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Centre for Excellence

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DISCLAIMER: The information and advice in this handbook have been prepared in good faith and information is correct at the time of publishing.
Welcome to the Early Learning Centre and Junior School of The Hutchins School. This part of the School comprises the year groups ranging from Pre-Kindergarten to Year 6. Here the students begin their journey in a rich educational environment designed to achieve their personal best and to realise their potential as active members of their community – locally, nationally and globally.

Our curriculum is scaffolded by the Early Years Learning Framework and the Australian Curriculum, as appropriate, and provides our students with learning experiences specifically tailored for boys. The curriculum is differentiated according to individual needs and supported by stimulating learning environments, equipped with age and stage appropriate resources and facilitating access to and development of skills to complement 21st century learning.

Small class sizes and strong teaching teams at each year level ensure that all students have the opportunity to develop their knowledge and skills to their personal best, and to enjoy rich and varied social interactions as well as sporting, artistic and spiritual experiences which consolidate and further develop their identities as Good Men.

Mrs Jenny Manthey  
Head of Early Learning Centre and Junior School
Here the students begin their journey in a rich educational environment designed to achieve their personal best and to realise their potential as active members of their community – locally, nationally and globally.
Our Guiding Statements

Our Vision
Hutchins provides an inspirational education where each boy strives to achieve his personal best and is willing to serve his community as an informed and active citizen; locally, nationally and globally.

Our Mission
Hutchins is an Anglican school whose supportive learning community works together to build character of boys.

Our Goal
The Hutchins School aims to build good men who act with kindness, integrity, compassion, humility and courage.

Our Faith
A Christian life, as a response to Jesus Christ, is commended and encouraged at Hutchins. We express our Christian values in welcoming and respecting members of all faith.

Our Global Intent
The Hutchins School community is committed to being internationally-minded by understanding and embracing diversity in all its forms, and by respecting and celebrating this diversity in order to foster a peaceful, just and sustainable world.

Our Commitment
The Hutchins School community is committed to providing an age and stage holistic education with a focus on the wellbeing of boys. We aim to inspire students to be creative and adaptable by providing them with the skills to lead and succeed in their global future.

Our Motto
Vivit Post Funera Virtus – Character Lives on After Death – What you do matters.
Learning with ICT

Information and Communications Technology (ICT) in the ELC and Junior School is guided by the School’s Strategic Plan where ‘ICT is the enabler’ and it is underpinned also by the national school education goals:

- Students will leave school as ‘confident, creative and productive users of new technologies, including ICT, and understand the impact of those technologies on society’
- Schools will seek to integrate ICT into their operations, to improve student learning, to offer flexible learning opportunities and to improve the efficiency of their business practices

Hutchins is a ‘school of the future’ in its use of 21st century tools and e-learning strategies to engage and empower all students, staff, and its wider community to deliver its strategic initiatives.

In the ELC and Junior School, all classrooms are equipped with smart whiteboards and these form an integral part of the delivery of curriculum and learning in the classroom – from Pre-Kindergarten to Year 6. The diverse range of tools available for use through the interactive whiteboard are familiar to students as well as teachers and are used to further the exploration of the topics being covered.

The Bring Your Own Technology (BYOT) program is supporting our blended learning curriculum model in Years 5–12. In Years 3–4 students use class sets of laptops. In the Early Learning Centre and the Centre for Excellence teachers are using class sets of Apple iPads in their classrooms.

The Hutchins School has two e-platforms called Overdrive and Wheelers for downloading picture books, ebooks and audio-books which are supported for use on any laptop or smart device by students, teachers and parents. Digital citizenship and cyber safety skills are taught explicitly from Years 3–6.
The staff of the Centre for Excellence develop and implement a wide range of educational support programs that recognise the different learning needs of boys across all year levels of the School. This includes learning support, consolidation, gifted and talented programs, enrichment and extension. Standardised assessment activities are co-ordinated through the Centre.

In order to achieve the best possible educational outcomes for students across the learning spectrum the Centre provides:

- Subject support in small groups or individual study options
- Nurturing and encouragement of the development of boys’ social and emotional skills
- Support for students and teachers in the classroom
- Support for parents and liaison with specialists
- Information designed to support teachers in the provision of an appropriately differentiated program.
EARLY LEARNING CENTRE (PRE-KINDERGARTEN – YEAR 2)
About the Early Learning Centre

The Hutchins School Early Learning Centre (ELC) provides a stimulating, nurturing and vibrant environment for boys from Pre-Kindergarten to Year 2. The first steps are taken towards ensuring that boys grow into young men of good character.

The early years are the most vital in a child’s educational life. During this time children are entering a social world stretching beyond the family. They are trying to establish themselves as members of a peer group community. It is during this period that they acquire the foundation skills for future learning. They form crucial attitudes in learning and to themselves as learners. By the end of these early years of education children will have reached some important decisions about their own abilities and worth. This places a special responsibility on teachers of young children to provide a warm, supportive yet challenging environment.

Our guiding principles

- Children learn when they are having fun, experience success, feel secure and have a sense of belonging
- Curiosity, wonder and imagination are encouraged and developed through creativity, and child-centred, play based, hands on learning
- Children connect and contribute to their world through inquiry and discovery. Thinking is at the heart of all inquiry
- Children have authentic opportunities in a range of curriculum areas to develop their thinking and problem solving skills. They are actively involved in gathering and processing information using all their senses
- Children learn to be socially responsible and show respect for others and their environment
- Children take learning risks to develop their social, emotional and physical wellbeing. They are supported in developing skills of independence, resilience and perseverance
- Children participate in the digital world positively and productively
The class teacher takes all the core subject areas which include English, Mathematics, Science, History, Geography and Art. Specialist teachers are provided for Music, French, Physical Education, Library and RAVE (Religious and Values Education). Provision is made for English as an Additional Language or Dialect (EALD) support and there are targeted learning support and gifted and talented programs as appropriate. Curriculum in the ELC is based on the Early Years Learning Framework for the Pre-Kindergarten and Kindergarten year groups (applying Reggio Emilia approach where relevant) and the Australian Curriculum for Prep (Foundation) to Year 2.

Co-curricular activities for the ELC students include dance, music and winter sports (from Year 2). Private music instrumental lessons are offered (at a cost) for students from Prep upwards.

Class sizes are 20 students maximum for Pre-Kindergarten classes and 24 students maximum for Kindergarten to Year 2 classes.

Special features of the ELC include:

- Award winning purpose built classrooms
- Onsite Outside School Hours Care facility for students from Pre-Kindergarten to Year 6
- A Social and Emotional Wellbeing program (Bounce Back) from Pre-Kindergarten to Year 6
- Separate play areas – with phased in participation with older students (Years 1 and 2)
- Whole school participation for certain events (e.g. House Assembly)
- Informal ‘Buddy’ system with Junior and Senior School students
- An introduction to the Outdoor Education program with a day at Southport for our Year 2 students
- Chapel for Pre-Kindergarten to Year 2 students once a week
- ELC Assembly once a fortnight for ELC students and parents
- ELC and Junior School combined Assembly every alternate fortnight for students and parents (Prep to Year 6)
- Links with our sister school, St Michael’s Collegiate, for combined social and learning opportunities
Leap into Learning program

A playful and engaging program designed for boys aged from birth to 4 years. Developed by an early childhood specialist in our purpose built Early Learning Centre, our Leap into Learning program includes gross motor, fine motor, sensory, imaginative and creative play opportunities as well as early musical, literacy and mathematical experiences. This program is provided at no cost, however bookings are required.

WHERE The Hutchins School
Early Learning Centre

WHEN During the school term

Please visit our webpage for further details
www.hutchins.tas.edu.au/leap-into-learning

About the program

By the time children enter school they have often already formed important attitudes which can affect their ability to learn, regulate behaviour and build relationships. Our Leap into Learning program is an invaluable opportunity to set boys up for success as they begin their education. It centres on quality play based experiences.

It offers valuable social experiences for boys where they can interact with the support of parents and teachers. Each session includes whole group time, small group activities and individual play provocations in an exciting, new and well-resourced space, providing an opportunity for parents to consider how inviting learning spaces can be created in their own homes with their son’s learning in mind.

Leap into Learning is also an opportunity for parents to chat with experienced teachers who can offer some insights into the first years of school and how families can prepare for this exciting and important stage.
Early Learning Centre program

Pre-Kindergarten
- Bounce Back
- Cognitive development
- Fine motor skills
- Integrated Studies
- Music
- Physical Education
- Social and emotional development

Kindergarten
- Bounce Back
- Cognitive development
- English
- Fine motor skills
- French
- Integrated Studies
- Mathematics
- Music
- Physical Education
- Religious and Values Education (RAVE)
- Social and emotional development

Prep to Year 2
- Bounce Back
- English
- French
- Integrated Studies
- Mathematics
- Music
- Physical Education
- Religious and Values Education (RAVE)
The Early Learning Centre Library

The Early Learning Centre Library is located within the ELC and caters to the students and staff from Pre-Kindergarten to Year 2.

Opening hours

Monday to Friday 8.10am–4.00pm

Library staff

Mrs Kate Reid, Teacher Librarian
Mrs Susan Hall, Library Technician

The print and digital non-fiction collections of the library are tailored to support the curriculum and the Teacher Librarian works closely with class teachers to determine the current and future information needs of the School community. The Teacher Librarian also delivers resources and activities to support the development of information literacy skills.

The library’s second focus is on providing materials for the recreational reading needs of boys with a dynamic and constantly evolving fiction collection and a variety of non-fiction resources catering to students’ interest area. The library challenges boys to explore a wide variety of genres and forms of literature and visits by popular authors and illustrators help to reinforce our vibrant reading culture.
Services and facilities

- 24/7 access to the library via the catalogue and library intranet pages.
- Access for ebooks and audiobooks via two digital e-platforms: Overdrive and Wheelers.
- Two-week borrowing periods on loan items.
- Book displays, genre lists and author focus displays to promote reading for pleasure.
- Training in the use of the online library catalogue.
- Support and training in the use of school digital devices such as iPads and associated peripheral devices, e.g. digital cameras.
- Encouragement of the students' sense of ownership of the library through displays of their work.
- A suggestion book for parents to record book purchase suggestions, helping to maintain a relevant and contemporary range of reading materials aligned with student interests.
- The intranet, Hutchins Central, can be accessed from the external website at www.hutchins.tas.edu.au.
Early Years Learning Framework

Belonging, Being & Becoming – The Early Years Learning Framework (EYLF) is a national curriculum framework for children from birth to five years. The Framework is based on the view that children’s lives are characterised by belonging, being and becoming.

The framework has a strong emphasis on play-based learning as play is the best vehicle for young children’s learning providing the most appropriate stimulus for brain development.

The framework also recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

The framework outlines five learning outcomes for planning, facilitating and monitoring children’s learning.

Belonging

Children feel they belong because of the relationships they have with their family, community, culture and place.

Being

Is about living here and now. Childhood is a special time in life and children need time to just be – time to play, try new things and have fun.

Becoming

Is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.
Pre-Kindergarten and Kindergarten

THE CLASSROOM PROGRAM

Pre-Kindergarten (3 year olds) and Kindergarten (4 year olds) are times of exploration and fun. Children learn when they are having fun. Play is an extremely important part of each student’s day. In Pre-Kindergarten and Kindergarten the students can observe, question and explore as they learn through play to take on roles and experience life as someone different. They begin to develop and practise many of the skills needed in our society.

- **Social skills** – mixing with others, forming friendships, working in a group
- **Cognitive skills** – ability to comprehend, listen, understand, remember and to solve problems
- **Physical skills** – ability to co-ordinate the body for fine and gross motor skills
- **Emotional skills** – coping with change, dealing with problems, relating experiences

This is a time for developing a readiness for school life by instilling the five C’s – Collaboration – Concentration – Confidence – Communication – Creativity.

At this stage of schooling, it is especially important to remember that all learning develops at a steady and often slow pace. Children mature and attain competencies at different rates. Some children will be ready for more formal work this year, but some will not. Throughout the year concentration spans will increase and the students will be able to settle on one task for longer periods of time.

An important aspect of the program at this level is the influence of the Reggio Emilia philosophy with its devotion to, and celebration of, the individuality, creativity and self-expression of each child. There are times when the planned program is modified in favour of following and expanding on an idea or subject presented by a comment, action or interest of a student, or by that unplanned moment full of potential.
The Pre-Kindergarten and Kindergarten program is strongly linked to the outcomes of the Early Years Learning Framework (EYLF). Units and experiences are developed to provide opportunities for the students to work towards the EYLF’s outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators
‘The first five years have so much to do with how the next 80 turn out’

– William H Gates Sr (Co-Chairman of *Thrive by Five*)
THE CLASSROOM PROGRAM

The program in Prep begins the implementation of the Australian Curriculum. The focus is on developing social skills and responsibility, a love of learning and experimentation as well as sound foundations in literacy and numeracy.

ENGLISH

The English curriculum in the ELC aims to provide the foundational skills, knowledge and understanding for continued learning through the three strands: Language, Literature and Literacy as described in the Australian Curriculum. Each strand works through the modes: listening, reading, speaking, viewing, writing and creating.

A key feature of English in the ELC is the Letters and Sounds program. This is a detailed and systematic program for teaching phonic skills to help children become fluent readers and is implemented from Kindergarten to Year 2. The boys work in cross-grade, phase appropriate groups (Phase 1 is covered by Pre-Kindergarten and Kindergarten) to develop both word recognition skills and language comprehension.

English is fundamental to all other areas of the curriculum. Through talking, listening, questioning and responding, the boys are encouraged to use, develop and to continue to master their literacy skills: speaking and listening, writing, reading and handwriting.
MATHEMATICS

The core content covered in Prep is drawn from the Australian Curriculum Mathematics document. Concepts are covered explicitly and incidentally through the Prep program including: the names of numbers; counting forwards, backwards and in multiples; sequencing; making and comparing groups of objects; looking for patterns and measuring – time, length, mass and capacity. As with other parts of the curriculum, the emphasis is on problem-solving and understanding.

INTEGRATED STUDIES

Integrated Studies incorporates Science, History, Geography and all areas of the arts. Units are drawn from the Australian Curriculum.
## Prep History

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### Telling my story

**Concept: Continuity**

Across the year and through all units, students recognise and participate in different ways of sharing their stories of family and the past. They explore how stories are passed down in families and kept alive by photos, artefacts and traditions.

### Let’s remember and celebrate!

**Concept: Continuity**

This unit gives students opportunities to investigate what, how and why things are celebrated in their family throughout the year. They explore how different people from different backgrounds celebrate similar events. They identify celebrations that are special to particular groups of people.

### My family and me!

**Concept:** Belonging/Identity

This unit gives students opportunities to investigate their place in the generational structure of their family.

### Families – different and the same

**Concept:** Variety

This unit gives students opportunities to investigate different family structures. They explore examples from different cultural groups, modern and past eras – identifying common roles/goals despite different structures.
Prep Geography

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<th>TERM ONE</th>
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</table>
| **What is a home?**  
Concept: Purpose  
This unit gives students the opportunity to gain an understanding that people live in different places which have natural places and built features. To demonstrate their understanding students do a mind map of what is a home which reflects their understanding. | **My special place**  
Concept: Value  
In this unit students gain an understanding that people have special places and care for places (e.g. student’s reflect on and draw a place that is special to them). | **What is a map?**  
Concept: Connections  
Students have the opportunity to explore and identify what a map is. They begin to develop an awareness that objects are located and arranged in space and these can be identified on a map. Students draw a map of the ELC and how to get from home to school. | **Where am I?**  
Concept: Connections  
Students become aware that places and objects are located and arranged in space and these can be identified on a map. The students draw a picture of their map. |
Prep Science

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<tbody>
<tr>
<td><strong>Caring for living things</strong></td>
<td><strong>Everyday materials</strong></td>
<td><strong>Weather in our world</strong></td>
<td><strong>Bounce, roll and slide</strong></td>
</tr>
<tr>
<td>Concept: Survival/Caring</td>
<td>Concept: Form and function</td>
<td>Concept: Change</td>
<td>Concept: Form and function</td>
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<tr>
<td>This unit gives students the</td>
<td>This unit gives students the</td>
<td>This unit gives students the</td>
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<tr>
<td>opportunity to explore the basic</td>
<td>opportunity to explore what</td>
<td>opportunity to explore how changes</td>
<td>opportunity to explore the</td>
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<tr>
<td>needs all living things must have</td>
<td>everyday things are made of and to</td>
<td>in the weather affect our behaviour,</td>
<td>way different shaped objects move.</td>
</tr>
<tr>
<td>met in order to survive. They look</td>
<td>sort materials on the basis of</td>
<td>dress, food and activity. They look</td>
<td>They compare how different sized and</td>
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<tr>
<td>at the needs of different living</td>
<td>observable properties.</td>
<td>at the effects on animals and how</td>
<td>similarly shaped objects move.</td>
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<tr>
<td>things and how these are met in</td>
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<td>people of different cultures explain</td>
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<tr>
<td>different situations. They compare</td>
<td></td>
<td>and use weather patterns.</td>
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<tr>
<td>the needs of plants and animals.</td>
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</table>
Years 1 and 2

**THE CLASSROOM PROGRAM**

The focus in Years 1 and 2 is to continue to develop social skills, as well as a love of learning and experimentation. Sound foundations in literacy and numeracy continue to develop, using methods such as group participation, active learning, following class routines, learning to follow directions, using functional communication and dealing with problems by empowering students to be accountable for their own behaviour.

**ENGLISH**

The English curriculum in the ELC aims to provide the foundational skills, knowledge and understanding for continued learning through the three strands: Language, Literature and Literacy as described in the Australian Curriculum. Each strand works through the modes: listening, reading, speaking, viewing, writing and creating.

The students build their knowledge of spelling and grammar conventions and write for a variety of purposes in different genres. They are encouraged to publish their work in a variety of ways and to share their writing with a ‘real’ audience whenever possible. Formal handwriting lessons are undertaken. The boys are encouraged to practice clear, confident communication – as both speakers and listeners. Reading is a key part of the programs in Years 1 and 2, with emphasis given to the importance of ‘fluency’ and developing a pathway to link decoding and comprehension. Participation in the Letters and Sounds program continues to underpin this area.
MATHEMATICS

The core content covered in Mathematics is drawn from the Australian Curriculum. The emphasis is on problem-solving and understanding which take precedence over speed of calculation. The aim is to develop and foster an enjoyment of Mathematics. The students are encouraged to ‘have a go’ and to take risks. Areas of focus include: number and algebra where students cover counting, estimating, sequencing, place value, basic operations, patterns and sorting; measurement and geometry where topics such as mass, length, capacity, volume, time, money and 2D and 3D shapes are investigated; statistics and probability where dice games are explored, data collected and simple graphs are used.

INTEGRATED STUDIES

The basic skill developed in Integrated Studies is inquiry. In conducting their inquiries in the areas of Science, History and Geography, the students learn to recognise and define problems, to make observations, to organise information, to draw conclusions and to develop a variety of other thinking skills. Using art as a way for the students to express their learning and responses to topics is a key aspect of Integrated Studies.
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</thead>
<tbody>
<tr>
<td><strong>Now and then – toys</strong>&lt;br&gt;Concept: Change/Continuity&lt;br&gt;This unit gives students opportunities to investigate questions such as: What are the differences and similarities between our daily lives and life during our parents’ and grandparents’ childhoods, including family traditions, leisure time and communications?</td>
<td><strong>Family life – then and now!</strong>&lt;br&gt;Concept: Change/Continuity&lt;br&gt;This unit gives students opportunities to investigate questions such as: What are the differences in family structures and roles today? How have these changed or remained the same over time?</td>
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## Year 2 History

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<tr>
<td><strong>Our school – the Houses</strong></td>
<td><strong>Our school – how it has grown!</strong></td>
<td><strong>Concept: Identity</strong></td>
<td><strong>Concept: Growth/Change</strong></td>
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<tr>
<td>Concept: Identity</td>
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<td>This unit gives students opportunities</td>
<td>This unit gives students opportunities</td>
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<td>This unit gives students opportunities</td>
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<td>opportunities to investigate questions</td>
<td>opportunities to investigate questions</td>
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<td>investigate questions such as: Who</td>
<td></td>
<td>questions such as: What aspects</td>
<td>questions such as: What aspects</td>
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<td>are our School Houses named after?</td>
<td></td>
<td>of the past can we see in our school</td>
<td>of the past can we see in our school</td>
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<tr>
<td>How did the School House namesake</td>
<td></td>
<td>today? What do they tell us? Why is</td>
<td>today? What do they tell us? Why is the</td>
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<tr>
<td>contribute to the life of our school?</td>
<td></td>
<td>the past of our school important to us?</td>
<td>the past of our school important to us?</td>
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<tr>
<td>What can we find out about their</td>
<td></td>
<td>What does it tell us?</td>
<td>What does it tell us?</td>
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<td>lives?</td>
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<td>They explore changes in technology by</td>
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<td>looking at how play and toys have</td>
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<td>changed over time.</td>
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### Year 1 Geography

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<th>TERM FOUR</th>
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</table>
| **Natural, managed and constructed features**  
  Concept: Similarities and difference  
  Students learn what natural, managed and constructed environments and features are. They learn to recognise and sort these and identify where they may be located.  
  Students understand how they can care for a range of environments. | | | **Places and spaces**  
  Concept: Diversity/Change  
  Students are given the opportunity to explore and work with a range of maps. They will identify a range of places and the activities which occur there.  
  Students investigate the ways in which spaces can be changed and rearranged to suit different activities. | | |

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### Year 2 Geography

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</table>
| **Where in the world?**  | **A matter of scale**  

**Concept: Connection**

In this unit, students identify the connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world.

**Are we there yet?**  

**Concept: Accessibility**

Students explore the influence of purpose, distance and accessibility on the frequency with which people visit places.

**My country**  

**Concept: Identity**

This unit gives students the opportunity to identify the ways in which Aboriginal and Torres Strait Islander people maintain special connections to a particular country/place.
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<tr>
<th>TERM ONE</th>
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<th>TERM THREE</th>
<th>TERM FOUR</th>
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</thead>
<tbody>
<tr>
<td>Spot the difference</td>
<td>Light and sound</td>
<td>Living things</td>
<td>Earth and sky changes</td>
</tr>
<tr>
<td>Concept: Change</td>
<td>Concept: Communication</td>
<td>Concept: Adaptation</td>
<td>Concept: Change</td>
</tr>
<tr>
<td>This unit gives students</td>
<td>This unit gives students</td>
<td>This unit gives students</td>
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<td>opportunities to investigate</td>
<td>opportunities to investigate</td>
<td>opportunities to investigate</td>
<td>opportunities to investigate</td>
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<tr>
<td>questions such as: How can</td>
<td>questions such as: How do</td>
<td>questions such as: What are</td>
<td>questions such as: How does</td>
</tr>
<tr>
<td>everyday materials be physically</td>
<td>we use our senses to learn about</td>
<td>some of the external</td>
<td>observing the sky and the land</td>
</tr>
<tr>
<td>changed when we use them for</td>
<td>the world around us?</td>
<td>features of living things? How</td>
<td>help us to understand the</td>
</tr>
<tr>
<td>different purposes?</td>
<td>How are light and sound</td>
<td>are the needs of living things</td>
<td>changes that natural, made and</td>
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<td></td>
<td>produced?</td>
<td>met by the different places in</td>
<td>managed parts of our environment</td>
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<td>which they live?</td>
<td>undergo?</td>
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Year 1 Science
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<tr>
<td>Feel the force</td>
<td>Materials and mixing</td>
<td>Living things – growing and changing</td>
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<td>Concept: Forces/</td>
<td>Concept: Function</td>
<td>Concept: Change and continuity</td>
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<td>Energy</td>
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<td>This unit gives students the opportunity to</td>
<td>This unit gives students the opportunity to</td>
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<td>explore the way objects move on land, through</td>
<td>explore the variety of materials in their</td>
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<td>water and in the air. They look at the effect</td>
<td>local environment and how they are used. They</td>
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<td>of different strengths of pushes or pulls on an</td>
<td>identify how different materials are used</td>
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<td>object and consider the effect of gravity.</td>
<td>for different things and suggest reasons why.</td>
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<td>They look at the effect of mixing materials</td>
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<td>together.</td>
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JUNIOR SCHOOL
(YEARS 3–6)
About the Junior School

The Junior School is for students from Years 3–6. In addition to their classroom teachers who teach the core subjects, there are specialist teachers in the areas of Music, Health and Physical Education, Library, RAVE (Religious and Values Education), Music, Art, French (as well as Chinese in Year 5 and 6), Design and Technology, and Drama (Year 6). The curriculum is based on the Australian Curriculum.

Co-curricular activities include debating, dance, choir, orchestra, as well as winter and summer competitive team sports.

Individual instrumental lessons and drama classes are available (tuition fees apply).

Class sizes range from 17 to 26 students (with a maximum of 26).

Central focuses in the Junior School include:

- A continued emphasis on basic numeracy and literacy skills
- A continuing development of the understanding of wellbeing, building character, confidence and independence – encouraging boys to be responsible and accountable for their actions and choices and to be resilient
- Learning to be active, contributing, caring and compassionate citizens knowing that what they do matters in terms of people and their environment locally and globally
- Learning to be critical and independent thinkers with inquiry learning at the core of all learning experiences
- Differentiated learning because every student learns differently and at different rates and has different levels of comprehension
- Providing a wide, varied, exciting and challenging curriculum so that all students can cultivate a lifelong love of learning
Special features of the Junior School include:

- Chapel for students from Years 3–6 once a week
- Massed singing for all students one to two mornings a week from 8.30–8.45am
- Get Active program led by Year 6 students three mornings a week from 8.30–8.45am
- Pride Choir for boys in Years 4–6
- Outdoor Education camping program from Years 3–6
- Continuation of support programs and Gifted and Talented programs (including subject acceleration)
- Continued links with our sister school, St Michael’s Collegiate for social and learning opportunities
- Continuation of the Social and Emotional Wellbeing program (Bounce Back)
- Year 6 Leadership program based on the understanding that all Year 6 boys are leaders. All boys participate in a Leadership Camp at the beginning of the year. All boys lead the Junior School in the Get Active program. There are also committees where boys have leadership portfolios in the areas of JAFFA/Chapel, Charity, Environment, SRC and Houses.
- This Matters Challenge involves the students participating in self-directed homework challenges in the areas of Giving, Service in School and Community, Physical Activity and the Outdoors, Academic Excellence and Excellence in the Arts.
Junior School program

Years 3–5

• Art
• Bounce Back
• Chinese (Year 5)
• English
• French
• Health and Physical Education
• Mathematics
• Music (theory and instrumental)
• Religious and Values Education (RAVE)
• Science
• Studies of Society and Environment (SOSE) – History and Geography

Year 6

• Art
• Bounce Back
• Chinese
• Design and Technology
• Drama
• English
• French
• Health and Physical Education
• Mathematics
• Music (theory and instrumental)
• Religious and Values Education (RAVE)
• Science
• Studies of Society and Environment (SOSE) – History and Geography
The Stephens Library – Middle School

The Stephens Library is located in the Junior School and caters to the students and staff of the Middle School.

Opening hours

Monday to Friday 8.10am–4.00pm
(Except for recess on Tuesdays)

Library staff

Mrs Kate Reid, Teacher Librarian
Mrs Susan Hall, Library Technician

The physical and digital non-fiction collections of the library are tailored to support the Junior School curriculum across all subject areas and the Teacher Librarian works closely with classroom teachers to determine the current and future information needs of the School community. The Teacher Librarian also delivers resources and activities to support the development of information literacy skills, working with staff to ensure that valuable information and ICT skills are integrated with research activities at point-of-need. For instance the Teacher Librarian delivers a Library and Intranet Induction to all Years 3–6 classes in Term 1.

The Library’s second focus is on providing materials for the recreational reading needs of Junior School students with a dynamic and constantly evolving fiction collection and a variety of non-fiction resources catering to students’ interest areas. The Library program challenges students to explore a wide variety of genres and forms of literature. Visits by popular authors and illustrators help to reinforce our vibrant reading culture.
Services and facilities

• 24/7 access to the library via the catalogue and library intranet pages
• Access to two digital databases: Overdrive and Wheelers for ebooks and audiobooks
• Two-week borrowing periods on loan items
• Book displays, genre lists, author focus displays to promote reading for pleasure
• Training in the use of the online library catalogue
• Training in the use of databases such as Britannica Online
• Support and training in the use of laptop computers and tablets, and associated peripheral devices, e.g. USB memory sticks and digital cameras
• Encouragement of the boys’ sense of ownership of the library through displays of their work and a noticeboard for newspaper items relating to the School, the students and their interests
• A Library Leader program providing participants with training in a range of library skills and an opportunity to improve library services by getting involved
• Availability of a chess table and some smaller chess boards for use at break times
• A suggestion book to record book purchase suggestions, helping to maintain a relevant and contemporary range of reading materials aligned with student interests
• Study skills development sessions targeting the search for and use of digital information, through advanced search techniques, discussion of alternative search engines and methods for effective note-taking
This Matters Challenge – home study

In the ELC students do not have home study apart from their regular home reading. In Year 2, as well as reading, the learning of some basic facts to support class study may also be required as the students prepare for the introduction of the This Matters Challenge in Year 3.

In the Junior School a home study program called This Matters Challenge is offered to help engender the ongoing love-of-learning of each student and his family. It seeks to bring together a variety of home study options with all that a student does beyond the ‘school gate’ and opportunities for rich family-time interactions.

An appropriate This Matters Challenge program is devised for each year level from Years 3–6. Each student completes an agreed number of challenge options across the year from five possible areas: giving, service in school and the community, physical activities and the outdoors, academic excellence, and excellence in the arts. Challenge options may be chosen from suggestions given or be negotiated with the teacher.

Regular interaction between the student and his parents and with his teacher to discuss progress supports the Challenge and ensures that active involvement, enjoyment and achievement are maintained. A certificate to acknowledge completion of the year’s This Matters Challenge or participation in the Challenge is awarded.

In Years 3–5, beyond completing one challenge a term, the This Matters Challenge is optional with the only compulsory home study continuing to be daily reading and the learning of basic facts to support class study. In Year 6 the Challenge is modified to be entirely optional as more traditional homework assignments are introduced to this year group in preparation for the changes to be encountered in Middle School. Parents can provide valuable support for their sons to complete their home study tasks by negotiating a suitable time and quiet venue for this work to take place.
The focus in Years 3–6 is to consolidate and build on the foundation laid in the ELC. Students continue to develop and refine their learning and understanding of literacy and numeracy skills and are encouraged to use them with increasing independence in a wide range of contexts. Structured, differentiated teaching, along with the use of open-ended activities and problem solving scenarios, within and beyond the classroom; an emphasis on the importance of operating productively, both as an individual and as a member of a group; opportunities to take up a wide variety of music, sport, drama and other co-curricular activities; and the expectation that each boy will accept increasing personal responsibility for his own learning and behaviour underpins the journey from Years 3–6.
The English curriculum in the Junior School aims to build upon the foundational work of the ELC curriculum to consolidate and further develop skills, knowledge and understanding for continued learning through the three strands: Language, Literature and Literacy as described in the Australian Curriculum (English). Each strand works through the modes: listening, reading, speaking, viewing, writing and creating.

The **Language** strand provides opportunities for the students to develop an increasingly sophisticated understandings of how the English language works with and supports the other strands.

The **Literature** strand focuses on engaging the students with and developing a deeper awareness and appreciation of a wide variety of literary texts.

The **Literacy** strand aims to further develop the students’ appropriate, accurate, confident and fluent use of English in an expanding range of settings.

The curriculum focuses on how language enables people to create meaning in a broad range of ways. Students have the opportunity to learn language, learn about language and learn through language. As they move through Years 3–6, students will expand their knowledge of language and acquire skills to assist this expansion. They read, view and enjoy a wide range of texts. They respond to texts in increasingly sophisticated ways. They communicate to share ideas, offer advice, opinions and information as well as to respond to others, showing a greater appreciation of different points of view. They use writing and computer technology with an increasing awareness of more complex text structures and language conventions. They use appropriate communication conventions when listening and speaking and vary their communications, depending on purpose and audience.
Mathematics

The core content covered in Years 3–6 is drawn from the Australian Curriculum (Mathematics) and organised in the strands of: Number and Algebra, Measurement and Geometry, and Statistics and Probability. As they progress through Years 3–6 the focus is on the development of increasing confidence and competence as they communicate mathematical ideas and pose their own questions which require mathematical action. They discuss questions posed by others and recognise the value of planning in choosing and using appropriate strategies to solve and present the solutions to different problems. They grow in understanding that solutions can be presented in a variety of forms – verbally, pictorially and graphically – and experience a broad range of problem-solving strategies.

Students are encouraged to reflect on their strategies and methods and refine their own repertoires through investigation of both routine and non-routine problems. Their progress through Junior School sees them extend their skills in estimating and more routinely making appropriate judgments of the reasonableness of solutions. The range of mental computation strategies with a particular emphasis on multiplication and division is extended over these years and secure written methods for addition and subtraction are used with increasing consistency. Appropriate mathematical language is used to explain and justify thinking.
Science

In the Junior School, students consolidate their understanding of the process of scientific inquiry. They question why things are as they are and carry out investigations to explore some of these questions. They begin to appreciate more deeply the place and methods of science and scientists in our world. They consider relevant ethical issues and explore the impact of human activity on the environment. Thinking is based on a broadening base of scientific knowledge. Students collaborate to design and carry out investigations. They gain an appreciation of the idea of fair testing and the need to modify their methods accordingly. They make logical predictions about what might happen and give reasons for their thinking.

Students organise and draw conclusions from their data and recognise that different interpretations of data are possible. They recognise possible sources of bias in data and the need to check and repeat observations. They understand that information can be presented in ways that may influence others’ thinking. With support, they record and present data in formal ways. They use a wide range of presentation methods to more clearly communicate their observations, results, ideas and conclusions.
### Year 3 Science

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<tr>
<td><strong>Minibeasts</strong>&lt;br&gt;Concept: Classification&lt;br&gt;This unit gives students the opportunity to explore the characteristics of living things and how these features can be used to distinguish living, non-living, once-living and the products of living things. They use characteristics to sort things into groups.</td>
<td><strong>A matter of degree</strong>&lt;br&gt;Concept: Change&lt;br&gt;This unit gives students the opportunity to explore the different states of matter and how liquids and solids respond to changes in temperature.</td>
<td><strong>Day and night</strong>&lt;br&gt;Concept: Cycles&lt;br&gt;This unit gives students the opportunity to explore the relative sizes of the Earth, sun and moon and their movement. They look at timescales for the rotation of the Earth.</td>
<td><strong>Hot stuff</strong>&lt;br&gt;Concept: Change&lt;br&gt;This unit gives students the opportunity to explore the different ways in which heat can be produced and how it can be transferred through conduction. They investigate the changes that occur due to heating and cooling.</td>
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<tr>
<td><strong>Life goes on!</strong></td>
<td><strong>Material things</strong></td>
<td><strong>Change at the Earth’s surface</strong></td>
<td><strong>Forces and motion</strong></td>
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<td>This unit gives students the</td>
<td>This unit gives students the opportunity to</td>
<td>This unit gives students the opportunity to explore the</td>
<td>This unit gives students the opportunity to explore how</td>
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<td>opportunity to explore the</td>
<td>explore a range of common materials and how</td>
<td>local area to observe and collect evidence of change from</td>
<td>speed is affected by the size of the force. They</td>
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<td>changes that plants and</td>
<td>their properties affect the range of uses</td>
<td>local landforms, rocks, etc. They investigate soils and</td>
<td>investigate push and pull in terms of contact and non-</td>
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<td>animals go through</td>
<td>to which they are put. They investigate a</td>
<td>consider the role of human activity and extreme weather</td>
<td>contact forces and the effect of friction. They use</td>
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<td>during their life cycles.</td>
<td>particular property against several materials</td>
<td>and consider how properties impact on the waste</td>
<td>magnets to explore the forces of attraction and repulsion.</td>
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<td>Students investigate the</td>
<td>and consider how properties impact on the</td>
<td>management of materials.</td>
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<td>roles of living things in a</td>
<td>waste</td>
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<td>habitat, predator/prey and</td>
<td>management of materials.</td>
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<td>other relationships and the</td>
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<td>impact of imbalance in these</td>
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<td>relationships</td>
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## Year 5 Science

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<tbody>
<tr>
<td><strong>Light</strong></td>
<td><strong>Living in Antarctica</strong></td>
<td><strong>Antarctic conditions</strong></td>
<td><strong>Space and our solar system</strong></td>
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<td>Concept: Energy</td>
<td>Concept: Adaptation</td>
<td>Concept: Change</td>
<td>Concept: Systems</td>
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<td>This unit gives students the</td>
<td>This unit gives students the opportunity to</td>
<td>This unit gives students the opportunity</td>
<td>This unit provides students with opportunities</td>
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<td>opportunity to explore</td>
<td>investigate the relationships between</td>
<td>to explore the behaviour of solids,</td>
<td>to investigate the use of telescopes,</td>
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<td>different sources of light</td>
<td>living things and their environments.</td>
<td>liquids and gases in the context of</td>
<td>satellites and rockets in space exploration.</td>
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<tr>
<td>and how different materials</td>
<td>Using Antarctica as the focus, they construct</td>
<td>Antarctic conditions. They look at how the</td>
<td>They study the regular and predictable</td>
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<td>interact with light.</td>
<td>and interpret food webs, describe relationships within an ecosystem and identify adaptations which suit living things to survive in particular environments.</td>
<td>properties and behaviour of solids, liquids and gases change depending on temperature and how this impacts on life in Antarctica.</td>
<td>motion of objects in our solar system and investigate the orbits of particular planets.</td>
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<td>Using such things as shadows,</td>
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<td>transparent, reflective and</td>
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<td>opaque materials, colour</td>
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<td>wheels and prisms, students</td>
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<td>investigate the behaviour of</td>
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<td>light.</td>
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## Year 6 Science

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<tr>
<td><strong>Major events on the Earth’s surface</strong></td>
<td><strong>Microorganisms</strong></td>
<td><strong>Change – no going back?</strong></td>
<td><strong>Transferring and transforming electricity</strong></td>
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<td>Concept: Causation</td>
<td>Concept: Interdependence</td>
<td>Concept: Change</td>
<td>Concept: Energy</td>
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<tr>
<td>This unit provides opportunities for students to investigate the causes and effects of major natural events at the Earth’s surface such as earthquakes, tsunamis and volcanic eruptions. They investigate the ways major natural events are measured and explore how science can be used in their control and management.</td>
<td>This unit provides opportunities for students to investigate the role of microorganisms in areas such as health, food and the environment. Students investigate how microorganisms may be beneficial or harmful; their significance in the environment and experiment with the conditions which affect the growth and survival of microorganisms such as mould.</td>
<td>This unit gives students an opportunity to explore further about what they know about changes that occur in materials – why certain changes occur and whether or not they are easily reversible. They investigate factors that affect the rate of reactions and experiment with chemical reactions involving dissolving and burning.</td>
<td>This unit provides opportunities for students to explore how circuits work and to design electrical switches. They explore alternative energy sources and design and construct a basic solar powered model to achieve a set goal.</td>
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Studies of Society and Environment – History and Geography

Units of work in Years 3–6 draw from the Australian Curriculum documents for History and Geography. From Years 3–6, students extend their study and understanding of human society through units which focus on their own community and others that differ due to time, place or culture.

Students extend their understanding of how and why groups are organised in communities and how participation in groups involves rights and responsibilities. They deepen their understanding of time and how the ideas and actions of people in the past have changed the lives of others as well as the structure of society and the environment. Students explore the nature of change in society and consider different agents of change.

Students reflect on the way people can influence their environment and explore the issues surrounding valuing, using and protecting the environment. They explore the need to develop a sense of stewardship for the environment, and the implications of this for themselves and future generations. They reflect on how the past is recorded and remembered in different ways. They explore how customs and practices may vary between cultural groups while serving similar purposes and consider the contributions that diverse thinking has made to social development. They extend their understanding of how people manage resources and the different systems for exchange of goods and services that have developed as a result.
### Year 3 History

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</table>
| **Let’s celebrate!**  
**Concept: Symbols/Identity**  
This unit gives students opportunities to investigate questions such as: How and why do people choose to remember significant events of the past? Why are things that happened long ago still part of our lives today? Is it important to remember past events?  | **Our community – over time**  
**Concept: Change**  
This unit gives students opportunities to investigate questions such as: How has our community changed and stayed the same over time? How have different individuals and groups in the community contributed to the changes?  | **The first Tasmanians**  
**Concept: Identity**  
This unit gives students opportunities to investigate questions such as: Who lived here first and how do we know? Which language groups of Aboriginal people lived in this area? What was the relationship between language, country, place and spirituality for Aboriginal people.  | **Bridging the gap**  
**Concept: Change/Continuity**  
This unit gives students opportunities to investigate questions such as: How has our community changed? How has Hobart changed over time? How did the Tasman Bridge disaster impact on the people and the development of Hobart and the Eastern Shore?  |
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<tr>
<td><strong>World exploration</strong>&lt;br&gt;Concept: Discovery&lt;br&gt;This unit gives students opportunities to investigate questions such as: Why did the great journeys of exploration occur? Who were some of the early world navigators, explorers and traders? How did their journeys impact on the world? Who ‘discovered’ Australia?</td>
<td><strong>First Australians</strong>&lt;br&gt;Concept: Diversity/Longevity&lt;br&gt;This unit gives students opportunities to investigate questions such as: What was life like for Aboriginal and/or Torres Strait Islander people before the arrival of the Europeans? How were their lives affected by their knowledge of the environment including land management practices; their sense of the interconnectedness of country and place, people, culture and identity, and some of their principles (such as caring for country, caring for each other and respecting all things).</td>
<td><strong>British colonisation</strong>&lt;br&gt;Concept: Change&lt;br&gt;This unit gives students opportunities to investigate questions such as: Why did the Europeans settle in Australia? Who came to Australia on the First Fleet and why? What factors affected survival on the journey and meeting the challenges of the early years of the settlement?</td>
<td><strong>First contact</strong>&lt;br&gt;Concept: Survival&lt;br&gt;This unit gives students opportunities to investigate questions such as: What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander people and early traders, explorers and settlers? Were there interactions between Aboriginal and Torres Strait Islander people before 1788? How did the European concept of land ownership affect relations with the Aboriginal people given their relationship with the land and the sea? What were the impacts of British colonisation on the lives of Aboriginal people?</td>
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# Year 5 History

## TERM ONE

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<tr>
<th>The story of Hobart Town</th>
<th>From all the lands we come</th>
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<tr>
<td><strong>Concept:</strong> Continuity/Change</td>
<td><strong>Concept:</strong> Diversity/Identity</td>
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<td>This unit provides students with the opportunity to develop an overview of continuity and change in the development of colonial Australia by exploring the settlement and development of Hobart. Students investigate the founding of the settlement, reasons for the location, and the pattern of settlement. This unit gives students the opportunity to explore the lives of people in Australia’s colonial past. They study aspects of daily life in the settlement and the stories of significant individuals and groups in the development of the colony.</td>
<td>This unit identifies why people migrated to Australia in the 1800s – as convicts, assisted passengers, indentured labourers, people seeking a better life or dislocated by events in their country of origin.</td>
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## TERM TWO

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<th>Becoming one nation</th>
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<td><strong>Concept:</strong> Democracy/Freedom</td>
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<td>This unit gives students the opportunity to investigate the Gold Rush and its economic, social and political impact on early Australia. They investigate the impact of the Eureka Stockade on the development of democracy and identify significant contributors to the development of Australia in many different fields. Students investigate the experiences of a particular migrant group (e.g. the Chinese).</td>
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## Year 6 History

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<tr>
<td><strong>Leadership</strong></td>
<td><strong>Australian democracy</strong></td>
<td><strong>Australia as a nation – new Australians</strong></td>
<td><strong>Australia as a nation – many contributions</strong></td>
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<tr>
<td>This unit provides opportunities for students to investigate different forms of government (e.g. democracies, monarchies, republics). They identify some of the qualities which mark great leaders and consider different models of leadership.</td>
<td>This unit provides students with opportunities to explore further the features of Australia’s form of government, including the state and federal system and the Houses of Parliament. Students explore what it means to live in a democracy including their own roles and responsibilities.</td>
<td>This unit provides students with opportunities to investigate the stories of groups of people who journeyed to Australia during the 20th century and the reasons for their journeys.</td>
<td>This unit provides students with opportunities to explore the contributions of individuals and groups to Australian life in areas such as the arts, medicine, science, hospitality, inventions and education. The study includes Aboriginal and/or Torres Strait Islander people and people and groups of Asian backgrounds.</td>
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## Year 3 Geography

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| **Celebrations**  
Concept: Diversity  
Throughout this unit, students will learn about a wide variety of celebrations.  
Investigation of Australia Day provides opportunities to examine the representation of Australia as states and territories, and Australia’s major natural and human features. | **Around the world in 80 days!**  
Concept: Diversity and connection  
Throughout this unit, students will study the location of Australia’s neighbouring countries and their diverse characteristics. They will identify the main climate types of the world and the similarities and differences between the climates of different places. | **Tasmanian Aborigines**  
Concept: Connection  
Throughout this unit, in their investigation of the many countries and places of Aboriginal and Torres Strait Islander people, but with a particular focus on Tasmania, students will identify the similarities and differences in individual and group feelings and perceptions about places. They will consider how these factors influence views about the protection of these places. | **Bridging the gap – Tasman Bridge disaster**  
Concept: Connection  
Throughout this unit, students will learn to develop geographical questions to investigate. Students collect and record relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet. |
## Year 4 Geography

<table>
<thead>
<tr>
<th>TERM ONE</th>
<th>TERM TWO</th>
<th>TERM THREE</th>
<th>TERM FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exploring the Southern Hemisphere</strong>&lt;br&gt;<strong>Concept: Diversity</strong>&lt;br&gt;This unit, which complements the study of early sea explorations, provides opportunities for students to locate the major countries of Africa and South America in relation to Australia. They describe the main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents.</td>
<td><strong>Don’t just vegetate!</strong>&lt;br&gt;<strong>Concept: Interdependence</strong>&lt;br&gt;In this unit students investigate different types of natural vegetation. They explore the significance of vegetation to the environment, to animals and to people, and the different views on how it can be protected.</td>
<td><strong>Resources forever!</strong>&lt;br&gt;<strong>Concept: Sustainability</strong>&lt;br&gt;Students investigate the variety of natural resources provided by the environment. They explore some of the different views on how they could be used sustainably.</td>
<td><strong>Living with the land</strong>&lt;br&gt;<strong>Concept: Sustainability/Identity</strong>&lt;br&gt;This unit explores the custodial responsibility Aboriginal and Torres Strait Islander people have for country and place. It provides opportunities to investigate how this influences their past and present views about the use of resources.</td>
</tr>
</tbody>
</table>
## Year 5 Geography

<table>
<thead>
<tr>
<th>TERM ONE</th>
<th>TERM TWO</th>
<th>TERM THREE</th>
<th>TERM FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New lands</strong></td>
<td><strong>Geography of</strong></td>
<td><strong>Interconnections</strong></td>
<td></td>
</tr>
<tr>
<td>Concept: Causation</td>
<td><strong>Australia</strong></td>
<td>Concept: Causation</td>
<td>Concept: Causation/</td>
</tr>
<tr>
<td>This unit will tie in with how the landscape shaped the settlement of Hobart. Students will explore the human characteristics of the settlement of a new colony and the impact on indigenous communities.</td>
<td>This unit provides students with the opportunity to learn about the geography of Australia and the impact of natural disasters. Students will consider ways of protecting significant landscapes and evaluate the causes, impacts and responses to natural disasters throughout history.</td>
<td>This unit allows students to locate major countries of Europe and North America in relation to Australia. Students will explore the influence of people on the environmental characteristics of places in at least two countries from both continents.</td>
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</tr>
<tr>
<td>TERM ONE</td>
<td>TERM TWO</td>
<td>TERM THREE</td>
<td>TERM FOUR</td>
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<tr>
<td>--------------------------------------</td>
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</tr>
<tr>
<td><strong>Our changing Earth – natural disasters</strong></td>
<td><strong>Global population, wealth and health</strong></td>
<td><strong>Australia’s engagement with Asia</strong></td>
<td><strong>Living in Asia: A case study</strong></td>
</tr>
<tr>
<td>Concept: Causation/Connection</td>
<td>Concept: Diversity</td>
<td>Concept: Connection</td>
<td>Concept: Identity/Diversity</td>
</tr>
<tr>
<td>Students investigate how sudden</td>
<td>This unit provides students with opportunities to</td>
<td>Students research connections between Australia and</td>
<td>In this unit students investigate the location of the</td>
</tr>
<tr>
<td>geological changes or extreme weather</td>
<td>investigate the characteristics of diverse places in</td>
<td>countries in the Asia region, including, trade,</td>
<td>major countries of the Asia region in relation to</td>
</tr>
<tr>
<td>conditions can affect the earth’s</td>
<td>different locations at different scales from local</td>
<td>migration, tourism, aid, education, defence or</td>
<td>Australia and the geographical diversity within the</td>
</tr>
<tr>
<td>surface. They learn how natural</td>
<td>to global. Students describe the interconnections</td>
<td>cultural influences; and explain the effects of at</td>
<td>region including the differences in the population</td>
</tr>
<tr>
<td>disasters connect people and</td>
<td>between people and places, identify factors that</td>
<td>at least one of these connections on their own place</td>
<td>size, density, life expectancy and per capita income.</td>
</tr>
<tr>
<td>places throughout the world. They</td>
<td>influence these interconnections and describe how</td>
<td>in Australia. They investigate the similarities and</td>
<td></td>
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<tr>
<td>explore the types of responses made</td>
<td>they change places and affect people.</td>
<td>differences in official languages and religions</td>
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<tr>
<td>by Australia throughout the world</td>
<td></td>
<td>between Australia and selected countries of the Asia</td>
<td>between Australia and selected countries of the Asia</td>
</tr>
<tr>
<td>(with a focus on the Asian region)</td>
<td></td>
<td>region and identify factors that influence people’s</td>
<td></td>
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<tr>
<td>and the reasons for these responses.</td>
<td></td>
<td>awareness and opinions of places.</td>
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</tbody>
</table>
Programs in specialist subject areas are reviewed and developed in line with the relevant Australian Curriculum documents. All programs draw from high quality curriculum resources – state, national and international.

**ART**  
*(Pre-Kindergarten to Year 6)*

Art makes an essential contribution to the students’ overall education. Through Art the boys learn to make their thinking visible. Students learn to generate artistic ideas through a variety of media and techniques. They respond to their own and others’ visual art and design works. They learn that works of art, artists and designers have a place in the community and that works of art can tell cultural narratives about their own and other cultures. They learn to take risks in their making of art and design work and to work in safe and sustainable ways. Art in the ELC is part of Integrated Studies and occurs in the classroom. In Years 3–6 Art is conducted by a specialist teacher in the Art Room.
BOUNCE BACK
(Pre-Kindergarten to Year 6)

Bounce Back is a program created to foster resilience in children and young people. It focuses on teaching coping skills to help children and young people respond positively to the complexity of their everyday lives – to ‘bounce back’ after experiencing sadness, difficulties, hard times and frustrations.

DESIGN AND TECHNOLOGY
(Year 6)

Students in Year 6 participate in a term of Design and Technology conducted by a specialist teacher. This provides an introductory experience to the workshop and the special demands of working in this environment safely. It gives the students an opportunity to begin to develop their confidence working with different materials and designs, and to practice some of the skills and techniques particular to this area.

FRENCH AND CHINESE
(MANDARIN)
(Pre-Kindergarten to Year 6)

Students from Kindergarten to Year 4 learn French and students in Years 5 and 6 learn both French and Chinese. Both languages are taught by specialist language teachers. The emphasis is on verbal communication skills, self confidence when speaking in a foreign language and enjoyment. They develop their knowledge of vocabulary and grammar, and are encouraged to enhance their fluency by participation in activities such as plays and songs. The learning of both French and Chinese is integrated with learning about the culture of the associated country.

DRAMA
(Year 6)

Students in Year 6 participate in a term of Drama conducted by a specialist teacher. This provides an introduction to drama-making and involvement in a number of activities including voice, movement, acting, and scriptwriting.
HEALTH AND PHYSICAL EDUCATION
(Pre-Kindergarten to Year 6)
All students participate in Physical Education lessons conducted by specialist teachers. New skills and concepts are introduced at each year level in combination with the development and refinement of those learnt previously. Students experience, perform and discuss a wide range of physical activities and are encouraged to make physical activity and fitness a part of daily life. The Physical Education program encompasses activities which foster the development of motor skill development, fitness, teamwork and leadership. Activities include: the Perceptual Motor Program (Pre-Kindergarten and Year 1), athletics, basketball, cricket, cross country running, football, skipping and a variety of minor games. A Swimming and Water Safety program for all students from Prep to Year 5 is also included as part of this subject.

A focus on the explicit teaching of Health topics begins in Year 3. In the ELC, Health outcomes are addressed through Bounce Back, classroom management and a variety of special focus events. E.g. Fire Safety Education, Electrical Safety program, the Growing Up program, Bounce Back and special focus events continue to complement Health in Years 3–6.

MUSIC
(Pre-Kindergarten to Year 6)
Specialist Music Teachers conduct our music programs. From Pre-Kindergarten to Year 2, students engage imaginatively in music-making by creating and responding to music. By using a Kodaly based music program incorporating voice, body, instruments and other sound sources; students experiment and learn about musical ideas. Students begin to explore the use of symbols to record music and to learn simple conventional music notation. They develop an appreciation of known musical works and engage confidently in singing and playing, individually and in groups, to a range of audiences.

In Years 3–6 students continue to develop their skills and understandings to engage knowledgeably in music as both music makers and audience members. They compose, arrange and improvise musical works for a variety of purposes. Students sing and play instruments to bring to life their own and others’ musical ideas, responding critically using various musical concepts.

In Year 3 students have the opportunity to learn violin or cello. A study of strings continues in Years 4–6 (with an option of viola or double bass), together with the option to play a woodwind, brass or percussion instrument.

When students achieve sufficient proficiency to play in an ensemble, the Junior School Orchestra, Junior School Chamber Group and the Junior School Band provide this opportunity as an after-school activity.
OUTDOOR EDUCATION AND CAMP PROGRAM
(Years 2–6)

The Outdoor Education learning area provides whole-school sequential and inclusive adventure-based challenges to facilitate personal growth and develop a sense of community engagement. Outdoor Education employs experiential learning which allows young men to develop their resilience, relationships, leadership capabilities and a spirit of adventure.

Having been immersed in experiences in the natural world both locally, nationally and globally, the students will become empathetic to their environments and the care of it. They will develop a heightened capacity to reflect on the world and their place in it, communicate ideas, develop new skills and knowledge, and have an understanding of appropriate risk taking and the management of risks.

The Junior School camp experiences starts in Year 2 with an orientation day to our camp facility at Southport. Outdoor Education experiences extend through Junior School with annual camps culminating in a Leadership Camp and the Canberra tour in Year 6. Groups visit locations such as Maria Island, Bruny Island, Mt Field and Southport. The program complements and enhances the learning experiences that take place in the classroom and is an integral part of the School curriculum.

For students, camp is wrapped up with the excitement of being away from home and the thrill of new adventures in a safe and supportive environment. For teachers it is a chance to learn more about their students by seeing them operating and developing in a different context and environment. Through controlled experiences the students are encouraged to extend the limits of their own comfort zones, to take responsible risks and to enjoy learning in settings which are far removed from the ‘safety’ of the classroom.

The Outdoor Education program gives students the opportunity to grow by being away from home with their peers; to appreciate the different abilities of each other in different settings; to test their self-confidence in supportive settings and to contribute to and benefit from being part of a team. It enables students to learn to accept and even welcome challenge. This may be physical or it may be social. It may be emotional or even spiritual as being in a natural environment does give some students a real sense of something bigger than themselves.

Whatever the challenge, the Outdoor Education program is an integral part of the process of furthering our boys along the path to developing good character and independence, and developing an appreciation and care for the natural environment.
**RELIGIOUS AND VALUES EDUCATION (RAVE)**
(Pre-Kindergarten to Year 6)
Students from Kindergarten to Year 6 participate in RAVE once a week with the Junior School Chaplain. Through story, dramatic presentations and opportunities to reflect and respond through writing, artwork and prayer, the students learn about the Christian faith in which the School is grounded. Through discussion and reflection, they are encouraged to develop a sound values base for their actions and decisions in real life situations.

**SPORT**
(Years 2–6)
The Junior School Sport program is designed to give all students from Years 2–6 an experience of a variety of competitive sports and recreational activities. Through participation in these activities students learn the value of team play, comradeship, sportsmanship whilst developing the various skills specific to their chosen sport.

The activities offered include:
- Soccer
- Hockey
- Australian Rules Football
- Basketball
- Cricket
- Tennis
- T-ball
- Table Tennis
- Bushwalking

Students from Years 3–6 enjoy one extended Sport session a week. Year 2 students participate in these sessions during the winter sports season.
Many additional activities are offered as non-Sport co-curricular opportunities for students to enrich their school experience.

These activities are voluntary and offered at various levels. They are usually conducted at lunch times or after school and may include:

- Debating
- Dancing
- Maths Relay
GETTING ADVICE
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THE PRE-KINDERGARTEN TO YEAR 12 LEARNING PATHWAY
The Pre-Kindergarten to Year 12 Learning Pathway

EARLY LEARNING CENTRE (ELC)

Pre-Kindergarten
Bounce Back
Cognitive development
Fine motor skills
Integrated Studies
Music
Physical Education
Social and emotional development

Kindergarten
Bounce Back
Cognitive Development
English
Fine motor skills
French
Integrated Studies
Mathematics
Music
Physical Education
Religious and Values Education (RAVE)
Social and emotional development

Prep
Bounce Back
English
French
Integrated Studies
Mathematics
Music
Physical Education
Religious and Values Education (RAVE)

Year 1
Bounce Back
English
French
Integrated Studies
Mathematics
Music
Physical Education
Religious and Values Education (RAVE)

Year 2
Adventure Experience
Bounce Back
English
French
Integrated Studies
Mathematics
Music
Physical Education
Religious and Values Education (RAVE)
The Pre-Kindergarten to Year 12 Learning Pathway

JUNIOR SCHOOL

Year 3
Adventure Camp
Art
Bounce Back
English
French
Mathematics
Music
Physical Education/Health
Religious and Values Education (RAVE)
Science
Studies of Society and the Environment (SOSE)

Year 4
Adventure Camp
Art
Bounce Back
English
French
Mathematics
Music
Physical Education/Health
Religious and Values Education (RAVE)
Science
Studies of Society and the Environment (SOSE)

Year 5
Adventure Camp
Art
Bounce Back
Chinese
English
French
Mathematics
Music
Physical Education/Health
Religious and Values Education (RAVE)
Science
Studies of Society and the Environment (SOSE)

Year 6
Adventure Challenge
Art
Bounce Back
Canberra Trip
Chinese
Design and Technology
Drama
English
French
Mathematics
Music
Physical Education/Health
Religious and Values Education (RAVE)
Science
Studies of Society and the Environment (SOSE)
Year 7

Art
Chinese
Design and Technology
Drama
English
English as an Additional Language or Dialect
French
Health and Physical Education
Mathematics or Mathematics for Living A
Music
Outdoor Education – Adventure Camp
Religious and Values Education (RAVE)
Science
Step Up
Studies of Society and the Environment (SOSE)

Year 8

Compulsory subjects
Adventurous Expedition
English
Geography
Health and Physical Education
History
Information Technology
Mathematics
Modern Languages [Chinese or French or English as an Additional Language or Dialect]
Science
Religious Studies

Elective subjects
2 Dimensional Art
3 Dimensional Art
Architectural Housing Design
CAD-CAM
Challenge Plus
Challenge Up
Computer Graphics and Design
Computer Science
Design Graphics and Modelling
Design in Wood
Drama Production
Ensemble Music 1
Ensemble Music 2
Film and Animation
Flight – Modelling Aviation Theory and Practice
Food Studies
Making Drama
Metal Engineering
Music
Music Advanced
Philosophy and Critical Thinking
Robotics
Science Extension
The Pre-Kindergarten to Year 12 Learning Pathway

SENIOR SCHOOL

Year 9

Challenges
Central Australia Challenge
Global Challenge
Island Challenge
Port Davey Challenge

Compulsory subjects
English
History and Religious Studies
Mathematics or Everyday Maths
Science
The Project
Wellbeing

Elective subjects
Athlete Performance
Chinese (Mandarin)
Designer Maker
Drama Technique
English as an Additional Language or Dialect
French
Game Making
Media Arts
Music
Personal Investing
Power Up
Visual Arts and Media

Year 10

Compulsory subjects
English
Health and Physical Education
History and Religious Studies
Mathematics or Essential Skills Maths
Science

Elective subjects
Art Production Foundation
Business Studies – Foundation
Certificate II/III in Music
Chinese
Computing
Dance
Design and Production (Metal)
Design and Production (Wood)
Design Graphics
Drama Foundation
English as an Additional Language or Dialect
Foundation Sociology and Psychology
French
History and the Environment
Making Moral Decisions
Marine Studies
Mathematics Extension 10A
Media Production Foundation
Music Studies
Outdoor Education
Personal Pathway Planning
Sport Science Foundation
STEM10
Years 11 and 12

Accounting PT
Adventurous Expeditions
Ancient Civilisations PT
Art Production Foundation
Art Production PT
Art Studio Practice PT
Athlete Development
Australia in Asia and the Pacific PT
Biology PT
Business Studies – Foundation
Business Studies PT
Certificate II in Engineering Pathways
Certificate III in Fitness
Certificate I in Hospitality (Cookery)
Certificate I in Hospitality (Operations)
Certificate I and II in Maritime (Coxswain 2)
Certificate II and III in Music
Certificate III in Technical Production
Certificate II in Tourism
Chemistry PT
Chinese
Chinese PT
Chinese (Background Speakers) PT
Community Service Learning
Computer Graphics and Design Foundation
Computer Graphics and Design PT
Computer Science PT
Computing
Dance

Dance Choreography and Performance PT
Design and Production (Metal)
Design and Production (Wood)
Drama Foundation
Drama Technical Production
Drama PT
Duke of Edinburgh’s International Award
Economics PT
English Applied
English as an Additional Language
or Dialect
English as an Additional Language
or Dialect PT
English PT
English Literature PT
English Writing PT
Ensemble Experience
Environmental Science and Society PT
Food and Nutrition PT
Foundation Science
French
French PT
General English
General Mathematics Foundation
General Mathematics PT
Geography PT
German PT
Health Studies PT
History and the Environment
Housing and Design PT
Hutchins Service Course
<table>
<thead>
<tr>
<th>Information Systems and Digital Technologies PT</th>
<th>Theatre Performance PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese PT</td>
<td>UTAS Asian Studies PT</td>
</tr>
<tr>
<td>Korean (Background Speakers) PT</td>
<td>UTAS Extended Practice</td>
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<tr>
<td>Latin PT*</td>
<td>UTAS Foundation Practical Study PT</td>
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<tr>
<td>Legal Studies PT</td>
<td>UTAS High Achiever Program (HAP)</td>
</tr>
<tr>
<td>Making Moral Decisions</td>
<td>UTAS Music Technology Projects PT</td>
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<tr>
<td>Mathematics Methods Foundation PT</td>
<td>UTAS Object Design</td>
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<tr>
<td>Mathematics Methods PT</td>
<td>Vietnamese PT*</td>
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<td>Mathematics Specialised PT</td>
<td>White Card</td>
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<tr>
<td>Media Production Foundation</td>
<td>Working With Children</td>
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<tr>
<td>Media Production PT</td>
<td>Workplace Mathematics</td>
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<tr>
<td>Modern History PT</td>
<td>Work Readiness</td>
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<td>Music PT</td>
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<td>Music Studies</td>
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<td>Outdoor Education</td>
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<td>Outdoor Leadership PT</td>
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<td>Personal Pathway Planning</td>
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<td>Philosophy PT</td>
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<td>Physical Sciences PT</td>
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<td>Psychology PT</td>
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<td>Responsible Service of Alcohol</td>
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<td>Senior First Aid</td>
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<td>Sociology PT</td>
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<td>Sport Science Foundation</td>
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<td>Sport Science PT</td>
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<tr>
<td>Student Directed Inquiry PT</td>
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<td>Studies of Religion PT</td>
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<td>Study Support</td>
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<td>Technical Graphics Foundation</td>
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* Students wishing to study these languages need to speak to the Director of Teaching and Learning

PT Pre-tertiary subjects are accredited for university entrance