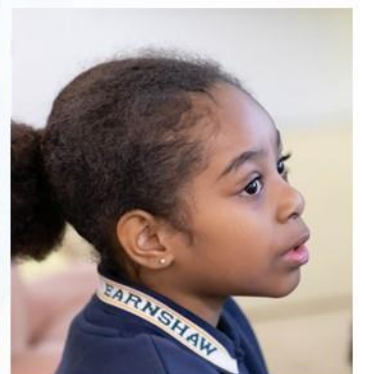


Primary School

HANDBOOK



Every Student Achieving Success

Acknowledgment to Country

Earnshaw State College acknowledges the traditional owners, the Turrbal and Jagera First Nations people as the custodians of where we gather today, recognising their connection to land, waters and community. We pay our respects to Australia's First Nations people and to their elder's past, present and emerging. May their strength and wisdom be with us today.

Every Student Achieving Success

Welcome to Earnshaw State College

Earnshaw State College is a P-12 college located in Banyo amid a vibrant and growing business district situated within the Airport Development Precinct. Earnshaw's location and seamless P-12 approach to schooling facilitates the delivery of unique and exciting learning opportunities for our students.

At Earnshaw, we believe that it is important to ensure that our curriculum engages the broad range of learners, enabling them to enjoy learning in a safe and inclusive environment. Our focus is on excellence in teaching and learning and our College staff is a diverse, highly qualified group of professional and paraprofessional people whose focus is on the success and wellbeing of our students.

As a Prep to Year 12 College, students are able to experience the benefits of a seamless approach to curriculum, teaching, learning and personal development for the length of their schooling life. Earnshaw students strive to be motivated, enterprising young people who strive for personal success in their studies and are committed to the values, aspirations and goals of their college.

Earnshaw State College provides an environment for teacher facilitated/student centred learning where students will continue their development of the core curriculum areas. In Prep to Year 10, students study the Australian Curriculum and in Years 11 and 12 students study Queensland Curriculum and Assessment Authority senior syllabus programs.

In addition to curriculum, we recognise the developmental needs of early adolescents and support transition from primary to secondary education by offering students in Year 6 ongoing opportunities to experience a wider range of subjects provided by specialist teachers and resources, enhancing their learning throughout their junior secondary years.

In our unique environment, we are committed to developing skills for the future:

- Connection to life outside school through real life curriculum opportunities.
- Experiencing units of work including literacy and numeracy opportunities across the curriculum.
- Using problem-solving and decision-making techniques of various inquiry processes to investigate learning.
- Our students have the opportunity to study Japanese and music from Prep to Year 12.

Our curriculum is futures oriented and focused on engaging and inspiring our students to achieve their best. At Earnshaw State College, we strive to excel in teaching. We nurture our students to be engaged and motivated to learn in a healthy, happy College culture that achieves results and builds confidence and skills for the future.

Our College Mission

Embrace Challenge ~ Learn with Passion ~ Take Opportunities

Our College Vision

Every Student Achieving Success

Our College Values:

Diligence ~ Integrity ~ Courage ~ Empathy

Our College Motto

Prepare Today for Tomorrow

Our College Expectations

Be Responsible ~ Be Respectful ~ Be Safe

The Primary School at Earnshaw

Welcome to the Primary School, the Prep – Year 6 phase of learning at Earnshaw State College. As a Prep to Year 12 College, we offer a seamless learning experience for our students. Our motto, *Prepare Today for Tomorrow* underpins each student experiencing a curriculum that focuses on preparing them for the future.

The Australian Curriculum

Teaching and learning at Earnshaw State College is aligned to the Australian Curriculum. The Australian Curriculum is designed to develop:

- Successful learners
- Confident and creative individuals
- Active and informed young people who are ready to take their place in society.

It sets the goal for what all students should learn as they progress through their school life. The Australian Curriculum, with its learning areas provides a modern curriculum for every student in Australia.

Wellbeing and Support

Earnshaw State College supports student wellbeing with dedicated teacher and staff support. We have programs delivered through the Wellbeing Hub, which are supported by a guidance officer, chaplain and youth worker.



PREP

In their first year of school, students learn through teaching interactions with others, experimentation, practice and play in the classroom and school community. Priority is given to literacy and numeracy development, as these are the foundations upon which further learning is built. Opportunities to develop literacy and numeracy are found in all subjects but particularly in English and Mathematics. Learning in a classroom and belonging to a school community are key to the first year at school.

At Earnshaw, our Prep students enjoy a self-contained learning area within the college, complete with its own playground and facilities. Classrooms are supported with teacher aides. On entry to Prep, every student is recognised as a capable and individual learner. Through active and dynamic environments, Prep students learn to solve problems, to communicate and to build creative thinking skills.

Teachers build from each student's diverse prior experience, teaching in ways known to engage young learners and to best support their learning and development. They assess, monitor and respond to each student's learning. This is critical in the early years when student learning and development of social, physical and cognitive skills occurs at such a rapid and variable rate.

The Earnshaw community sets high expectations for student behaviour. Our early year's curriculum supports students' social and emotional development. Learning experiences contribute to developing children's positive identity, self-esteem, resilience, personal organisation and independence as they interact successfully with others and their learning environments.

English

In Prep, students view, listen to and enjoy texts that entertain and inform, such as picture books or, rhymes. They begin to learn to read and create texts.

Students will:

- communicate with others in familiar situations
- read stories with one or more sentences, pictures and familiar vocabulary
- recognise rhyming words, syllables and sounds
- recognise letters and the most common sounds the letters make
- listen to, read and view picture books, stories, poetry, information books, films and performances
- recognise and write some words and develop skills in 'sounding out' words
- create their own texts such as giving information orally or in writing; presenting a narrative, which may include pictures.



Mathematics

Students develop a sense of number, order, sequence, pattern and position in relation to familiar settings.

Students will:

- connect numbers, their names and quantities up to 20
- count numbers in sequences up to 20, continue patterns and compare lengths of objects
- use materials to model problems, sort objects and discuss answers
- group and sort shapes and objects
- connect events with days of the week
- develop an understanding of location words, such as *above*, *outside*, *left*.

Health and Physical Education

Students learn through active play and fundamental movement skills. They learn about how their body is growing and changing, about their strengths, how to be healthy, safe and active, and about respectful relationships with others.

Students will:

- name trusted people in their community, who can help them stay safe and healthy
- describe emotions of people who are happy, sad, excited, tired, angry, scared or confused
- group foods into 'eat always' and 'eat sometimes'
- move in different speeds and directions, be aware of others and follow rules
- play games from different cultures
- move in time with a partner when music is played.
- take part in swimming lessons and a range of outside games and sport skill development activities

Humanities and Social Sciences

By experimenting, practising and playing in familiar situations, students use their natural curiosity to make sense of their world, and to develop history and geography knowledge and skills about people and places.

Students will:

- explore their personal world, including personal and family histories
- investigate places they and their families live in and belong to
- find out about other places through stories told in books, or by family members and other people, and how people feel about places
- explore why places are special and how students and other people can care for places.

Science

Through exploration and observation, students learn how science works. They explore their world to find answers to questions.

Students will:

- explore the needs of living things
- investigate the properties of everyday materials
- explore changes in our world, for example, the weather
- explore how things move.

The Arts

Students share their experiences and understanding of themselves through exploring the arts and artworks.

Students will:

- in Dance, watch others dance and respect those around them when they are dancing
- in Drama, use role play to act out familiar events or stories
- in Media Arts, use a camera to record images for others to view
- in Music, explore sounds when listening, singing and making music
- in Visual Arts, respond to and create a variety of artworks by drawing and painting.



Design and Digital Technologies

Through exploration, design and problem solving, students learn how technologies work.

Students will:

- design and create solutions to challenges through guided play and by safely using materials and equipment
- work safely online, represent data as pictures, symbols and diagrams, and sequence steps to solve simple problems.

YEAR 1 and YEAR 2

In Years 1 to 2 priority is given to the important areas of literacy and numeracy development. English and Mathematics are the core subjects for this, however, literacy and numeracy are found in all subjects. By the end of Year 2, students have a much stronger understanding of themselves and have begun to connect with the wider community.

English

The English curriculum for Years 1 and 2 places a strong focus on the development of literacy. Students listen to and enjoy texts that entertain, inform and persuade, such as picture books, non-fiction and film. Students grow into more independent readers, learn to create a range of different texts and become more confident when they communicate.

Students will:

- listen to, read, view and talk about simple information books, stories, films and some online texts
- independently read books and discuss what they have read or viewed with other students, teachers or family members
- sound out or recognise words
- use simple punctuation, such as capital letters and full stops
- write about their experiences, tell a story or talk about topics they have covered in the class
- spell a number of common words correctly and write in sentences
- add pictures to what they write
- produce their texts using computers or other devices
- listen and give talks to the class about a topic they are interested in
- develop readable handwriting.

Mathematics

Mathematics in Years 1 and 2 places a strong focus on the development of numeracy. Students are introduced to mathematical symbols and language to communicate and explain mathematical ideas; they pose basic mathematical questions and develop simple strategies to investigate and solve simple problems.

Students will:

- describe number sequences and locate numbers on a number line
- represent simple fractions using pictures
- learn about Australian money
- describe and draw shapes and objects, and use units to measure length
- learn to tell the time from an analogue clock, and use a calendar to determine the date
- describe the outcome of a chance event
- collect and investigate data collected from simple problems.
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Health and Physical Education

Students start to learn more about themselves and explore their abilities. Through physical play with and without equipment, they learn skills like problem solving and persistence, and become more confident and cooperative.

Students will:

- practise what to do and how to get help when they feel uncomfortable or unsafe
- talk about actions that make the classroom a healthy, safe and active place
- learn to take turns, share equipment and include others in games and activities
- take part in swimming lessons and a range of outside games and sport skill development activities

Humanities and Social Sciences

In Years 1 and 2, experimentation, practice and play in personal and familiar situations aim to harness students' curiosity about people, places and how things work, to make sense of their world and develop history and geography knowledge and skills.

Students will:

- investigate family life now and in past generations, and how families are diverse
- investigate natural and human-made features of places, how the world is represented on maps, and students' connections to other parts of the world
- explore changes in their lives and their environment, such as change of seasons and how people celebrate
- explore how technology affects people's lives at home, work, play and in other ways, now and in the past.

Science

In Years 1 and 2, students learn to investigate by observing and exploring the world around them and by posing and answering questions. They learn to organise their observations, look for patterns and make predictions about their world.

Students will:

- learn about living things and the environment; look for patterns that occur in life cycles of living things
- explore how they can change or combine everyday materials
- examine how light and sound are produced
- investigate simple systems, including water systems, in our environment and how these affect the way we use water.

The Arts

Through various art forms, students, independently or in groups, participate to express and reflect their growing understanding of the world. They begin to learn arts technical skills.

Students will:\

- in Dance, dance alone and with others, being aware of the space and people around them
- in Drama, engage in role play and act out plays based on stories from the community
- in Music, listen to and create music and discuss how it makes them feel
- in Media Arts, discuss media images of characters and settings in community stories
- in Visual Arts, explore a variety of materials to create and display their art works for others to view.

Design and Digital Technologies

Through exploration, design and problem solving, students learn how digital and other technologies work and how to create solutions with technologies.

Students will:

- design and safely make a product, for example, create a musical instrument using recycled materials
- explore how food and clothing are produced and how food can be prepared for healthy eating
- represent data as pictures, symbols and diagrams
- break down a problem into parts and sequence the steps in finding a solution, for example, controlling a toy with digital technologies.

YEAR 3 and YEAR 4

In Years 3 and 4, students become more independent learners.

English and Mathematics continue to be a priority, and literacy and numeracy are developed across all learning areas.

The curriculum further builds the essential knowledge and skills in literacy, consolidating 'learning to read and write'.

English

In Years 3 and 4, students read and write about familiar content that relates to other learning areas. Students read more difficult texts on their own, such as chapter books and non-fiction information and can write in different styles.

Students will:

- read and understand a range of different types of texts that explore imaginative and informative topics
- recognise and write texts that persuade and explain
- write imaginative texts that include characters and events
- recognise that pictures or graphics can be important to add meaning
- recognise different kinds of language used in text, depending on the audience and purpose
- learn information or ideas from texts
- use mostly correct grammar, including simple and compound sentences
- use accurate spelling and punctuation, and edit their own writing
- plan and make presentations to the class
- engage in discussions to share ideas and information, communicating clearly with others.

Mathematics

Students further develop their understanding of number, patterns and relationships, measurement and geometry. Modelling fractions and decimals using concrete materials is a crucial focus at this stage.

Students will:

- choose strategies to add, subtract, multiply and divide
- represent the value of money and make simple calculations
- recall multiplication facts
- represent fractions on a number line
- explore addition, subtraction and multiplication number patterns
- measure temperatures, lengths, shapes and objects
- solve problems involving time, and read maps
- create symmetrical shapes and classify angles
- construct graphs and list a likelihood of events.

Science

Students develop their understanding about how science relates to their lives. They pose and answer questions and investigate in a more systematic way, developing understanding of a fair test and variables.

Students will:

- observe heat as a form of energy and investigate how it affects solids
- explore regular and predictable cycles through a study of day and night
- explore the action of forces
- realise that living things form parts of ecosystems
- understand that actions of humans can have an effect on their world

Humanities and Social Sciences

Students draw on their growing experience of the community and beyond, and use observations and information sources to develop understandings about history, geography, civics and citizenship.

Students will investigate:

- diverse people, cultures and environments in Australia and neighbouring countries; how different individuals and groups have contributed to their communities, past and present
- significant days in Australia's history, such as Australia Day, Anzac Day and Sorry Day
- early explorers and British colonisation of Australia
- diverse cultures of Aboriginal and Torres Strait Islander Peoples, and those who live and lived in the local area
- geographic characteristics of Africa, South America and Australia, and how natural resources are used and managed
- rules and laws, and how the local government makes decisions and serves their community
- groups they belong to, and how people contribute to the community and the environment through responsible actions.

Health and Physical Education

Students learn about changes they experience as they grow up, valuing difference in others. They develop more complicated movement skills.

Students will:

- talk about challenge, risk, success and failure, and how to keep themselves and others safe and healthy
- understand their own family background, and value all people and cultures including their own
- play games in a range of outdoor places
- improve their skills in different activities, school sport and inter- school sport
- use rules, scoring, tactics, fair play and teamwork.
- take part in swimming lessons

The Arts

Students participate independently or in groups to express and reflect their growing understanding of the world through different art forms. They further develop their technical skills in The Arts and explore how others create art works.

Students will:

- in Dance, create dances to tell a story
- in Drama, develop performances from stories or picture books
- in Media Arts, use technologies to change images, add words and record sounds
- in Music, sing and explore instruments to create music
- in Visual Arts, look at an artist's work and create their own, experimenting with materials, such as paint, crayons, markers and colour pencils.



Design and Digital Technologies

Students build on concepts, skills and processes developed in earlier years of Design and Technologies, and Digital Technologies.

Students will:

- draw, label and model ideas when designing and producing solutions such as creating a toy that moves
- plan steps to produce solutions and learn to manage their time
- identify and learn how to follow safety rules when working online
- identify problems and solve them, for example, identifying stages of a game and decisions that a player must make to win
- create a range of digital solutions, such as coding simple interactive games.

Languages

Students have an opportunity to learn Japanese:

When learning Japanese, students will:

- participate in classroom routines, interactions and learning activities that involve listening, responding and initiating
- learn new words and use familiar vocabulary to make simple statements and ask simple questions
- communicate in familiar interactions and situations such as participating in performances and play
- explore the relationship between culture and ways of communicating.

YEAR 5 and YEAR 6

In Years 5 and 6, students continue to develop independent learning. The development of information and communication technology skills increases across the curriculum at this level.

English

Students read and compare complex texts, for enjoyment and learning, and can express their thoughts and opinions about what they have read. They can write a wide variety of well-constructed texts such as reviews, reports and narratives. Students develop skills to communicate with others in most settings. They can transfer the literacy skills developed in English to other subjects.

Students will:

- analyse and explain how authors organise their texts
- select vocabulary to represent ideas, characters and events
- compare and analyse information in different texts
- use evidence from a text to explain their response to it
- using electronic devices, create detailed texts about a range of topics, including topics they have been studying
- demonstrate understanding of grammar, including the ability to write complex sentences
- develop an expanding vocabulary
- use accurate spelling and punctuation
- use speaking strategies including questioning, clarifying and rephrasing to contribute to class discussions.

Mathematics

Students extend their knowledge of the key areas of mathematics, particularly of fractions and decimals. They increasingly use models, pictures and symbols to represent and communicate mathematical ideas.

Students will:

- place positive and negative numbers on a number line
- add and subtract fractions and decimals
- compare and interpret statistical graphs
- convert between 12- and 24-hour time and interpret timetables
- continue and create sequences, involving whole numbers, fractions and decimals, and describe rules
- measure length, area, volume, capacity and mass, and calculate perimeter and area of rectangles
- list outcomes of chance experiments
- apply fractions, decimals, percentages, angles and measurements to solve problems
- explain mental strategies for calculations
- pose appropriate questions for statistical investigations

Health and Physical Education

Students develop more connections with their peers and the world around them. They learn what influences them, how relationships change over time and how to promote health. They develop more complex movement skills.

Students will:

- learn skills for coping with puberty
- learn skills to establish and manage respectful relationships, including dealing with friendships
- understand how media and important people in their lives influence them
- experience and learn about roles and responsibilities in teams
- develop their ability to participate in outdoor activities and learn how this can support wellbeing
- develop more specialised skills for games, school and inter-school sports and other physical activities
- take part in swimming lessons



Humanities and Social Sciences

Students draw on their growing experience of the wider world and use concrete information sources to learn about history, geography, civics and citizenship, and economics and business.

Students will:

- investigate Australia's development from colony to nation, migration and settlement patterns, and contributions of people and groups
- explore geographic characteristics of Europe, North America and Asia, and the world's cultural diversity
- learn about struggles for citizenship and human rights in different groups, in Australia's past and present
- explore people's use of natural resources to satisfy needs and wants, and how consumer choices affect other people and the environment
- learn about Australia's democratic values, laws, government and elections
- investigate people's participation in the community to achieve civic goals.

Science

Students learn how to look for patterns and relationships. They recognise the important role of variables in investigations. They develop explanations based on evidence.

Students will:

- investigate adaptations in living things and their interactions with the environment
- add gases to their study of materials and investigate chemical changes
- investigate the solar system and the behaviour of light
- investigate volcanoes and earthquakes
- deepen their understanding of historical and cultural contributions to science
- understand how science influences community decisions.

The Arts

Students explore the way the world as represented by artists as well as continue to develop their own understandings and experiences. They further develop their technical skills and explore how others create artworks.

Students will:

- use balance and coordination, by following a set of steps in Dance
- rehearse and perform a variety of plays, using expression to engage an audience in Drama
- explore, plan and produce media artworks such as advertisements in Media Arts
- rehearse, sing and perform music with rhythm and pitch in Music
- explore why artists create artworks and whom the artworks are created for in Visual Arts



Design and Digital Technologies

Students use design processes to produce solutions. They further develop their knowledge and understanding of digital systems and data; they improve their computational thinking.

Students will:

- use materials or technologies when designing, producing and evaluating solutions, for example, a plan for a new kitchen garden
- represent ideas and solutions in a variety of ways, such as sketches and models
- develop plans to complete tasks
- use simple coding to develop and evaluate digital solutions, such as games or quizzes
- act to ensure their personal safety when engaging online
- collect interpret and manage a range of data, using digital systems.

Languages

Students have an opportunity to continue their Japanese language learning.

When learning Japanese, students will:

- use the language to communicate more accurately and fluently to exchange information, express ideas and feelings
- use vocabulary and grammatical resources to compose and comprehend various types of texts
- use a range of cues and strategies to assist their comprehension
- reflect on the relationship between language, culture and identity

TRANSITION

In year 6 we recognise the developmental needs of early adolescents and support transition from primary to secondary education by offering students in year 6 ongoing opportunities to experience a wider range of subjects provided by specialist teachers in specialist facilities and resources, further enhancing their learning. Outlined below, are some of the broad selection of subjects students in year 6 will have the opportunity to study.

Students will complete one lesson each week of Music, Visual Arts, Health and Physical Education, Japanese, Literacy and Numeracy, STEM Technology and Design.



Co-Curricular Opportunities

At Earnshaw students have the opportunity to participate in a range of different Co-Curricular activities, including:

- Book Club
- Skipping Club
- Triathlon Club
- Choir
- Maths Club
- Debating Club
- Swimming Club
- Wellbeing Activities
- School Bands
- Dance Club
- Robotics Club
- Lego Engineering Skills
- Yarning Circle
- Instrumental Music (woodwind, brass and percussion) and Band from Year 4
- Homework Club

Throughout the year, our students also have access to a range of events.

These include:

- Celebration events such as Under Eights Week, Book Week, End of year presentation
- Whole college cultural events, for example: ANZAC Ceremony, NAIDOC Week, Harmony Day
- Sporting events, including the Swimming Carnival, Cross Country and Athletics

Carnival Students in Years 4-6 may also participate in Summer and Winter Interschool Sport across our district.

NOTES



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