



MaristCollege Canberra

Junior School

Curriculum Overview

Curriculum ~ Key Learning Areas

Our aim is to ensure all students are provided with a core of discipline-based study from the agreed eight Key Learning Areas, as defined by The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century (1999). Marist College Canberra - Junior School also includes Religious Education as a central key learning area.

We therefore recognise nine Key Learning Areas in total.

1. **Religious Education**
2. **English (including Information Literacy Skills)**
3. **Mathematics**
4. **Science**
5. **Social Sciences**
6. **Technologies (Information Communication Technologies and Design Technology)**
7. **Health and Physical Education**
8. **The Arts (Visual and Performing Arts)**
9. **Languages Other than English (Japanese)**

The Junior School ensures that education in the Key Learning Areas is supported by and linked with, the essential interdisciplinary knowledge, understandings and skills required for our students to prosper in the 21st century.

Interdisciplinary Skills

Since 2010 the Junior School has formally recognised the following areas of interdisciplinary skills.

- Information Literacy Skills
- Information Communication Technology – ICT Skills
- Design Technology skills

Because we recognise the importance of these interdisciplinary skills that are embedded within the overall curriculum we report specifically on our students' achievements in these areas using a five point scale in their semester reports.

Specialist teachers teach the boys each week for Japanese, Performing Arts and Information Literacy Skills/Library.

Teaching & Learning Pedagogy

The Junior School promotes a differentiated curriculum by engaging both Bloom's Taxonomy and Gardner's Multiple Intelligences in their programming and planning of integrated learning units. This allows for all students to be effectively catered for academically. Year level teaching teams achieve this by using Pirozzo matrix learning contracts. For further information about Pirozzo matrix learning contracts please go to <http://www.pli.com.au/>

Students are taught about their preferred learning styles and are challenged by higher order thinking skills and a variety of learning tools within the classroom. The learning contracts encourage the boys to become independent learners who challenge themselves by their choice of learning opportunities.

Our students are taught to be reflective learners through the use of Personal Learning Plans in all year levels. The students set personal goals each term and with the assistance of their teachers evaluate their achievements as their learning progresses.

Curriculum development in the Junior School

In the Junior School, Year Level teaching teams work collaboratively to develop teaching programs to meet the needs of their students.

At the start of each term 'Term Overviews' are sent home to parents and made available through mNet. These overviews notify parents of the academic units/topics being studied by their son.

Junior School assessing and reporting

Parents, as the primary educators of their children, need to be informed of their child's progress in learning so that they are able to take an active role in the education process. Teachers utilise a variety of strategies to communicate to parents about their son's learning. This communication, to be truly effective, needs to be a two way process.

At Marist College Junior School, we aim to:

- foster the partnership that is inherent between teachers and parents in the education of children;
- provide parents with a clear and honest picture of their child's progress;
- use a variety of strategies to communicate with parents and convey information about their child's learning;
- ensure the continued learning and development of all students at Marist College Junior School

Junior School teachers work together in Year Level groups to plan common assessment opportunities appropriate for the content being studied and moderate their assessment results each term.

Junior School staff are committed to working in partnership with parents in the education of their sons. In recognising the parents' role and responsibility in the education of their children, teachers arrange interviews with parents when the need arises. Parents who wish to talk with a teacher at other times during the school year are encouraged to do so. It is requested that they make an appointment either before or after school, so that classes are not disturbed.

The Junior School uses a five point grade scale for reporting to parents each semester:

A	The student has extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills in most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Co – Curricular Opportunities in the Junior School

The Junior School offers a broad range of co-curricular opportunities for the boys including;

- ACT Rostrum speaking competition
- ICAS Competitions – English, Mathematics, Science
- Australian Mathematics Competition
- Primary Research Project
- National Literacy & Numeracy Week Activities – Reach for the Stars and National Reading Time
- World Maths Day
- World Education Games
- Book Week Activities
- Poetry Day
- Engineering Games
- Tournament of Minds
- Chess Club
- Science Club
- Computer Club
- Choir
- Band
- Musical Performances
- Individual Music Tuition
- Individual Speech & Drama Tuition

- Tech' Boys – student IT leaders in the Library
- Mission Day
- Lent 'giving for giving' activities
- St Vincent de Paul Christmas Appeal

These co-curricular opportunities occur alongside the extra-curricular activities that are offered through the College's sporting program.

Please refer to the Junior School Parent handbook for a complete list of activities offered.

Curriculum Enrichment & Learning Support in the Junior School

The Enrichment & Learning Support Department at Marist College is based on Marcellin Champagnat's belief that each student is unique and special and has the right to an education which provides him with the opportunity to channel his potential into achievement. At Marist, such an education places a high priority on cultivating a positive attitude to learning and developing skills for living for students of all ability levels (Marist Mission Statement).

We are an inclusive school. This means that we 'recognise and respond to the diverse needs of students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships.' (Salamanca Statement 1994).

The Overall aim of the Enrichment & Learning Support Department is to integrate students with special needs into the daily routine of the school. We aim to integrate students into mainstream classes by providing the support required for each student to become a confident, independent learner within the context of his abilities.

In the Junior School students are assisted by the Enrichment and Learning Support staff individually, in small groups or within their classroom in the following ways.

- Mathematics classes
- Literacy support including Guided Reading
- Comprehension groups – using the CARS & STARS program
- Assessment of all students – PAT testing, South Australian Spelling Test, Torch Test
- Assistance with social skills
- A focus on different learning styles
- Extension groups
- Transition Program to Senior School
- Behavioural support program
- Pre-enrolment assistance
- Special interest groups – on a needs/interest basis