Wanniassa School has built a reputation for having a diverse, vibrant, energetic community by encouraging families as partners in learning.

We are proud to recommend our school as a place where all students are able to learn and play within a happy, safe and caring environment, from Preschool to Year 10. The individual care and attention that we give our students in the vital formative years is the key to the growing success of our school.

If you would like to know more, please contact us.

**Senior Campus 7-10**

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Wheeler Crescent Wanniassa ACT 2903

**Junior Campus & Preschool P-6**

PH 02 6205 7566      FAX 02 6205 7563
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Wanniassa School
PARTNERS IN LEARNING

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Thank you for taking the time to learn about the Preschool, Junior and Senior campuses at Wanniassa School.

Our school is committed to giving all students the chance to be successful learners and citizens of the future. The individual pastoral care and support that we give all of our students from Preschool to Year 10 are key elements of our school. All students are encouraged and expected to achieve their personal best.

Our school has developed a strong reputation in the Tuggeranong Valley for encouraging families as partners in learning where students are able to learn and play within safe, caring and stable pastoral care structures. Every teacher at Wanniassa School shares responsibility for the pastoral care of students. Quality personalised learning programs and a wide range of educational, vocational, sporting and cultural opportunities are distinct hallmarks of Wanniassa School.

The school focuses on Literacy & Numeracy for all students while ensuring seamless Australian Curriculum and Assessment from Preschool – Year 10 (P-10). We offer academic and elective programs in English, Mathematics, Science, History, Geography, Japanese, Health & PE, IT, Textiles, Food, Wood and Metal technologies, and the Visual and Performing Arts - Drama, Media, Band, Music and Dance. Year 9 and 10 students are offered a Big Picture program.

We support Gifted & Talented students to participate in academic competitions, compete in sport and excel creatively. Opportunities include Robogals, Tournament of the Minds and Get Smart (supported by ANU students), Music, Dance and Drama festivals and school, zone and ACT sports representation. We offer popular extracurricular programs like Wakakirri and mountain-biking to all students.

There is a strong focus on developing life-long learners with leadership and citizenship skills. We assist students to develop future pathways, offer trades training opportunities in hospitality and wood construction/furniture-making, and encourage Year 10 students to participate in work experience options.

Having two campuses –Preschool to Year 6 and Year 7 to year 10 – enables us to support

■ a strong values program
■ personalised learning programs
■ a Learning Support Unit
■ a Learning Support Centre
■ an Achievement Centre
■ a Koori preschool and a mainstream preschool
■ a Students Link (Junior Campus) and a Drop-In Centre (Senior Campus)
■ a Get Smart homework centre

We are proudly a Dare to Lead school with a Reconciliation Action Plan (RAP) and a school with P-10 KidsMatter Early Childhood / KidsMatter Primary / MindMatters programs.
Our students’ learning environment encompasses two Libraries (one per campus) and up-to-date, well-maintained specialist areas including new science laboratories and kitchen, IT laboratories, spacious technology areas, a large well-equipped gymnasium and Junior Campus hall, covered learning areas, four tennis courts and a parents Link. We encourage community use of these facilities.

You will find our school a colourful, warm and friendly place that is genuinely proud of its students and their achievements.
OUR VISION
Wanniassa School seeks to ensure that all young people develop the skills for making sense of the world and their place in it. Our school believes that rigorous, connected and relevant education builds the foundation for life-long learning and provides a context in which young people can flourish.

We seek to support our young people to be able to make informed, optimistic and responsible choices about their roles and responsibilities as citizens of a local, national and global community.

OUR PURPOSE
Teaching and Learning
We are committed to excellent classroom practices based on quality teaching and learning to continually improve student outcomes.

Leading and Managing
We are committed to effective communication, collaboration, continual reflection and improvement and modelling of best practice.

Student Environment
We are committed to providing students with a positive and respectful environment which focuses on high expectations for success and which builds resilience and future-mindedness.

Community Involvement
We are committed to developing successful future pathways for every young person in partnerships with families, business and the community and to celebrating these achievements.
## OUR SCHOOL VALUES

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Respect</th>
<th>Hard Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking charge of our own actions and caring about what is important</td>
<td>Being aware of other people, their property and their learning</td>
<td>Always trying our best and being involved in learning</td>
</tr>
</tbody>
</table>

## BEHAVIOUR

<table>
<thead>
<tr>
<th>I am always quiet when someone else is talking</th>
<th>I treat others the way I want to be treated</th>
<th>I try my best</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take responsibility for my own learning</td>
<td>I respect all students and teachers and accept everyone for who they are</td>
<td>I try hard in all my classes</td>
</tr>
<tr>
<td>I ask questions when I don’t understand</td>
<td>I don’t talk about people behind their back</td>
<td>I participate in all group activities</td>
</tr>
<tr>
<td>I am honest</td>
<td>I listen carefully when others speak</td>
<td>I meet my deadlines</td>
</tr>
<tr>
<td>I behave responsibly</td>
<td>I care about people, their property and learning</td>
<td>I have a positive attitude towards work</td>
</tr>
</tbody>
</table>

### We build life-long learners by developing:
- Literacy and numeracy skills
- Critical thinking skills
- Deep understanding
- Creativity
- Intellectual engagement
- Research skills
- Resilience
- Reflective learning skills
- Enterprise
- Communication and performance skills

### We prepare students to be resilient, active, informed and responsible citizens by:
- Encouraging inclusivity
- Promoting a healthy lifestyle
- Modelling positive behaviours
- Valuing cooperative learning
- Developing understanding of the complexity of our diverse Australian society
- Problem-solving skills
- Promoting respectful relationships and productive means of resolving conflict
- Providing opportunities for leadership and participation in school decision-making
PRESCHOOL

Wanniassa Preschool has three preschool groups including our Koori Preschool. Students can be enrolled in Koori Preschool from the age of three and can attend surrounding preschool groups as well.

The Preschool program uses play as the major teaching tool. Play is widely accepted as the child’s primary source of learning. Children are intrinsically motivated to play. They are capable learners who actively explore within an environment which has been carefully planned and prepared. The Preschool program covers all areas of development: social, emotional, physical and intellectual. Children’s needs in the different developmental areas are observed and recorded and are then addressed within the program. The Preschool program is based on the Early Years Learning Framework, *Being, Belonging and Becoming* and complies with the National Quality Standards. Teachers ensure that content is at a level appropriate to children’s developmental needs. You can view the weekly plan on the notice board. Children’s interests are incorporated into the program. Children learn best when the program is relevant to their interests. This ensures high motivation to learn. The Preschool curriculum is designed to develop children’s self-esteem and positive attitudes towards learning. Transition to Kindergarten is seamless due to the student involvement with staff and students in other areas of the school.
YEARS K TO 6

At Wanniassa School we have high expectations that everyone will do their best in all areas of schooling.

Our curriculum is aligned with the Australian Curriculum. There is also an emphasis on educating the whole child by providing a number of extra-curricular programs and activities to ensure a well-rounded education. Kindergarten to Year 6 students are graded by age into mainstream classes. Classes are organised into 5 flexible learning spaces (Units) which enable whole class, small group and individual learning. Our individualised class programs provide enrichment opportunities for more able students. Specialist staff in Literacy, Numeracy and ESL support students both within the mainstream setting and in small groups. Students are also exposed to special programs run by staff from the Senior Campus with expertise in areas such as Visual and Performing Arts, Hospitality, Science, Health & PE.

Student Wellbeing

The Wanniassa School Junior Campus Values Program is designed to create a positive culture and common language that allows the school community to interact in a way that promotes health and wellbeing for all stakeholders. The program has evolved over time into a positive process that allows effective interaction and communication among staff, students and parents at Wanniassa School and underpins our caring and supportive culture. It is based on the Federal Government’s Nine Values for Australian schooling. Care and Compassion, Doing Your Best, Freedom, Honesty/Trustworthiness, Fair Go, Integrity, Respect, Responsibility and Understanding/Tolerance/Inclusion. Resilience is added as a focus to support the wellbeing of all students. Teachers are always ‘on the lookout’ for any student who is displaying any one of the school’s 10 Values.
This explicit teaching of the values underpins the whole school core values of Responsibility, Respect and Hard Work.

We say NO WAY to Bullying and we endeavour to empower all students with the skills to understand what it is, how to report it and how to be an effective bystander.

**Everyone has a right:**
- to learn in a positive, supportive environment
- to feel and play safely at school
- to expect all personal and school property is respected

Using these goals as a basis, the students and teachers within each class develop a set of appropriate class rules. Regular class meetings provide a forum for discussion and problem solving in a cooperative and productive manner.

**KidsMatter**

Wanniassa School aims to connect with parents and carers to help achieve a caring and inclusive school community and to improve students’ mental health. We do this using KidsMatter Early Childhood in our Preschool and KidsMatter Primary as the frameworks to formalise the great work that we do at Wanniassa School. They help us implement evidence-based mental health promotion, prevention and early intervention strategies and concentrate on the four key areas aimed at improving student wellbeing and reducing the likelihood of children developing mental health difficulties.

The KidsMatter resource materials provide school staff with detailed information regarding children’s social and emotional needs and practical suggestions for supporting children’s development and mental health. As part of this program we have opened our Parent LINK room where parents are able to browse through resources or meet to discuss any issues facing them or their children.

**Behaviour management**

There is an expectation at Wanniassa School that children will behave responsibly with an emphasis on self-discipline. The school encourages a caring, supportive environment in which teachers can exercise their right to teach and students their right to learn without interruption. This enables all to work together to solve problems in a creative, supportive manner. Unacceptable or inappropriate behaviour results in teacher intervention. This can take the form of a restorative approach, counselling and, if necessary, time out or removal from the playground.

Our school is vigilant and proactive in supporting the educational, social and personal needs of individual students. Parents may be assured that the safety, happiness and academic progress of all students is the top priority for every person working in the Junior Campus.
**Chaplaincy Program**

The chaplaincy program at Wanniassa School is supported by Scripture Union ACT. The chaplaincy position augments the care that is provided by the school’s pastoral care team and teaching staff.

The chaplain works with individuals or small groups and is available to provide pastoral care, general religious advice, personal advice, comfort or support to any member of the school community. Our Chaplain also runs a LINK room at lunchtime where a small group of students is offered an alternative to playground games. Friday morning Breakfast Club is also very popular.

**Student Leadership**

At Wanniassa School we have a very active Student Representative Council. They are involved in many fund raising projects both for the school and to support external charities.

As part of their role the SRC has taken control of our school sustainability program and school beautification project. The SRC meets weekly and class representatives communicate student ideas and requests through classroom meetings.

We provide a number of other leadership opportunities for students including House Captains, Waste Warriors, Library Monitors and Buddies from Year 5 and Year 6 support our Preschool and Kindergarten students.

**Sustainability**

Wanniassa School is part of the *Australian Schools Sustainable Schools Program*. The Sustainable Schools program is an exciting and innovative program that not only educates and promotes responsible sustainable practice, it also challenges students and provides them with the opportunity to take on leadership roles and make a real difference in our school community.

At Wanniassa we are currently accredited in the Waste and Water watch elements of the program. This includes an effective waste and paper recycling program in partnership with our worm farming. Current programs include energy and bio-diversity. New programs currently being introduced include solar electricity and how it affects our lives and building our own vegetable garden.
The Teaching and Learning Program

**English**

This area focuses on the elements of the Australian Curriculum which organise English into three interrelated strands. Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

**Language:** knowing about the English language

**Literature:** understanding, appreciating, responding to, analysing and creating literature

**Literacy:** expanding the repertoire of English usage that support students’ growing understanding and use of Standard Australian English.

These three strands overarch listening, speaking, viewing, reading, spelling, grammar, writing conventions and stress the importance of language across the curriculum. In Kindergarten the teaching of phonics underpins our reading program and there is a strong emphasis on the use of the child’s own language and children’s literature. Students in all year levels are monitored through a variety of assessment tools in reading, spelling and writing allowing staff to cater for individual student needs.

**Mathematics**

This area focuses on students developing a keen interest in mathematical ideas. Our curriculum is based on the Australian Curriculum and provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and 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. This is achieved through activities which enable students to develop clear understandings of mathematical concepts, enabling them to gain a wide range of skills and knowledge applicable to solving problems and investigating mathematical topics and mental computations.
History and Geography

In this area students will cover all aspects of the History and Geography sections of the Australian Curriculum. It enables students to develop knowledge and skills through investigating the historical, cultural, social and environmental factors that shape their identity and society. Students are actively involved in clarifying and articulating attitudes, values and beliefs and developing the competence to participate as responsible and effective national and global citizens.

Science

The Science Curriculum focuses on interactive, hands-on science and embraces the elements of the Australian Curriculum which has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the Science Curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore Science and its concepts through clearly described inquiry processes.

The Arts

The Arts include Visual Arts, Drama, Music, Dance and Media. Through our Arts program students develop intellectual, social, physical and aesthetic understandings and skills which assist them to create, explore and communicate ideas and appreciate a variety of art forms. We offer a range of musical programs where students have expert tutors. These programs include Brass Band, Guitar tuition, choirs and vary from year to year depending on staff availability.

Technology

School programs encourage students to use technology productively and to become enterprising people. It involves students in generating ideas and action as well as using and developing techniques and products that satisfy human needs. Through a process of designing, making and appraising, students generate ideas and translate them into practice. They explore, apply and develop information, materials and systems.
Health and Physical Education

The program in Health and Physical Education aims to promote social, emotional and physical development. Developing positive attitudes and skills in a range of sports are important outcomes in this learning area as well as improving overall fitness. Children in Kindergarten to Year 2 are involved in programs to develop their gross motor skills. Students from Year 3 to Year 6 are offered opportunities to represent at a school, region and ACT levels. The Health curriculum encompasses a number of areas including human development and movement, people and food, the health of individuals and populations, safety and human relations. Drug education and protective behaviours are incorporated within these content areas. The school provides an outdoor education program for students in the upper primary including school camps and day excursions. A two-week swimming program caters for students from Kindergarten to Year 3 and a gross motor program also supports junior students.
The student body is divided into four “house” teams, which are used for major sporting carnivals and for promoting academic, social effort and aptitude. Our houses are named after well-known local geographical features: Tennent (Red), Gingera (Blue), Namadgi (Green) and Billy Billy (Yellow).

Languages

The purpose of a Language program is to promote an understanding and appreciation of another culture and its language. Japanese is taught at the junior Campus from Year 3 to Year 6 by a specialist Japanese teacher as a compulsory learning area. Students in Kindergarten to Year 2 experience Japanese through games, songs and activities.

Library

The Library Resource Centre at the Junior Campus is a bright, friendly and relaxing place that is extremely well-resourced for students and teachers. A large collection of non-fiction books complements our curriculum, and our 6400 fiction books cater for all reading levels, from early pre-school/beginning readers up to teen/advanced readers. There is a strong emphasis on quality literature, to promote reading for enjoyment and improving literacy skills. Parents are also encouraged to do family borrowing. Each student has at least one formal library session per week, usually with both the classroom teacher and teacher librarian in a team-teacher situation. Lessons in the library relate back to classroom work, with an information literacy focus. Information Technology is also incorporated into these lessons, as our IT laboratory is part of our Resource Centre.
Information Technology

At Wanniassa School we recognise the potential of Information, Communication and Technology (ICT) to enhance the learning process for students. Our school is very well equipped with networked computers based on an IBM compatible platform. A fully networked computer laboratory is available to students in the Library Resource Centre. Students are also able to utilise digital technologies such as iPads, digital cameras and video cameras to enhance their learning. Networked computers and colour printers are also available to students in the classroom units. Students are introduced to the Internet and many appropriate software packages. These encourage students to develop an awareness and appreciation of technology in their everyday learning. Smartboards are also installed in all classrooms and students have 24/7 access to internet based programs such as Mathletics, Spellodrome and Bug Club.
Music Programs

Year 5 and 6 students have the opportunity to learn a variety of musical instruments as participants in our two Brass Bands. This is an optional user-pays instrumental music program offered by the Educational Training Directorate which provides a qualified band instructor to lead the groups, assisted by school staff. Band members participate in a wide variety of public events including assemblies, concerts and external public performances. Children have an opportunity to participate in musical activities including graded recorder, guitar groups and choirs.

Free guitar tuition is offered to students in Year 3 to 6. The program is dependent on staff availability and run during lunchtime. Students are required to supply their own guitars.

Choir is offered as part of a lunchtime program.

Recorder tuition is offered to students with varied ability and dependent on staff availability.

Wanniassa Junior Campus is well known for its Wakakirri performances. Students from Year 4 to 6 take part in Wakakirri Story/Dance every two years and have had some outstanding results at local and national levels.
On the Senior Campus students undertake a program of study leading towards the ACT Year 10 Certificate and beyond. The Senior Campus program is designed specifically to meet the needs of adolescent learners. It aims to build a culture of relationships because student wellbeing is essential for effective learning to take place, and a culture of learning, in which students are both challenged and supported to reach their potential.

A Culture of Relationship – Pastoral Care and Wellbeing
Pastoral Care underpins the teaching and learning program on the Senior Campus as an essential element for student success in the high school years. We provide strong pastoral care support through our structures and policies, through attention to school culture and climate, through teaching and the curriculum, and through targeted support for students and families where necessary.

Our campus structure ensures all students are supported. As part of this structure the Student Support School Leader, Pastoral Care School Leader, Year Coordinators for each year group of students, Pathway Tutor Group (PTG) teachers, Youth Support Worker, School Counsellor and Indigenous Education Officer are all involved in providing support for students where appropriate. Our student management approach is based on the principles of Restorative Practice, which ensures that students are supported to develop pro-social behaviour.

Relational teaching underpins the curriculum and teachers work to develop strong
relationships with students. In this way students develop a sense of identification with and connectedness to school, an important prerequisite for academic success. The Pathway Tutor Group structure allows for close teacher monitoring of student attendance, welfare and academic progress and helps build connection with school through connection with the group. This is further strengthened with PTGs undertaking community service in the school and further developed through cross-age mentoring, beginning with Year 10 students being attached to Year 7 PTGs and being a presence for students from their first day of secondary schooling.

We work continually to maintain a strong and positive school culture to which students feel they belong. We have recently completed work to re-define and embed our school vision and values to further build positive school climate. This is done in consultation with students to further enhance a sense of ownership, and there is a wide range of leadership, community service and service learning opportunities for students, as part of our strong commitment to student empowerment.

Aspects of wellbeing are embedded across the curriculum, as well as taught explicitly through the Health and Physical Education Curriculum. In addition we provide programs to explicitly teach social and emotional skills, optimism and resilience to prepare our young people for the real world. Senior students also have the opportunity to be trained as peer supporters for mental health and wellbeing, through Lifeline and other peer leadership programs. Aspects of Positive Psychology are embedded throughout the curriculum, for example in community service (giving) and in our strengths-based approach to working with students.

Finally, we provide a support network in the school for students and their families, including targeted in-school programs and programs run by community agencies, and we link students and families to outside support agencies where appropriate.

**A Culture of Learning – Learning how to Learn**

The Senior Campus program recognises that schooling in the adolescent years needs to be engaging and relevant, as well as rigorous and challenging. Teachers use explicit and scaffolded learning to engage, support, challenge and extend all students, and to develop a culture of learning, in which students learn how to learn. Where possible, courses are co-constructed, encouraging students to have input into their learning, and teachers hold high expectations for all students.

There is a strong emphasis on developing literacy and numeracy skills, as these are fundamental to continued success at school.
Literacy becomes students’ most important tool for accessing all areas of the curriculum, and is taught in all subjects through a whole-campus approach for all students from Year 7 to 10.

Students are diagnostically assessed in reading comprehension, writing and spelling and Maths skills, including Mental Computation during terms 1 and 4 of each school year to inform teaching and learning and track academic growth. Teachers use this data, along with their own class assessments and NAPLAN data, to design targeted learning experiences that cater for the needs of individual students in their classrooms. Through this range of programs and support, students develop their understanding of literacy and numeracy and/or extend their knowledge into all areas of their schooling and beyond.

The Teaching and Learning Program

On the Senior Campus students undertake courses of study as outlined below, studying the core curriculum areas of English, History, Geography, Mathematics, Health and Physical Education and Science and a range of electives. We are currently aligning our academic program with the Australian Curriculum.

A variety of learning technologies is used to support student learning including interactive whiteboards, iPads, digital media, online learning programs and fully networked computer laboratories with wireless access.

Student progress is shared with parents in a variety of ways – interim reports (end of each term), descriptive reports (end of each semester), Parent/Teacher interviews and through exhibition. Year 7 students begin the year with a three-way meeting with their PTG teacher and parents to set goals for their secondary schooling and establish a strong connection with home.

Assignments and Assessments

Assignment and assessment criteria are explained to and negotiated with students prior to commencing major tasks. This ensures that students are aware of the learning outcomes, expectations and areas of focus. Explicit work examples are used to show students what quality work looks like.

Year 9 and 10 assessment tasks are aligned with college practice to facilitate a smooth transition from high school to college. Teachers participate in college moderation sessions to ensure standards are consistent with college expectations and students are explicitly taught the skills of essay writing, oral presentation, creative responses with rationales, prepared
in-class written responses and AST style assessment required at college level.

All students are encouraged to extend their learning by participating in excursions, school performances and academic competitions.

Student achievement is graded from A to E.

**English**

In line with the Australian Curriculum, we believe students should be ‘confident communicators’ and ‘imaginative thinkers’. Our curriculum is built around the Australian Curriculum’s three interrelated strands of Language, Literature and Literacy. From this foundation, students will develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Year 7 and Year 8 students are grouped in mixed ability classes and individual student needs are further catered for by placement in streamed language skills groups. In Year 9 and 10 students are streamed into two levels, Advanced and Core, based on their academic achievement in Year 7 and 8 and on recommendation from teachers. It is possible for students to move between these streams where appropriate over the course of the two years.

In all years students develop their skills in written language using a range of text types, language conventions, reading, oral presentations and the use of ICT.

In both History and Geography students are given the opportunity to develop their skills in research, reading, writing, viewing and information technology. Students are encouraged to work on their personal organisation through independent and collaborative learning.

**History**

The Australian Curriculum in History focuses on specific content for each year group. This content provides opportunities to develop historical understanding and historical skills.

Year 7 Content focus: The ancient world

Year 8 Content focus: The end of the ancient to the beginning of the modern world

Year 9 Content focus: The making of the modern world from 1750-1918

Year 10 Content focus: The modern world and Australia
**Geography**

In Geography students are able to gain an understanding of geographical thinking and are encouraged to ask geographical questions, plan an inquiry, collect and analyse information, and communicate their findings.

Year 7 and 8 Content focus: the environment, water, natural disasters, sustainability, Asia, World Geography, Antarctica.

Year 9 and 10 Content focus: global issues; Asian studies, its impact on the environment, urban geography, politics and power, civics and citizenship, the world of work, financial literacy.

**Mathematics**

In line with the Australian Curriculum, we believe that students should be confident with the mathematics that is used in the ‘real world’ and our curriculum is based on the three content and four proficiency strands in the Australian Curriculum, ensuring students’ proficiency in mathematical skills becomes increasingly sophisticated over the years of schooling.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning.

**Number and Algebra** – number and place value, fractions and decimals, real numbers, financial maths, patterns and algebra, linear and non-linear relationships

**Measurement and Geometry** - units of measurement, shape, location and transformation, Pythagoras and trigonometry.

**Statistics and Probability** - chance and data representation and interpretation
**Science**

The Science curriculum highlights the importance of technology in advancing science and the role of science in developing technology. Students develop skills in selecting and using resources and systems to solve problems. Students look at the ‘big picture’ of scientific ideas, with an emphasis on the personal and social aspects of science. This allows students to combine processes and scientific knowledge as they use scientific reasoning and critical thinking to develop their understanding of science.

Year 7 Content focus: laboratory safety, forces and simple machines, chemical mixtures and separation, classification, earth sciences.

Year 8 Content focus: energy, chemistry and states of matter, cells, microscopes, the rock cycle.

Year 9 Content focus: Biology – ecosystems; Physics - heat, light and sound; Chemistry - the atom; Geology - plate tectonics and natural disasters.

Year 10 Content focus: Biology - DNA and genetics; Physics - laws of motion; Chemistry - the periodic table and chemical reactions; Geology - ‘Big Bang’ theory.

**Physical Education, Health and Sport**

The Physical Education curriculum emphasises the acquisition, development and application of individual and team-based skills. This ensures that students are provided with opportunities to become effective participants in games and other activities.

Year 7 and 8 students are introduced to the basic skills of throwing, catching, kicking, striking, running, jumping, dodging and dance. Students’ skills are continually developed through learning specific sports techniques as well as games and team-building activities. The emphasis is always on fun and enjoyment for all participants.
Year 9 students build on the skills they have developed. The focus remains on encouraging students to further develop their individual skills, whilst incorporating team skills and tactics into the curriculum. The Year 9 program includes: fitness, racquet, football, individual and team sports.

Year 10 students are offered a personalised program to cater for individual needs and interests. Students have the opportunity to elect into the following: Team Sports; Alternative Exercise; Boot Camp; Recreational Sport and Leisure Activities.

In the Health program, students develop strategies to assist them with managing all aspects of their development. This includes their mental, physical, spiritual, and social health and wellbeing. Students explore individual, family, and cultural values and attitudes to assist them in making informed and healthy lifestyle choices. All PE staff are trained in Mind Matters – incorporating mental health and wellbeing across the Health program.

**ELECTIVES**

**Dance – Year 9 and 10**

Dance provides students with the opportunity to engage in creating and performing dance, as well as teaching the skills of performance analysis and reflection. Students participate in small group performances, using basic choreographic tools. Students also develop an understanding of the techniques involved in creating a performance.

**Personal Fitness**

Personal Fitness places an emphasis on both individual and team fitness activities. Students are exposed to various training principles such as cross-fit training, cardiovascular training, muscular development and plyometric training. Students are encouraged to recognise that active participation in physical fitness activities is essential to achieving their personal health and fitness goals.

**Team Sports**

Students have the opportunity to participate in and advance their knowledge and understanding of various team sports. Students
are introduced to the different roles and responsibilities within team settings and taught how to increase their tactical awareness and enhance their individual skill sets in team sports.

**Art and Design – Year 7 and 8**

In this course, students explore the basic elements of design through the study of art works and the visual environment. Students use this knowledge and understanding to express ideas and feelings through their art works. The elements of design studied in detail in this course include: line, shape, form, colour, tone, texture and space. Examples of projects undertaken in this course include: tonal drawing exercises, portraits, still life and landscape drawing, mixed media works, 3D art works and collages.

**Visual Arts – Year 9 and 10**

In this course students expand their view of how they create and interpret their world through visual means. Students are encouraged to paint, draw, build sculptures, construct installations, etc. in order to discover their own area of interest and specialisation. Students study what influences and inspires them visually, exploring the way art works are put together and developing related themes in their own work.

**2D Art – Year 9 and 10**

In this course students have the opportunity to intensively develop their own practice by exploring a variety of art-making using 2 dimensional techniques. Students experiment and build skills in painting, printing, drawing, stencilling, collage and mixed media and are supported to produce a self-directed work using a 2D technique of their own choice.

**3D Art – Year 9 and 10**

In this course students intensively develop their own process by exploring a variety of art making using 3 dimensional techniques. Students experiment and build skills in making installations and creating sculpture, which may include papier mache, metal, wood, plaster, paint, collage and recycled materials.

**Drama – Year 7 to 10**

In Year 7 and 8 students learn about characterisation and how to incorporate it into performance. They work in small groups and as a class to develop, rehearse and perform to the class and outside audiences. They create puppets and gain an understanding of Greek and Elizabethan theatre. Students use reflective journals to assist in refining their skills and understandings.

In Year 9 and 10 students further develop characterisation skills to incorporate into solo, small group and class performances. Students learn how to critically analyse a performance. They also take on various roles in addition to acting in an end-of-semester performance for family and friends. Students further develop their self-reflection abilities.

**Media – Year 7 to 10**

In Year 7 and 8 students use computers to create a product and develop an advertising campaign to help it 'sell'. They learn about film composition and use those practical skills to plan, film and edit a 30 second television advertisement. They work with Digital SLR
cameras to take images and use Adobe Photoshop to manipulate them.

In Year 9 and 10 students have the opportunity to learn about television and film by analysing the ways that stereotypes are used. They gain an understanding of how different facets of the Australian media work. Students work with Adobe Photoshop to edit and manipulate images they have taken on Digital SLR cameras. They take responsibility for the range of different aspects of film production to create a group film from script development through to editing.

**Food Technology**

**Year 7 and 8 - ‘Beginner Chef’**

This course introduces students to simple cookery skills. Students learn how to use specific kitchen equipment and to follow correct food safety and hygiene principles. Students study aspects of nutrition that relate to general wellbeing and investigate healthy choices for meals.

**Year 9 and 10 Food Technology**

**Semester 1 ‘Snack Smart’** - the basics of good nutrition, what foods are considered healthy snacks and then create new healthy snack products for sale as an alternative to ‘fast’ or ‘junk’ foods.

**Semester 2 ‘Cooking around the World’** – different cultures and their food habits, cooking and eating styles.

**Semester 3 ‘The Patisserie’** - the art of pastry-making and the skills involved in producing various pastry styles and cakes.

**Semester 4 ‘Entertaining at Home’** - the art of entertaining and the types of foods suitable for different types of functions. Weekly practical lessons complement the theory element.

**Year 9 and 10 Hospitality**

This semester course delivers three nationally accredited Hospitality modules which can be credited towards a Certificate I or II in Hospitality with continued study at College or CIT.

Modules covered are:
- SITXOHS001A... Follow health, safety and security procedures
- SITXOHS002A... Follow workplace hygiene procedures
- SITHFAB012A... Prepare and serve espresso coffee
Year 9 and 10 Hospitality – Barista

This year long course delivers five nationally accredited modules of study which can be credited towards a Certificate I or II in Hospitality with continued study at College or CIT. **Wanniassa School is the only school in the ACT to offer this course.**

Modules covered are:

- SIRXCCS001A Apply point-of-sale handling procedures
- SITHFAB012B Prepare and serve espresso coffee
- SITHFAB016A Plan and monitor espresso coffee service
- SITXCCS002A Provide quality customer service
- SITXOHS002A Follow workplace hygiene procedures

Both the above accredited courses are assessed through competency-based assessment and involve weekly practical lesson and running a fortnightly lunch-time café.

Applied Technology – Woodwork – Year 7 to 10

In Year 7 and 8 students learn isometric drawing skills and build their knowledge of materials, tools and safe work practices in woodwork at the beginner level. In Year 9 and 10 students further develop their technical drawing skills and are introduced to new problem-solving strategies. Students produce more complex isometric drawings, and are introduced to orthographic projections.

Students develop knowledge and understanding of the design process and demonstrate these by applying the process in the development and construction of creative solutions to problems in woodwork. Students will design and make a range of products in wood. There is the opportunity to negotiate individual projects.

Students will also be introduced to basic theoretical engineering concepts and will complete two structural assignments in their own time that meet specific criteria.

Textiles and Design – Year 7 and 8

This semester course involves planning design solutions for making simple textile products. Students will learn about fibres and fabrics and simple construction techniques.

Practical tasks include making a bag or pencil case, a pair of shorts or a soft toy.
**Applied Technology – Metalwork – Year 7 to 10**

This subject introduces students to basic metalworking skills and the processes of designing, making and appraising. Students undertake practical workshop projects as well as classroom theory topics. Students learn to read, interpret and produce basic working drawings, enabling them to produce projects to set specifications as well as their own design briefs. Students learn the skills of welding, brazing, riveting, soldering, tempering, hardening and bluing and are encouraged and trained to work independently and at their own pace.

Students receive instruction in the safe use of a variety of hand tools, power tools, equipment and machinery and are required to demonstrate the safe use of these through the production of practical projects such as a tool box, a ring spanner, a minichopper and a special project of their choice.

**Japanese – Sequential and Cumulative Learning**

Japanese at Wanniassa School offers students a fantastic opportunity to broaden and enrich their understanding of another culture through a range of fun and exciting learning activities.

All students study Japanese in Year 7 and 8 and interested students can then elect to go on to further study in Year 9 and 10.

For students who have studied Japanese at primary school, the program is a continuation of the sequential and cumulative learning undertaken there. However, students who have not studied Japanese before are not disadvantaged, as a comprehensive revision unit is the focus for Year 7. Several main topics are covered and language structures are integrated using these themes. Students will develop skills in all four communication skills: reading, writing, listening and speaking. The Year 9 and 10 program focuses on further developing communication skills and fluency.
Information Technology – Year 7 to 10

This subject provides the opportunity for students to use computers and software to manage information. The five popular management skills students focus on are:

- operating a personal computer
- operating a word processing application
- operating a spread sheet application
- operating a data base application, and
- sending and receiving information over the internet using browsers and email

Music

In this course students have the opportunity to develop their performance skills on a range of instruments as well as learn to read and compose music. No matter what the level of musicianship, there is a place in this course for all who want to challenge themselves or learn something new.

Year 7 and 8 - all students undertake a semester of Music. Students have the opportunity to learn guitar and keyboard before making a choice of instrument to perform on. They also learn to read basic music notation.

Year 9 and 10 - students develop their performance, music reading and composition skills and study music of different times and cultures. Students have the opportunity to perform at school and public events.

SPECIAL EDUCATION

Learning Support Unit – ‘Top Unit’

The small class size ensures that the students receive a high level of individualised instruction. The key learning areas are academic education, recreation skills, social skills and vocational skills, and the following are special features:

- Community Based Instruction – including using public transport
- Social Skills
- Beginner Chef – basic life skills, including cooking

Learning Support Centre

The small class size ensures that students receive a high level of individualised instruction. The Learning Support Centre’s goal is to enable all students to become independent with their learning and living by the time they reach college. The key learning areas are literacy and numeracy skills that are related to real life situations, social and life skills such as budgeting and travel.

Career pathways are investigated from Year 7,
beginning with students’ interests and abilities and are developed through to Year 10. During this time students have the opportunity to undertake work in the community and work experience.

The Big Picture Program

A Big Picture program is currently offered to interested students in Year 9 and 10. Students who choose this pathway have the opportunity to design their learning around their areas of interest, using the Big Picture Education Australia design principles. This program is open to all students and meets the Year 10 Certificate requirements.

This design incorporates the following:

- Students spend four lines in the Big Picture group, known as their Advisory Group, with their Advisory Group teacher/s. In this group they learn individually and together, whilst also growing socially and emotionally in real contexts – ‘one student at a time, in a community of learners’.
- Students design and complete four individual learning plans in a year, incorporating the Big Picture Learning Goals – Empirical Reasoning, Quantitative Reasoning, Communication, Social Reasoning and Personal Qualities, with the close involvement of their AG teacher/s.
- As part of their work students undertake learning in the real world, as the Big Picture design emphasizes that learning does not just happen in schools. This is known as an LTI – Learning through Internship. This can range from visits and shadow days to 1 or 2-day a week placements with a mentor. Students also incorporate Service Learning into their learning plans.
- At the end of each learning plan students provide evidence of their learning through authentic assessment. They present this evidence to a group comprising their peers, teachers, parents and workplace mentor. This is known as an exhibition.
- Parents are very closely involved in their student’s learning, contributing to learning plans and attending exhibitions, as well as parent suppers and information evenings, and are often instrumental in helping to build community connections and workplace opportunities.

For more information on the Big Picture education design principles, and videos of Wanniassa students undertaking LTIs, visit the website www.bigpicture.org.au

Student Exhibitions Program

In Year 9 students undertake a learning project called an Exhibition. This encompasses key curriculum areas and is linked to a theme. Each year a theme is chosen that has a direct relation to students’ lives and the students are required to undertake research that goes beyond the classroom. Where possible we provide students with the opportunity to influence an audience outside their school environment.

Students present their exhibition projects and their reflective journals demonstrating their learning to a Roundtable panel comprising
parents or friends, teachers and other students, as well as community members. This project is closely linked with the Student Pathways Program.

**Student Pathways**

Through this program students are supported to plan their potential pathway through school and beyond, to further study, training and/or work. All senior students develop their own Pathways Plan during Year 9 and 10. Students are guided in moving from learning about themselves and how they learn, through looking at work-related skills and key competencies to developing short and long term goals.

Students investigate the range of future options available beyond school and relate this knowledge to their personal strengths and interests. At the end of Year 10 students make a formal presentation of their Pathways folders and discuss their learning at a Roundtable. This forms an important and integral part of our Year 10 Graduation process.

The Student Pathways Program is gradually being extended to the younger years.

**Work Experience and Vocational Opportunities – Year 9 and 10**

The Senior School program is designed to be flexible to allow students to pursue vocational opportunities while still at school. As part of their Pathways Planning students are encouraged to explore different opportunities and all Year 10 students undertake a week of Work Experience during Term 3.

These vocational opportunities allow our students to investigate in a real way the options available to them. They allow students to combine education at school with learning and experience in the world of work. This helps demonstrate to students the relevance of their school educational program.

Interested Year 10 students are supported to pursue new apprenticeships (ASBAs- Australian School Based Apprenticeships) where appropriate and Year 9 students are supported in on-going work experience placements. SPICE (Students Participating in Community Enterprises) provides opportunities for students to see the world of work and link this new understanding with their school experience. Students also have access via interview to BISEPS (The Building Industry School Enhancement Program). This program is run by the Master Builders Association to support students who would like to pursue a career in the building industry.

Year 10 students are also able to participate in CIT Central Courses where they spend one day per week attending CIT. These vary from hairdressing to automotive and plumbing studies.

**Transition from Year 10**

Our students are thoroughly supported in moving to the next stage after Year 10, be it into further study or the world of work. Transition to college is supported through assistance with enrolment, orientation visits, partial enrolment in college courses before Year 11 where appropriate and close communication with student welfare college teachers.