials	Food production (farming)	Inclusion
<b>1/2</b>	Family History	Forces (motion of movement) Sources (light)	Simple machines to complex	Fairness
<b>3/4</b>	Community, Significant events and people	Matter	Building and structures	Rules and Laws
<b>5/6</b>	Effects of change on society	Energy	Innovation - Past - Present - Future	Democracy
Main Subject Areas	<b>History</b>	<b>Science</b>	<b>Design and Tech</b>	<b>Civics and Citizenship</b>
Sub Subject Areas	Geography		Science Engineering	History Economics
Concepts	Perspectives Change and Continuity Chronology Cause and effect Customs Influence Connection Place Time	Change Cause and effect Pattern Transformation Interactions Resources Power Systems	Function Form Design Imagination Achievement Needs Invention	Power Justice Rights and responsibility Freedom Peace and conflict

**Maldon P.S. Inquiry Scope and Sequence – ODD year**

ODD	TERM 1	TERM 2	TERM 3	TERM 4
	<b>Place, Space and Time</b>	<b>Adaption and Survival</b>	<b>Sustainable Practise</b>	<b>Expressing Identity</b>
<b>Prep</b>	Home, school and places I know	Living and Non-living needs	Reduce, reuse and recycle	Inspiration from nature
<b>1/2</b>	Local community	Features of living things (Classify, survival, habitat)	Renewable and non-renewable resources	Story through the arts
<b>3/4</b>	Australia and it's neighbours	Life Cycles	Consumerism	Artist/audience Creator/consumer
<b>5/6</b>	The world and beyond	Adaption, growth and survival	Sustainable development goals	Expressing points of view/perspectives through the arts
Main Subject Areas	<b>Geography</b>	<b>Science</b> <b>Health</b>	<b>Capabilities</b>	<b>Arts</b>
Sub Subject Areas	History Science		Science Economics Geography Civics?	Capabilities Health
Concepts	Migration Belonging Diversity Location Time Change	Growth Survival Safety Cause and effect Adaptation Conservation Needs	Systems Change Consumerism Wants/needs	Expression Identity Creativity Appreciation Perspective Influence Emotion Connection Perception

## ***Maldon P.S. Physical Education Scope and Sequence – every year***

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Values Focus</b>	<b>Be Kind</b>	<b>Be Brave</b>	<b>Be Your Best</b>	<b>Be Brave</b>
<b>Foundation</b>	PMP (Perceptual Motor Program) (4 weeks)  Fundamental Motor Skills (FMS) (Link to AFL and Netball) (6 weeks)	Tabloid Sports (6 weeks)  Fundamental Motor Skills (FMS) (Link to Soccer and Frisbee) (4 weeks)	Athletics (4 weeks)  Fundamental Motor Skills (FMS) (Cricket/Tennis link) (6 Weeks)	Kickball (5 weeks)  Fundamental Motor Skills (FMS) (Link to Basketball) (3 Weeks)  Swimming (2 weeks)
<b>Year 1/2</b>	PMP (Perceptual Motor Program) (4 weeks)  Fundamental Motor Skills (FMS) (Link to AFL and Netball) (6 weeks)	Tabloid Sports (6 weeks)  Fundamental Motor Skills (FMS) (Link to Soccer and Frisbee) (4 weeks)	Athletics (4 weeks)  Fundamental Motor Skills (FMS) (Cricket/Tennis link) (6 Weeks)	Kickball (5 weeks)  Fundamental Motor Skills (FMS) (Link to Basketball) (3 Weeks)  Swimming (2 weeks)
<b>Year 3/4</b>	AFL (3 weeks)  Netball (3 weeks)  Fundamental Motor Skills (FMS) and Invasion Games (2 weeks)	Ultimate Frisbee (3 weeks)  Soccer (3 weeks)  Hockey (3 weeks)	Athletics (4 weeks)  Tennis (3 weeks)  Cricket (3 weeks)	Basketball (4 weeks)  Softball (4 weeks)  Swimming (2 weeks)
<b>Year 5/6</b>	AFL (3 weeks)  Netball (3 weeks)  Fundamental Motor Skills (FMS) and Invasion Games (2 weeks)	Ultimate Frisbee (3 weeks)  Soccer (3 weeks)  Hockey (3 weeks)	Athletics (4 weeks)  Tennis (3 weeks)  Cricket (3 weeks)	Basketball (2 weeks)  Softball (2 weeks)  Swimming (2 weeks)



## Maldon P.S. Health and Wellbeing Scope and Sequence – every year

		Term 1	Term 2	Term 3	Term 4
	<b>Big Ideas</b>	<b>Me &amp; My Emotions</b>	<b>Bouncing Back</b>	<b>Keep Your Cool</b>	<b>Positive Identity</b>
<b>Foundation</b>	Enduring Understandings	Topic 1: Emotional Literacy (4 weeks) Topic 2: Personal Strengths (4 weeks)	Topic 3: Positive Coping (5 weeks) Topic 4: Problem Solving (5 weeks)	Topic 5: Stress Management (5 weeks) Topic 6: Help Seeking (5 weeks)	Topic 7: Gender & Identity (5 weeks) Topic 8: Positive Gender Relations (5 weeks).
	RRRR	Topic 1 – Lessons 1-5 Topic 2 – Lessons 1-5	Topic 3 – Lessons 1-5 Topic 4 – Lessons 1-3	Topic 5- Lessons 1 – 3 Topic 6 – Lesson 1- 4	Topic 7 – Lessons 1-4 Topic 8 – Lessons 1-5
	Berry Street	Domain 1: Body <ul style="list-style-type: none"> <li>Mindfulness pg. 53-56</li> </ul> Domain 2: Relationships <ul style="list-style-type: none"> <li>Building Relationships (teacher learning) p.16 -17</li> </ul> Domain 3: Stamina <ul style="list-style-type: none"> <li>Growth Mindset Pg.10 -24</li> <li>Emotional intelligence p.25 - 48</li> </ul> Domain 4: Engagement <ul style="list-style-type: none"> <li>Positive Emotions p.43 - 50</li> </ul> Domain 5: Character <ul style="list-style-type: none"> <li>Values &amp; Character Strengths. P. 30 – 34, p.27</li> </ul>	Domain 1: Body <ul style="list-style-type: none"> <li>Present, centred, Grounded p.31-53</li> </ul> Domain 3: Stamina <ul style="list-style-type: none"> <li>Resilience p.53 - 101</li> </ul> Domain 4: Engagement <ul style="list-style-type: none"> <li>Willingness p.11 -40</li> <li>Positive Emotions p.43-50</li> </ul>	Domain 1: Body <ul style="list-style-type: none"> <li>De-escalation p.13 - 25</li> <li><u>Self regulation</u> p.67-91</li> </ul> Domain 3: Stamina <ul style="list-style-type: none"> <li>Stamina for Independent learning. p.103-110</li> </ul> Domain 5: Character p.57-60 <ul style="list-style-type: none"> <li>Gratitude</li> </ul>	Domain 1: Body (revisit) <ul style="list-style-type: none"> <li>Redefining personal power p.18-20</li> </ul> Domain 5: Character <ul style="list-style-type: none"> <li>Hope p.47-56</li> <li>Values, Character Strength &amp; Community Strengths p.9 -46</li> </ul>
<b>Year 1/2</b>	Enduring Understandings	Topic 1: Emotional Literacy (4 weeks) Topic 2: Personal Strengths (4 weeks)	Topic 3: Positive Coping (5 weeks) Topic 4: Problem Solving (5 weeks)	Topic 5: Stress Management (5 weeks) Topic 6: Help Seeking (5weeks)	Topic 7: Gender & Identity (5 weeks) Topic 8: Positive Gender Relations (5 weeks).
	RRRR	Topic 1 – Lessons 1-4 Topic 2 – Lessons 1-4	Topic 3 – Lessons 1-5 Topic 4 – Lessons 1-3	Topic 5- Lessons 1 – 5 Topic 6 – Lesson 1- 4	Topic 7 – Lessons 1-4 Topic 8 – Lessons 1-5
	Berry Street	Domain 1: Body <ul style="list-style-type: none"> <li>Mindfulness pg. 53-56</li> </ul> Domain 2: Relationships <ul style="list-style-type: none"> <li>Building Relationships (teacher learning) p.16 -17</li> </ul> Domain 3: Stamina <ul style="list-style-type: none"> <li>Growth Mindset Pg.10 -24</li> <li>Emotional intelligence p.25 - 48</li> </ul> Domain 4: Engagement <ul style="list-style-type: none"> <li>Positive Emotions p.43 - 50</li> </ul> Domain 5: Character <ul style="list-style-type: none"> <li>Values &amp; Character Strengths. P. 30 – 34, p.27</li> </ul>	Domain 1: Body <ul style="list-style-type: none"> <li>Present, centred, Grounded p.31-53</li> </ul> Domain 3: Stamina <ul style="list-style-type: none"> <li>Resilience p.53 - 101</li> </ul> Domain 4: Engagement <ul style="list-style-type: none"> <li>Willingness p.11 -40</li> <li>Positive Emotions p.43-50</li> </ul>	Domain 1: Body <ul style="list-style-type: none"> <li>De-escalation p.13 - 25</li> <li><u>Self regulation</u> p.67-91</li> </ul> Domain 3: Stamina <ul style="list-style-type: none"> <li>Stamina for Independent learning. p.103-110</li> </ul> Domain 5: Character p.57-60 <ul style="list-style-type: none"> <li>Gratitude</li> </ul>	Domain 1: Body (revisit) <ul style="list-style-type: none"> <li>Redefining personal power p.18-20</li> </ul> Domain 5: Character <ul style="list-style-type: none"> <li>Hope p.47-56</li> <li>Values, Character Strength &amp; Community Strengths p.9 -46</li> </ul>

Year 3/4	Enduring Understandings	Topic 1: Emotional Literacy (4 weeks) Topic 2: Personal Strengths (4 weeks)	Topic 3: Positive Coping (5 weeks) Topic 4: Problem Solving (5 weeks)	Topic 5: Stress Management (5 weeks) Topic 6: Help Seeking (5 weeks)	Topic 7: Gender & Identity (5 weeks) Topic 8: Positive Gender Relations (5 weeks).
	RRRR	Topic 1 – Lessons 1-5 Topic 2 – Lessons 1-3	Topic 3 – Lessons 1-5 Topic 4 – Lessons 1-4	Topic 5- Lessons 1-5 Topic 6 – Lesson 1- 6	Topic 7 – Lessons 1-3 Topic 8 – Lessons 1-7
	Berry Street	Domain 1: Body <ul style="list-style-type: none"> <li>● Mindfulness pg. 53-56</li> </ul> Domain 2: Relationships <ul style="list-style-type: none"> <li>● Building Relationships (teacher learning) p.16 -17</li> </ul> Domain 3: Stamina <ul style="list-style-type: none"> <li>● Growth Mindset Pg.10 -24</li> <li>● Emotional intelligence p.25 - 48</li> </ul> Domain 4: Engagement <ul style="list-style-type: none"> <li>● Positive Emotions p.43 - 50</li> </ul> Domain 5: Character <ul style="list-style-type: none"> <li>● Values &amp; Character Strengths. P. 30 – 34, p.27</li> </ul>	Domain 1: Body <ul style="list-style-type: none"> <li>● Present, centred, Grounded p.31-53</li> </ul> Domain 3: Stamina <ul style="list-style-type: none"> <li>● Resilience p.53 - 101</li> </ul> Domain 4: Engagement <ul style="list-style-type: none"> <li>● Willingness p.11 -40</li> <li>● Positive Emotions p.43-50</li> </ul>	Domain 1: Body <ul style="list-style-type: none"> <li>● De-escalation p.13 - 25</li> <li>● <u>Self regulation</u> p.67-91</li> </ul> Domain 3: Stamina <ul style="list-style-type: none"> <li>● Stamina for Independent learning. p.103-110</li> </ul> Domain 5: Character p.57-60 <ul style="list-style-type: none"> <li>● Gratitude</li> </ul>	Domain 1: Body (revisit) Domain 2: Relationships <ul style="list-style-type: none"> <li>● Redefining personal power p.18-20</li> </ul> Domain 5: Character <ul style="list-style-type: none"> <li>● Hope p.47-56</li> <li>● Values, Character Strength &amp; Community Strengths p.9 -46</li> </ul>
Year 5/6	Enduring Understandings	Topic 1: Emotional Literacy (4 weeks) Topic 2: Personal Strengths (4 weeks)	Topic 3: Positive Coping (5 weeks) Topic 4: Problem Solving (5 weeks)	Topic 5: Stress Management (5 weeks) Topic 6: Help Seeking (5 weeks)	Topic 7: Gender & Identity (5 weeks) Topic 8: Positive Gender Relations (5 weeks).
	RRRR	Topic 1 – Lessons 1-5 Topic 2 – Lessons 1-5	Topic 3 – Lessons 1-4 Topic 4 – Lessons 1-3	Topic 5- Lessons 1-6 Topic 6 – Lesson 1-3	Topic 7 – Lessons 1-5 Topic 8 – Lessons 1-7
	Berry Street	Domain 1: Body <ul style="list-style-type: none"> <li>● Mindfulness pg. 53-56</li> </ul> Domain 2: Relationships <ul style="list-style-type: none"> <li>● Building Relationships (teacher learning) p.16 -17</li> </ul> Domain 3: Stamina <ul style="list-style-type: none"> <li>● Growth Mindset Pg.10 -24</li> <li>● Emotional intelligence p.25 - 48</li> </ul> Domain 4: Engagement <ul style="list-style-type: none"> <li>● Positive Emotions p.43 - 50</li> </ul> Domain 5: Character <ul style="list-style-type: none"> <li>● Values &amp; Character Strengths. P. 30 – 34, p.27</li> </ul>	Domain 1: Body <ul style="list-style-type: none"> <li>● Present, centred, Grounded p.31-53</li> </ul> Domain 3: Stamina <ul style="list-style-type: none"> <li>● Resilience p.53 - 101</li> </ul> Domain 4: Engagement <ul style="list-style-type: none"> <li>● Willingness p.11 -40</li> <li>● Positive Emotions p.43-50</li> </ul>	Domain 1: Body <ul style="list-style-type: none"> <li>● De-escalation</li> <li>● <u>Self regulation</u></li> </ul> Domain 3: Stamina <ul style="list-style-type: none"> <li>● Stamina for Independent learning.</li> </ul> Domain 5: Character <ul style="list-style-type: none"> <li>● Gratitude</li> </ul>	Domain 1: Body (revisit) Domain 2: Relationships <ul style="list-style-type: none"> <li>● Redefining personal power</li> </ul> Domain 5: Character <ul style="list-style-type: none"> <li>● Hope</li> <li>● Values, Character Strength &amp; Community Strengths</li> </ul>
<b>SWPBS focus</b>	Be Your Best – explicitly teaching Matrix & Class expectations Gotcha Rewards Establishing Routines	Be Brave – explicit teaching Learning from mistakes Fixing Relationships	Be Kind – to yourself	Be Kind – to others	

Learning Area	Hours allocated per week	
	Grade Prep-2	Grade 3-6
English	10 hours	10 hours
Mathematics	5.5-6 hours	5.5-6 hours
Health and Physical Education (including Respectful Relationships)	2 hours	3 hours (1 ½ hours of Health/Physical Education and 1 ½ hours of Sport)
The Arts	2 hours (also integrated in English and PE)	2 hours (also integrated in English and PE)
Humanities/Science	2 hours (also integrated in English)	2 hours (also integrated in English)
Technologies	Integrated within learning areas	Integrated within learning areas
Languages	1 hour	1 hour
<b>Capabilities</b>		
Personal and Social Capability	2 hours	Integrated within learning areas
Ethical	Integrated within learning areas	
Intercultural	Integrated within learning areas	
Critical and Creative Thinking	Integrated within learning areas	