WESTERN ENGLISH LANGUAGE SCHOOL SECONDARY CURRICULUM

Secondary Curriculum Team
12/02/2021

Western English Language School

Contents

WELS Secondary Curriculum

History

The WELS Curriculum started off as the WELS Genre Map, which was the central curriculum document used to inform teaching at the Western English Language School. It was developed over 2016-2017 by the secondary curriculum team consisting of Marko Jakic, Laurence Guttmann, Mina Sellton, Shae Jonson, Anh Phan and Carolyn Lloyd with consultation from EAL experts Brian Dare and Bronwyn Custance and extensive staff feedback.

As time has gone on, we have developed the non-genre aspects of our curriculum and now the WELS Genre Map has increased in scope to become the WELS Curriculum Map. The WELS Curriculum is constantly evolving based on student needs and teacher suggestions.

Overview of WELS Curriculum

WELS' curriculum is tailored to the needs of each of the different student levels. The following table illustrates this:

- Note 1: All number of periods listed are approximate where 'approximate' is defined as give or take one period.
- Note 2: Percentages were calculated by dividing by the total number of periods per week (30).

<table>
<tr><th>Level</th><th># of Total Genres</th><th>Genre(s)</th><th>Practical English</th><th>Developing Macro-skills</th><th colspan="5">Other Aspects</th></tr>
<tr><td>LLs 1-2
CL</td><td rowspan="2">1</td><td>17%
≈5 periods p/w</td><td>17%
≈5 periods p/w</td><td>33%
≈10 periods p/w</td><td colspan="5" rowspan="2">33%
≈10 periods</td></tr>
<tr><td>LLs 3-4
SP</td><td>2
(1 academic & 1 Practical English)</td><td>33%
≈10 periods p/w</td><td>13%
≈4 periods p/w</td><td>20%
≈6 periods p/w</td></tr>
<tr><td>LLs 4
C1.1. / B</td><td>2 or 3</td><td>33%
≈10 periods p/w</td><td>13%
≈4 periods p/w</td><td>20%
≈6 periods p/w</td><td rowspan="6">Mathematics (4 periods)</td><td rowspan="6">Pastoral care (1-2 periods)</td><td rowspan="6">Sport (1 period)</td><td rowspan="6">Library (1 period)</td><td rowspan="6">Activities (2 periods)</td></tr>
<tr><td>LLs 5
C1.2</td><td>2 or 3</td><td>40%
≈12 periods p/w</td><td>13%
≈4 periods p/w</td><td>13%
≈4 periods p/w</td></tr>
<tr><td>LLs 6
C1.3</td><td>2 or 3</td><td>47%
≈14 periods p/w</td><td>13%
≈4 periods p/w</td><td>7%
≈2 periods p/w</td></tr>
<tr><td>LLs 7
C2.1</td><td rowspan="3">3</td><td rowspan="3">47-53%%
≈16 periods p/w</td><td rowspan="3">7-13%
≈2 periods p/w</td><td rowspan="3">7%
≈2 periods p/w</td></tr>
<tr><td>LLs 8
C2.2</td></tr>
<tr><td>LLs 9+
C2.3+</td></tr>
</table>

The class time is structured into a weekly timetable, with 5 hours of learning per day, broken into six 50-minute sessions.

Synergy

Teachers are encouraged to explore opportunities for synergistic teaching to accelerate student learning. For example, if there are three teachers of a LLs 5 home group (teachers A, B and C), some examples of synergistic teaching could be:

- Allocating different language features between the three teachers at the start of the term. Then, analysing language features in one's own genre that another teacher is teaching them in order to develop students' abilities to transfer skills across learning areas and genres.
- Teacher A doing science report, teacher B doing review and teacher C supplementing what either teacher A or B is doing by focusing on Developing Macro-Skills in one of those two genres (e.g. doing an oral review of the same book as teacher B).
- Teacher A doing science report, teacher B doing a review on *Rich Man Poor Man* and teacher C doing a review on *The Prince and the Pauper*. Teachers B and C will plan to focus on complementary language features of the review genre and reinforce what each other is teaching throughout the term.

LLs 3-4

C1.1 (Beginners)

i. Beginners are students who have less than 2 years of interruption to their education.
ii. Because they are equivalently educated, they can often learn more quickly than their interrupted peers.

This is because beginners already possess the literacy and conceptual knowledge in their own language and are just focusing on acquiring the English that goes along with the concepts.

iii. Teachers take LLs 4 as a starting point for beginners.

iv. Teachers can use some of the units at LLs 3 & 4 (SP) as a starting point, keeping in mind beginners will likely advance quickly through such units and will likely need significant extension.

v. Students usually stay in this stage for one term and then move to LLs 5 or 6 depending on individual progression.

SP (Secondary Post-literacy)

vi. SP is a learning stage that WELS developed in the past to describe students who: have just finished CL, have very limited English literacy, and/or have significant interruption to their education.

vii. SP students' interruption surfaces as developing literacy and conceptual gaps, meaning they have to learn new concepts as well as the English that goes with them.

viii. The result is a generally slower pace of learning that requires a lot of identifying and filling in of the gaps and a focus on recycling in pedagogy (doing the same thing in many different ways.) SP students require significant focus on opportunities to develop literacy skills e.g. handwriting, decoding.

Supplementary Teaching List

This list captures those important aspects that may not perfectly fit within one of the areas described above. Oftentimes, they can be integrated into a genre, Practical English unit, mathematics, DMS or pastoral care.

- Pronunciation *(some standalone or integrated)*
- Writer's Workshop *(2 periods for above-CL level, and where there is a WW trained teacher teaching a home group; At CL, SP & C1.1, WW is at the discretion of the teacher.)*
- Research assignment
- Spoken- or multi-modal focus genres (e.g. debating, speech, presentations, role plays, interviews)
- Behind the News
- Filmmaking project *(max 5 periods)*
- Art *(1 period)*
- Weekly journal

Aboriginal Perspectives

It is essential for every student at WELS to learn about indigenous Australians and engage with indigenous perspectives across the learning areas. Teachers can refer to the Victorian Curriculum for ideas on how to integrate this into their teaching or refer to this document as a starting point:

Learning about Aboriginal and Torr

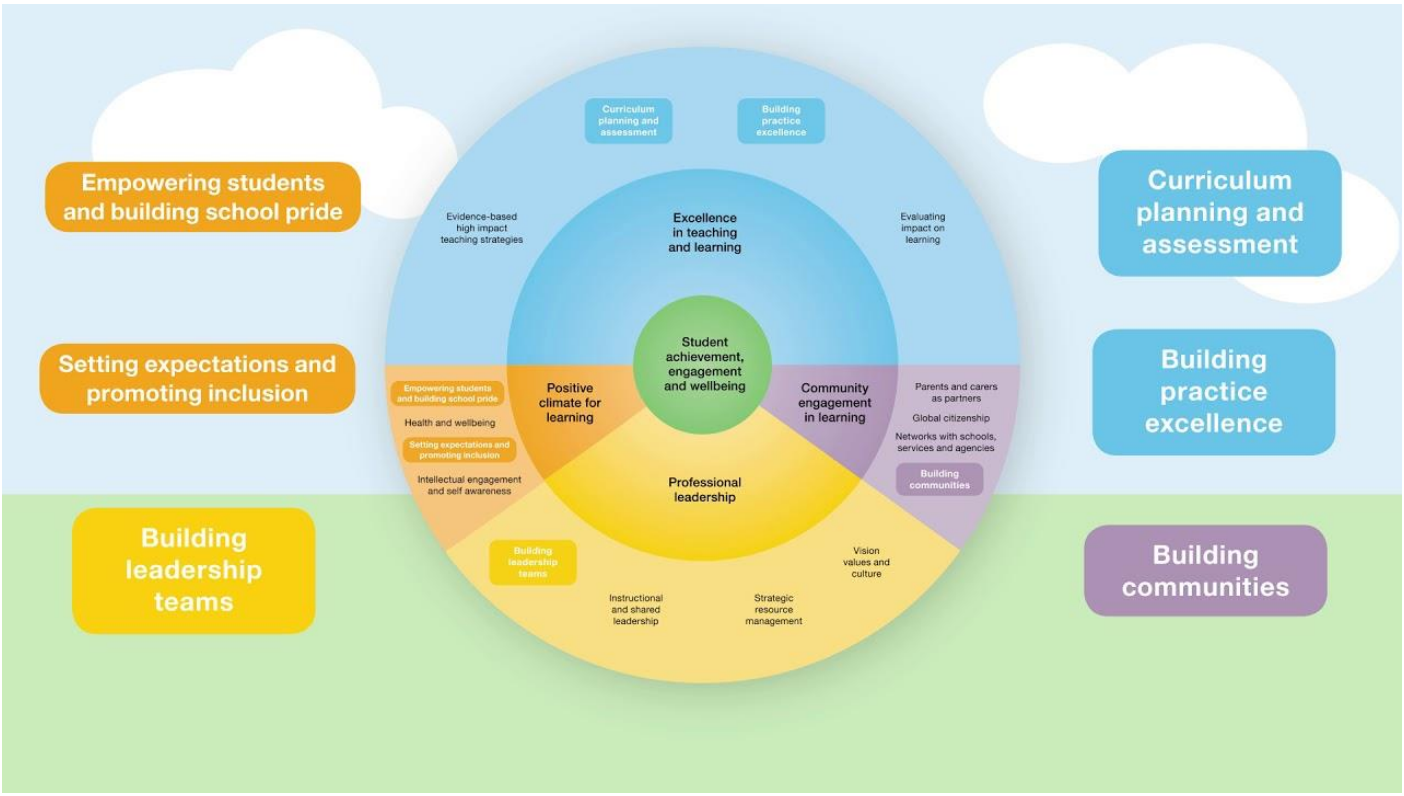
Ensuring a Guaranteed and Viable Curriculum

Reviewing our Curriculum

Throughout the year, feedback on the curriculum is sought from teachers who have been trialling different aspects of it at different times. This occurs through scheduled staff meetings, work in PLCs, and focus groups of teachers, such as the ones formed for reviewing the lower levels curriculum in 2018 and the group formed for reviewing the Practical English curriculum in 2019. At the end of every year, the curriculum team and members of leadership meet to synthesise all feedback and iterations. As a result, updated versions of documents are regularly created and shared with staff through staff meetings and presentations, bulletin announcements and uploads to the WELS secondary curriculum website. Our latest review has resulted in this very document – introduced in January 2021 – which synthesises all the parts of our curriculum into a coherent whole.

Verifying & Evaluating our Curriculum

In addition to this, the leadership team meets yearly to assess the school against the *Framework for the Improvement of Student Outcomes (FISO)*. Staff feedback is also sought in this through scheduled staff meetings. This allows us to identify focus areas for improvement and to evaluate the impact of introduced initiatives. This evaluation is completed through the Strategic Planning Online Tool and it directly influences our school direction in the form of what goals are set in our SSP and AIPs.



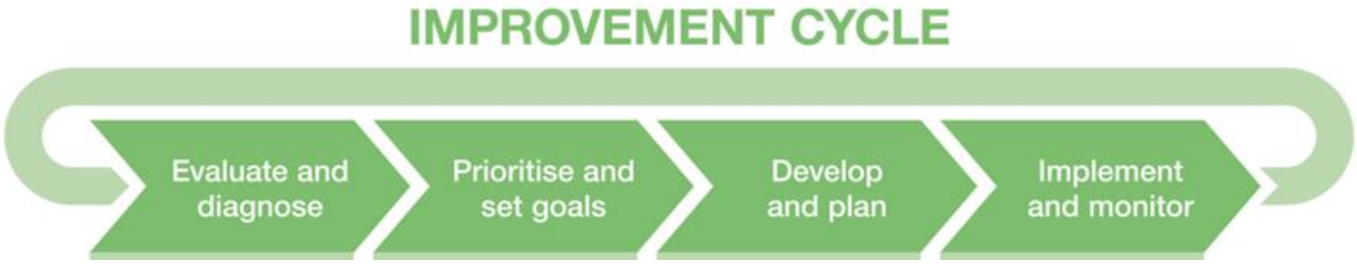
Reviewing Teaching

Professional Development Plan (PDP) Cycle

WELS ensures high-quality teaching practice in a number of ways. The first is the yearly Performance and Development (PDP) Cycle in which all staff participate. Our PDP goals are directly aligned to realise the School Strategic Plan (SSP) and Annual Implementation (AIP) Goals, ensuring that collective focus is on advancing our common objectives. The PDP process involves a start-of-cycle, mid-cycle and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

Professional Learning Communities (PLCs)

Another avenue for review of teacher practice is the work that WELS has begun on introducing Professional Learning Communities (PLCs). A core group of leadership personnel are currently (Feb 2021) in the process of completing the *2020 Core Professional Learning for PLCs* training run by the Victorian government, with a view to introducing PLCs at all sites by the end of 2021. In anticipation of this, our teachers completed a rigorous eight-step course on improving teacher practice offered by Harvard University and known as the *Introduction to Data Wise: A Collaborative Process to Improve.* WELS intends for its PLCs to serve as a formalised, regular process for improving student outcomes through the FISO Improvement Cycle:



The Centrality of Data

A central component of reviewing the efficacy of our curriculum and teaching practice is a heavy focus on grounding any changes we make in reliable and valid data. The following contains a list of some of the key data sources that inform curriculum and teaching review:

- writing rubrics
- the current WELS Assessment Tool (WAT)
- Running Records
- pre- and post-test data
- initial assessments

- anecdotal notes & observations
- attendance data
- socio-linguistic profiles
- Attitudes to School Survey (AtoSS)
- WELS-developed Attitudes to School Survey
- Parent Opinion Survey (POS)
- School Staff Survey (SSS)

As of February 2021, we are in the process of reviewing one of our most important forms of student data collection – the WELS Assessment Tool (WAT). This tool allows us to gather and track data on student growth across the three macro-skills of speaking & listening, reading & viewing and writing and is aligned to the Victorian EAL Curriculum stages and sub-stages. Our reviewed tool is called the English Language and Literacy Assessment (ELLA) and it allows us to collect and analyse more precise and rigorous data about our students' progress. This, in turn, enables teachers to better identify student levels, guide teaching and evaluate the impact of teaching, all of which is reviewed through the work of PLCs. It also allows the leadership team to better evaluate the effect of whole-school curriculum initiatives in achieving our SSP and AIP goals.

Genre Map

History

About Genre

A core tenet of the WELS curriculum is genre. The genre approach to teaching means that the genre and its structure and language features are at the core of planning what to teach and when to teach it. Genre was chosen as an important part of the WELS curriculum because the transferability of genres allows teachers to maximise students' learning during their short stay at WELS. By providing students with the tools to write genres, students can transfer this knowledge to every learning area once they enter mainstream settings. The genre map was first aligned to the Australian Curriculum and most recently to the Victorian Curriculum by considering which genres students are expected to write in the mainstream. The genres we teach at WELS mirror these exactly.

About Topics

The topics were chosen and aligned to the mainstream curriculum to which the majority of WELS' students transition. This gives teachers the confidence that the topics through which they teach the genres will be encountered by their students and will prepare them for the next stage in their learning journey.

The way in which the topics and genres in the Genre Map have been aligned to the mainstream year levels can be seen in the table on the right.

LLs	EAL Level	Mainstream Year Level
1-2	CL	F-6
3-4	SP	
4	C1.1	
5	C1.2	7, 8
6	C1.3	7, 8
7	C2.1	8, 9
8	C2.2	8, 9, 10
9+	C2.3+	9, 10

The following reasoning underpins those choices:

- *The topics and genres for the lowest Levels 1-4 (CL, SP & beginners) are based on the primary curriculum year levels F-6.*
    - These students require the basics: they first need to learn how to read and write, something that is not covered to the same degree at higher year levels.
    - Moreover, their level of language is not yet at the stage where they are able to express the more advanced language and concepts needed for more secondary level topics.
- *Year 7 topics appear in LLs 5 & 6 (C1.2 & C1.3).* Year 7 topics include many of the basic concepts needed for any further study in the various learning areas. It is important that these are not missed, considering that WELS has many students with interrupted education.
- *There are no year 7 topics in LLs 7+ (C2.1+).* Relatively few students exit to year 7 at the higher language levels, with most transitioning to year 8 or above.
- *Year 8 topics appear across the most levels, from LLs 5 – 8 (C1.2 – C2.2).*
    - Year 8 and above is where the majority of secondary students exit. Year 8 topics appear across the most levels because it is possible to have some or many young students with higher language levels, such as LLs 8 (C2.2).
    - The topics are still not too highly specialised and continue comprise many of the core learnings needed for further study in the various learning areas.
- *Year 9 topics appear from LLs 7-9+ (C2.1 – C2.3+).*
    - Based on past student data, the majority of students exiting WELS at these higher language levels tend to be older and exit into years 9, 10 or 11.
    - These topics begin to have some more specialisation and there are many excellent opportunities to explore a multitude of higher language features within them.
- *Year 10 topics appear in LLs 8-9+ (C2.2 – C2.3).* These year 10 topics are included primarily for those occasional classes of very high-achieving, high-level English and older students who will be transitioning into years 10 and some even into year 11. Students with such high English skills are often capable of learning the high language and conceptual complexity of these topics – especially having often encountered such levels of learning in their home countries – and these topics provide the upper limit of our capacity to extend their learning.
- *There are no year 11 or 12 topics.* WELS is an F-10 school and the level of specialisation and conceptual complexity required for year 11 and 12 topics is beyond the scope of our setting.

Genre in the WELS Curriculum

Level	# of Total Genres	Genre(s)	Practical English	Developing Macro-skills	Other Aspects				
LLs 1-2 CL	1	17% ≈5 periods p/w	17% ≈5 periods p/w	33% ≈10 periods p/w	33% ≈10 periods				
LLs 3-4 SP	2 (1 academic & 1 Practical English)	33% ≈10 periods p/w	13% ≈4 periods p/w	20% ≈6 periods p/w					
LLs 4 C1.1. / B	2 or 3	33% ≈10 periods p/w	13% ≈4 periods p/w	20% ≈6 periods p/w	Mathematics (4 periods)	Pastoral care (1-2 periods)	Sport (1 period)	Library (1 period)	Activities (2 periods)
LLs 5 C1.2	2 or 3	40% ≈12 periods p/w	13% ≈4 periods p/w	13% ≈4 periods p/w					
LLs 6 C1.3	2 or 3	47% ≈14 periods p/w	13% ≈4 periods p/w	7% ≈2 periods p/w					
LLs 7 C2.1	3	47-53%% ≈16 periods p/w	7-13% ≈2 periods p/w	7% ≈2 periods p/w					
LLs 8 C2.2									
LLs 9+ C2.3+									

Language & Literacy Levels

In addition to the genre approach and the topics being aligned to the Victorian curriculum, the Genre Map places importance on students' levels as according to the *Language and Literacy Levels Across the Australian Curriculum: EALD Students* (LLs), with the Victorian EAL stage and sub-stage equivalents. This is due to the true continuum nature of the LLs, which allows teachers to assess their students with greater confidence and improved moderation, as the focus is on assessable language features that students produce. Importantly for our setting, the LLs Levels were designed especially for use by New Arrivals Program Schools such as ours and are therefore significantly more suited to the needs of our teachers and the students in our unique setting.

Guidelines When Teaching Genre

- All genres require a diagnostic assessment completed at the beginning of the term and an independent construction completed towards the end of the term.
- It is crucial to develop *all* of the macro-skills throughout a unit of work. No piece of writing can be written without significant emphasis placed on speaking, listening, reading and viewing activities at each stage of the Teaching & Learning Cycle.
- Topics for genres must be chosen from the prescribed list of topics in the genre map below.
- It is ultimately the HG teacher who is responsible for the curriculum that their class will cover. Therefore, they have the deciding say in which teachers of their team will be teaching which part of the curriculum / which genre.

Model Texts

- A model text is an example of what students should strive to produce by the end of a unit of teaching. It is also a core tool through which to teach and deconstruct the structure and language features of a particular genre. It is important to structure model texts so that they challenge students within their Zone of Proximal Development. It is equally important for teachers to provide all the necessary scaffolding and support to maximise the chances of students meeting these high expectations.
  - i. For LLs 1-4 (CL & SP), aim the model text one or two LLs higher, depending on teacher judgment. Considerations that need to be taken into account include:
    - Have the students encountered this genre before?
    - Is the field new to the students?
    - How much support will students require to access the text within the time allocated?
  - ii. For LLs 4 (C1.1) and LLs 5 (C1.2) and higher, aim the model text two LLs higher. For example, if a teacher has a LLs 5 class, they teach the genres and topics from the LLs 5 part of the genre map but their model texts should have LLs 7 language features.
- Of course, student learning trajectories are all different and there is no expectation that every or even most students will necessarily increase by two levels in each term.

Pre and Post Assessments

- Pre and post assessments are administered for each genre taught.
- Teachers of genres analyse, level and enter the data into a Class Analysis Sheet.
- At the beginning of the term, this process identifies students' starting levels and then informs planning what to teach, allocating who in the HG team will be teaching it and allows teachers to decide when to teach it in order to maximise opportunities for synergy between teachers approaches and students' learning.
- At the end of the term, this process allows teachers to evaluate how much learning has occurred for each student and for each learning area. It is an invaluable opportunity for students to learn how they did and how they can do better and, similarly, it allows teachers to reflect on and improve their future practice.
- The class analysis sheets and pre & post assessments are sent to the Wyndham Curriculum Leader by the end of each term.

Genre at the Different Levels

Lower Levels (LLs 1-4 / CL – C1.1)

- At the lower levels, simplified versions of full genres are taught.
- Genres at this level have the following characteristics:
    - they are chosen from the simplest possible genres drawing on their everyday, familiar experiences – description, protocol/procedure, personal response and personal recount
    - the register is far to left of the continuum:
        - field: everyday & concrete and will develop students basic vocabulary
        - tenor: personal, novice, and first person
        - mode: here and now, heavily spoken
    - they are short – for CL, they may be around 4 clauses long
    - they have minimal stages and phases. For example, a personal response may simply have:
        - a clause saying what the book is (This book is 'Flying Home.')
        - a couple of clauses recounting what happened in the book (The boy lost his dog.)
        - a clause giving the simplest opinion (I liked the book.)
- The genre is a vehicle through which to contextualise learning how to read and write i.e. the phonics and the handwriting. For example:
    - **phonics**: if doing a procedure, a teacher might pick out key sounds to focus on students being able to produce and decode (e.g. 'p' in put, 'm' in mix)
    - **handwriting**: students can trace the words
    - **punctuation**: in a description, students can focus on getting first letters capitalised as well as proper nouns capitalised, along with full stops after every basic clause
    - **tense**: teachers can introduce students to simple tenses such as when doing a recount (e.g. Today, I play soccer VS On Saturday, I played soccer)
    - **vocabulary**: doing a procedure on cooking will introduce students to the names of common foods, such as tomato, lettuce, cheese
- Teaching through simplified versions of genres at the lower levels is important because it gives a purpose, a context and an organising framework to what is taught and what students will be expected to produce. Genre is about learning to express oneself and to achieve different social purposes: to recount something they have done to a friend, to inform someone on a topic they have learnt about, to persuade someone to do something for them. It empowers students to communicate in line with social and cultural norms, helping them to achieve their goals. Genres help students to understand the world they live in and typical ways that people engage with it. Just as importantly, it begins to prime students for the type of learning they will be expected to achieve in later levels, whether at WELS or in mainstream schools.

LLs 3-4 (SP)

- The variety of possible SP students is immense: some groups may have significant world and conceptual knowledge gaps while others may not have such large gaps. In general, SP students often require learning in simpler fields than what their otherwise age-equivalent peers might be ready to learn. To account for this

diversity, as of T2 2020, SP teachers are able to better tailor the topics through which the two genres are done:
    - both genres done through academic topics (chosen from the genre map), OR
    - one genre has an academic topic and the other genre is done through a Practical English topic (chosen from the Practical English Scope & Sequence).
- An example of a Practical English genre might be:
    - genre: procedure
    - Practical English topic: Getting Around
    - the model text: step-by-step walking/public transport instructions on how to get from WELS Braybrook to Sunshine Station (e.g. Step 1: Catch the 220 bus outside of WELS Braybrook. Step 2…)

High Levels (LLs 7+ / C2.1+)

The highest levels do three genres per term. If all three teachers have about 5-6+ periods each, this works well. However, sometimes, the third teacher might have fewer than 5-6 periods due to various timetabling constraints and the term might be very short (e.g. 8 weeks). Where this occurs, the third genre can be 'abridged'. The abridged genre has been selected to be one that is generally less demanding and less complex than the other two full genres being taught that term.

- For each term, we have specified which genre can be abridged (e.g. in Term 1, the two regular genres are science report and text response while the abridged genre is argument/discussion/debate.)
- When choosing which of version of the abridged genre to teach (e.g. argument or discussion or debate), the simplest one is recommended (e.g. the argument over the discussion or debate).
- If two teachers only have a couple of periods with the same class, they could share the same simpler genre.
- Other considerations that will make the genre abridged:
    - Limit the field: you can pick a topic that is similar to one of the other two full genres taught that term (e.g. the discussion topic of climate change could fit in with the science report topic of electricity – energy sources)
    - Limit the language features: focus on one – two maximum.
    - Limit the length of what is expected: e.g. two body paragraphs in the discussion instead of three.

Narrative Genre

- The Genre Map does not include the narrative genre as a focus genre that students need to produce. Instead, it highlights the need for students to read and analyse narratives in preparation for developing a command of the personal response/review/ interpretation/critical analysis genres.
- An avenue in which students can produce their own narratives is Writer's Workshop.
- There are also opportunities for students to engage in purposeful imaginative writing to supplement one of the other genres taught as a way to give students multiple exposures and ways of looking at that same topic. In this case, the narrative writing would not be a focus of the unit but a short helpful activity to experience the target topic in a different way.

Genre Map Key

Example	Symbol/Convention	Meaning
(8)	bracketed number	Year 8 Victorian Curriculum topic
Solids, Liquids, Gases	blue text	Science topic
Globalisation (9)	green text	Geography topic
Middle Ages & Early Exploration (8)	purple text	History topic
Drugs (7)	orange text	Health & Physical Education topic
Australia's Legal System (9)	pink text	Civics & Citizenship topic
Sadako & The Thousand Paper Cranes	grey text	English topic/text
Bunsen Burner Procedure (7) (MJ)	bold text & bracketed	There is a unit/GUSP on this topic on the

	teacher initials	T-Drive
	greyed out cell	Genre is not done at this level

LLs 1-2 CL	1 genre	17% genre ≈5 periods p/w	17% Survival English ≈5 periods p/w	33% DMS ≈10 periods p/w	33% Other ≈10 periods: 4 mathematics, 2 activities, 1 library, 1 sport, 1-2 pastoral care

LLs 1-2 (CL) Genres & Topics *(refer to the Learning Area Continua (LAC) for each topic's key ideas and skills)*			
to instruct	**Protocol** • Playing Sports • School Rules **Protocol/Procedure** • Safety (Road, Fire, Water) • Hygiene **Procedure** • **Simple Recipes (KM)** **Science Report** • **Growing a Plant (2) (CL & JP)**	***to describe***	**Description** • **Animals (CL)** • Living/Non-living (2) • Objects & Materials (B, 2) • Seasons (2) • Weather (B) • My House (F) • My Local Area (F) • The Classroom • The School • Weather (1) • About Me (Body & Clothes) • Family
to recount	**Personal Recount** • My Morning • **My Weekend (DC & ToH)** • Shared Activities & Excursions	***to respond***	**Personal Response** • **Gaston's Journey (JS)** *follow English Text List 1-4*

LLs 3-4 SP	2 genres	33% genre ≈10 periods p/w	13% Practical English ≈4 periods p/w	20% DMS ≈6 periods p/w	33% Other 10 periods: 4 mathematics, 2 activities, 1 library, 1 sport, 1-2 pastoral care

LLs 3-4 (SP) Genres				
	T1	**T2**	**T3**	**T4**
Academic Genre (choose topic below)	Description *or* An information report	Sequential/causal explanation	Protocol/Procedure *or* Science report	Personal Response
Academic *or* Practical English Genre (choose topic from Prac Eng S&S)	Protocol/Procedure	Personal recount *or* Biographical Recount	Description *or* An information report	Personal recount *or* Biographical Recount

LLs 3-4 (SP) Academic Genre Topics *(refer to the Learning Area Continua (LAC) for each topic's key ideas and skills)*

to instruct

Protocol/Procedure → Procedural Recount (if time)
- How to Recycle
- Using Recycled Materials
- **Healthy Eating (simple healthy recipes) (SJ)**
- Healthy Living (how to live a healthy life)

Science Report
- Mixing Materials Mini Experiments (RIC 2: p38-45; 6 :p.18-29)
- **Heat Mini Experiments (3) (RIC: p66-80) (NP & KL)**
- Push & Pull Mini-Experiments (F, 2) (RIC: p66-81)
- Magnets (F-6)
- Planting a Seed
- Solids, Liquids & Gases Experiments (3)

Practical English Genre Topics *(suggested)*
- Getting Around
- Money
- Health Services
- Time

to retell

Personal Recount
- Personal History
- **Journey to Australia (ES)**
- **Shared Activities & Excursions (MA)**

Biographical Recount

Modern Australians (e.g. Abe Nouk; Anh Do; Adam Goodes; Deng Adut; Cyril Rioli; Miranda Tapsell; Jessica Mauboy, Alice Pung)

Biographical Recount (LL 4)
- First Fleet
- Gold Rush

Practical English Genre Topics *(suggested)*
- Getting Around
- Places in our Community
- Time
- Money
- Health Services

to describe & organise

Description (LL3) Descriptive Report (LL4)
- **Animals/Australian Animals (LG & ES)**
- Planets (3)
- **Plants (CL & JS)**
- Solids, Liquids & Gases (3)
- Living & Non-Living (3)
- Melbourne & Australia (3)
- The World: A Country (4)
- **Family (CL & LK) (SJ & MA)**
- Historical Photos/Artefacts (Places/Things From One's Past, Early Settlement, Gold Rush or Indigenous Culture)

Compositional Report (LL 4)
- The School
- **The Body (BC)**

Historical Report (LL 4)
- Indigenous Australia
- First Fleet & Settlement
- **Gold Rush (MS)**

Practical English Genre Topics *(suggested)*
- Personal Information
- Engaging with School
- Places in our Community
- Getting Around
- Health Services
- Pathways

to explain

Sequential/Causal Explanation
- **Life Cycle (F-2) (KM)**
- **Natural Disasters (5-6) (SR)**
- States of Matter (5-6) *(can be part of a science report)*
- Shadows & Moon Phases (3) (RIC: p.54-62)
- Changing Seasons (F) (RIC: p.51)

to react critically

Personal Response
- **Flying Home (RZ)**

follow English Text List 1-4

LLs 4 C1.1 Beginners	2 or 3 genres	33% genre ≈10 periods p/w	13% Practical English ≈4 periods p/w	20% DMS ≈6 periods p/w	33% Other 10 periods: 4 mathematics, 2 activities, 1 library, 1 sport, 1-2 pastoral care

LLs 4 (C1.1) Genres				
	T1	**T2**	**T3**	**T4**
1st Genre	Protocol/Procedure or Science report	Personal recount *or* Biographical Recount	Protocol/Procedure or Science report	Personal recount *or* Biographical Recount
2nd Genre	Personal response	Sequential/causal explanation	Description *or* An information report	Sequential/causal explanation
Optional 3rd Genre	Description *or* An information report	*choose a T1 genre*	Personal response	*choose a T1 genre*

LLs 4 (C1.1) Topics *(refer to the Learning Area Continua (LAC) for each topic's key ideas and skills)*

to instruct

Protocol/Procedure → Procedural Recount (if time)
- How to Recycle
- Using Recycled Materials
- **Healthy Eating (simple healthy recipes) (MD)**
- Healthy Living (how to live a healthy life)

Science Report
- Magnets (F-6)
- Planting a Seed
- Solids, Liquids & Gases Experiments (3)

to retell

Personal Recount
- Personal History
- Journey to Australia
- Shared Activities & Excursions

Biographical Recount

Modern Australians (e.g. **Abe Nouk (EM)**; Anh Do; Adam Goodes; Deng Adut; Cyril Rioli; Miranda Tapsell; Jessica Mauboy, Alice Pung)

Historical Recount
- First Fleet
- Gold Rush

to describe & organise

Description → Descriptive Report
- Planets (3)
- Plants
- Solids, Liquids & Gases (3)
- Weather → Extreme Weather
- Melbourne & Australia (3)
- The World: A Country (4)
- **The Body → A Healthy Body (LK)**
- Historical Photos/Artefacts about Early Settlement or Gold Rush or Indigenous Culture

Compositional Report
- The School

Historical Report
- Indigenous Australia
- **First Fleet & Settlement (KL)**
- Gold Rush

to explain

Sequential/Causal Explanation
- Life Cycle (F-2)
- States of Matter (5-6) *(can be part of a science report)*
- **Water Cycle (2,7) (CS)** *(can be part of a science report)*

to react critically

Personal Response
- **Bran Nue Dae Film Response (MD & MA)**
- **Kalo Li's New Country (RA)**

follow English Text List 1-4

LLs 5 C1.2	2 or 3 genres	40% genre ≈12 periods p/w	13% Practical English ≈4 periods p/w	13% DMS ≈4 periods p/w	33% Other 10 periods: 4 mathematics, 2 activities, 1 library, 1 sport, 1-2 pastoral care

LLs 5 Genres				
	T1	**T2**	**T3**	**T4**
1st Genre	Science report	Argument	Science report	Argument
2nd Genre	Review	Personal recount *or* Biographical Recount	An information report	Sequential/causal explanation
Optional 3rd genre	An information report	Sequential/causal explanation	Review	Personal recount *or* Biographical Recount

LLs 5 Topics *(refer to the Learning Area Continua (LAC) for each topic's key ideas and skills)*

to instruct

Science Report
- Safety & Equipment (7)
  - **Bunsen Burner (MJ)** → States of Matter Experiments
  - Microscope → Animal & Plant Cells (8)
- Dissection of a Chicken Wing (8)

to retell

Personal Recount
- **Coming to Australia (ML)**
- Autobiography

Biographical Recount
- Famous Australians in History (e.g. Elizabeth Macarthur, Edith Cowan, Steve Irwin, Bennelong, Cathy Freeman)

to describe & organise

Descriptive Report
- Resources (7) *(or as science report)*
- Rocks & Minerals (8) *(or as science report)*
- Cultural Diversity (7)
- Liveable Cities (7)
- Water in Australia: Rivers (7)
- Landforms & Landscapes (8)
- A Healthy Lifestyle

Compositional Report
- Cells (8) & Microscope *(or as science report)*
- Puberty

Comparative Report
- Pre-colonial and Modern Australia (7)
- **Urban & Rural Areas (7) (MA)**

Classifying Report
- Classification (7) *(or as science report e.g. dissection)*
- Uses of Water (7)

Historical Report
- Life & Society of one of the following
  - Ancient Egypt (7)
  - Ancient Greece (7)
  - Ancient Rome (7)
  - First Peoples of Australia (7)

to explain

Sequential/Causal Explanation
- Food Chains & Food Webs (7)
- Particle Model (States of Matter) (7) *(can be part of a science report)*
- Water Cycle (7)
- Digestive System (8)
- Plant Reproduction (8) *(can be part of a science report)*
- Respiratory System (8)
- **Waste/Recycling – Plastic Bottle (7) (MJ & YdeZ)**
- Water Cycle (7)
- Floods (7)

to react critically

Review
- Bran Nue Dae Film Response (MD & MA)
- Various novellas (LG & CB)
- The Adventures of Tom Sawyer (MS)

follow English Text List 5

to persuade

Argument
- Resources (7)
- Managing Water (7)
- **Recycling (BC)**
- Urban vs. Rural Areas (7)
- Diet & Exercise (7)
- Homework
- Junk Food (7)
- Mobile Phones
- Social Media
- Uniform

LLs 6 C1.3	2 or 3 genres	47% genre ≈14 periods p/w	13% Practical English ≈4 periods p/w	7% DMS ≈2 periods p/w	33% Other 10 periods: 4 mathematics, 2 activities, 1 library, 1 sport, 1-2 pastoral care

LLs 6 Genres				
	T1	**T2**	**T3**	**T4**
1st Genre	Science report	Sequential/causal explanation	Science report	Sequential/causal explanation
2nd Genre	Review *or* Text response: Analytical interpretation	Argument	An information report	Biographical *or* Historical Recount
Optional 3rd genre	An information report	Biographical *or* Historical Recount	Review *or* Texts response: Analytical interpretation	Argument

LLs 6 Topics *(refer to the Learning Area Continua (LAC) for each topic's key ideas and skills)*

to instruct

Science Report
- Bunsen Burner Procedure → Atoms, Compound, Elements & Mixtures Experiments (7/8)
- **Microscope & Cells (7/8) (KM)**
- Dissection of the Heart (8)
- Light (8)
- **Growing a Plant (8) (SR)**

to describe & organise

Descriptive Report
- Atoms, Compounds, Elements & Mixtures (7/8) *(or as science report)*

Compositional Report
- Layers of the Earth (8)
- **Ancient Egypt – Pyramids (7) (JB)**
- Great Wall of China (8)
- Medieval Castles (8)

Comparative Report
- Male & Female Reproductive Systems (8)
- Comparing Two Ancient Civilisations (7)

Classifying Report
- Types of Energy (8) *(or as science report)*
- Types of Landforms & Landscapes (8)

Historical Report
- Medieval Europe (8)
- The Black Death (8)
- Vikings (8)
- Japan & Shoguns (8)

to react critically

Review

Text Response: Analytical Interpretation
- Growing Up Asian in Australia – Exotic Rissole (MS)
- Sadako & The Thousand Paper Cranes (EK)
- The Curse of the Mummy (JN)

follow English Text List 6

to retell

Historical Recount
- **Australia – First Contacts (7) (SJ)**
- Ancient Greece – Olympic Games (7)
- Ancient Rome – Pompeii (7)

Biographical Recount
- Famous Inventors (e.g. Marie Curie, Thomas Edison, Alexander Bell, Bill Gates)
- Ancient Figure (e.g. Tutankhamen, Alexander the Great, Aristotle, Julius Caesar, Genghis Khan, Mulan)

to explain

Sequential/Causal Explanation
- Bacteria & Antibiotics (8)
- Chemical & Physical Change (8) *(can be part of a science report)*
- Circulatory System (8)
- Energy Transfer & Transformation (8) *(can be part of a science report)*
- The Ear & Hearing (8)
- Mountains (8)
- **Natural Disasters (8) (MD & LG)**
- Volcanic Eruptions (8)

to persuade

Argument
- Selective Breeding (8)
- Waste/Recycling (8)
- Advertising & Media (7)
- **Smoking (7) (AP)**
- Drugs (7)
- Alcohol (7)
- Cybersafety/Cyberbullying
- **Legal Age (driving, alcohol, voting) (KP)**
- Technology

LLs 7 C2.1	3 genres	47% genre ≈14-16 periods p/w	7-13% Practical English ≈2-4 periods p/w	7% DMS ≈2 periods p/w	33% Other 10 periods: 4 mathematics, 2 activities, 1 library, 1 sport, 1-2 pastoral care

LLs 7 Genres				
	T1	**T2**	**T3**	**T4**
1st Genre	Science report	Analysis of persuasive texts	Science report	Analysis of persuasive texts
2nd Genre	Text response: Analytical interpretation	Factorial/Consequential explanation	Texts response: Analytical interpretation	Historical Recount
3rd Genre (can be abridged)	Argument/ Discussion/Debate	Biographical/Historical Recount	Argument/ Discussion/Debate	Causal *or* Factorial/Consequential explanation

LLs 7 Topics *(refer to the Learning Area Continua (LAC) for each topic's key ideas and skills)*

Term 1 & 3		**Term 2 & 4**	
to instruct & report	**Science Report** • Dissection of the Eye (8) • **Acids & Bases (9) (MJ)** • Electricity (9) • Electromagnetism (9)	***to analyse***	**Analysis of Persuasive Texts** • Facebook is for Fatties (JB) *follow Analysis of Persuasive Texts Guide*
to react critically	**Text Response: Analytical Interpretation** • Ned Kelly: A True Story (LJ & SD) • Onion Tears (ChlS) *follow English Text List 7 & 8*	***to explain***	**Causal Explanation** • **Sight (8) (NP)** *(can be part of a science report/macrogenre)* • Excretory System (8) • Atoms, Isotopes & Radiation (9) • Endocrine System (9) • Photosynthesis (9) • Tectonic Plates (9) • Rainforest System (9) • Australia's Legal System (9) **Factorial/Consequential Explanation** • Ecosystems (9) • Youth Health Issues (e.g. obesity, alcohol) • Cities & Urbanisation (8) • Migration (8) • Climate Change (9) • Digital Connections (9) • **Food Wastage in Australia (9) (MD)** • Pollution (9) Water Pollution (9) • The Black Death (8) • Vikings & Societies(8) • The Crusades (8)
to persuade	**Argument/Discussion** • Ecosystems (9) • **Cities & Urbanisation (8) (BC)** • Migration (8) • **Climate Change (9) (AP & MS)** • Digital Connections (9) • **Pollution (9) (MS)**	***to retell***	**Historical Recount** • History of the Atom (9) • Federation (9) • The White Australia Policy (9) • The Eureka Stockade (9) • **Viking Raids (8) (BM)** • The Industrial Revolution (9) • Migration in Australia (8) • History of Multiculturalism (9) **Biographical Recount** • Scientists (e.g. Nikola Tesla, Louis Pasteur) • Renaissance Figures (8) (e.g. da Vinci, Shakespeare, Galileo) • Medieval Figures (e.g. Joan of Arc, William the Conqueror) • Rights Activists (e.g. Malala Yousafzai, Nelson Mandela, Eddie Mabo, Martin Luther King)

LLs 8 C2.2	3 genres	47-53% genre ≈14-16 periods p/w	7-13% Practical English ≈2-4 periods p/w	7% DMS ≈2 periods p/w	33% Other 10 periods: 4 mathematics, 2 activities, 1 library, 1 sport, 1-2 pastoral care

LLs 8 Genres				
	T1	**T2**	**T3**	**T4**
1st Genre	Science report	Analysis of persuasive texts	Science report	Analysis of persuasive texts
2nd Genre	Text response: Analytical interpretation	Factorial/Consequential explanation	Texts response: Analytical interpretation	Historical Account
3rd Genre (can be abridged)	Discussion/Debate	Historical Account	Discussion/Debate	Factorial/Consequential explanation

LLs 8 Topics *(refer to the Learning Area Continua (LAC) for each topic's key ideas and skills)*

Term 1 & 3		**Term 2 & 4**	
to instruct & report	**Science Report** • Chemical Reactions (9/10) • **Inheritance (10) (DC)**	***to recount & explain***	**Historical Account** • **Gallipoli and The Anzacs (9) (LJ)** • The Gold Rush & Experiences of Non-Europeans (9) • Migration in Australia (10) • Changing Role of Women in WWII (10) • Achieving Change in Indigenous Rights (10) • Evolution - Darwin & Wallace (10)
to analyse	**Analysis of Persuasive Texts** • McDonald's In Hospitals (FK) *follow Analysis of Persuasive Texts Guide*	***to explain***	**Factorial/Consequential Explanation** • Human Reproduction (8) • Immune System (9) • Chemical Bonding (10) *(can be part of a science report)* • Natural Selection (10) • The Periodic Table (10) *(can be part of a science report)* • The Industrial Revolution (9) • Impact of Early Colonisation on Indigenous People (9) • Gold Rush and Australia's Development (9) • WWII (10) • **Effects of Production & Consumption (9) (ChS)** • Food Security (9) • Genetic Modification (9) • Multiculturalism (9) • Tourism (9) • Body Weight (10)
to react critically	**Text Response: Analytical Interpretation** • Satellite Boy (MS) *follow English Text List 7 & 8*	***to persuade***	**Discussion** • Genetic Modification (10) • **The Industrial Revolution (9) (BJ)** • International Issues • Youth Mental Health Issues • Inequalities (poverty, gender) • Body Weight (10) • Australia's Environmental Responsibilities (10) • **Refugees (10) (AP)**

LLs 9+ C2.3+	3 genres	47-53% genre ≈14-16 periods p/w	7-13% Practical English ≈2-4 periods p/w	7% DMS ≈2 periods p/w	33% Other 10 periods: 4 mathematics, 2 activities, 1 library, 1 sport, 1-2 pastoral care

LLs 9 Genres				
	T1	**T2**	**T3**	**T4**
1st Genre	Science report	Analysis of persuasive texts	Science report	Analysis of persuasive texts
2nd Genre	Text response: Analytical interpretation	Factorial/Consequential explanation	Texts response: Analytical interpretation	Historical Account
3rd Genre (can be abridged)	Discussion/Debate	Historical Account	Discussion/Debate	Factorial/Consequential explanation

LLs 9+ Topics *(refer to the Learning Area Continua (LAC) for each topic's key ideas and skills)*			
Term 1 & 3		**Term 2 & 4**	
to instruct & report	**Science Report** • Motion (10) • **Energy (10) (NP & DC)**	***to recount & explain***	**Historical account** • **Wave Hill – Struggle for Rights in Australia (10) (LJ)** • Impact of World Events on Australian Migration (10) • Migration & Australia's Identity (10) • The United Nations (10) • The Stolen Generation (10)
to analyse	**Analysis of Persuasive Texts** *follow Analysis of Persuasive Texts Guide*	***to explain***	**Factorial/Consequential Explanation** • Nervous System (9) • Big Bang Theory & Evolution of the Universe (10) • Evolution (10) • Health Issues Facing Australia's Youth (illicit drugs, smoking, weight issues) • **Globalisation (9) (AP)** • Wellbeing Inequalities (10)
to react critically	**Text Response: Analytical Interpretation** • **A Long Walk to Water (AP)** *follow English Text List 9+*	***to persuade***	**Discussion** • Struggle for Rights in Australia (10) • International Issues • Inequalities (poverty, gender) • Globalisation (9) • Wellbeing Inequalities (10) • **Deforestation (10) (CL)** • Australia's International Responsibilities (10)

WELS Practical English Guide DRAFT

A guide for teachers teaching Practical English as part of the Western English Language School's curriculum

WELS Practical English Focus Group:
MJ, CL, EM, RZ, PG, LP, MA

Western English Language School

WELS Practical English Guide DRAFT

***Note**: the Practical English curriculum is currently (semester 2 2019 – semester 1 2020) in the process of being developed so some of these guidelines will change.*

Rationale

The Western English Language School has been set up in order to facilitate new arrival students' transition to mainstream pathways and successful integration into wider Australian society. Our school vision states, "WELS empowers students to develop the **practical** and **academic language skills** needed in mainstream settings within a safe and supportive environment. Our vision is underpinned by respect, responsibility and caring as well as community connections." WELS' curriculum directly reflect this dual focus on the academic and the practical.

Academic aspects of WELS curriculum:

- Genres of writing
- Mathematics
- Science, history, geography topics

Practical aspects of WELS curriculum:

1. Developing macro-skills (DMS)
2. Practical English
3. Friday activities
4. Various in-house programs

Considering that WELS is often the students' first experience not only of Australian schooling but also Australian culture, WELS has an important role in developing students' skills to connect with Australian culture more broadly. Practical English is the main avenue through which this is done and it takes two forms:

- accessing and negotiating meaning linguistically through speaking and listening, reading (of environmental print) and writing (filling in forms, writing letters etc.)
- accessing meaning visually through deconstructing and interpreting visual meaning-making (signs, environmental print, posters etc.)

Definition

Practical English is the skills and strategies required to independently negotiate everyday situations in order to access and engage with people, places and services.

Practical English Curriculum Components

1. **Practical English Guide** (you are reading now) – a handbook on what Practical English is & how it is taught
2. **Practical English Map** – an overview of the entire Practical English curriculum (the targets of the different topics at the different stages)
3. **Practical English Scope & Sequences** (one for each of the 8 topics) – the targets, language foci, skill & concept foci, suggested assessment and resources for each of the low, mid and high Practical English stages. These are can be found at: T:\CURRICULUM\AA SECONDARY CURRICULUM\Syllabus\Practical English

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Development of the Practical English Curriculum

The impetus for redeveloping the Practical English curriculum came about as a result of the feedback from staff during the one-on-one syllabus consultations done at the end of 2018. There were many staff who felt that our curriculum needed to focus more on the practical aspects of English. To address this, the Practical English Curriculum was developed by a focus group of WELS over 2019 – consisting of Marko Jakić, Carolyn Lloyd, Roberta Zekić, Esmira Musić, Madeleine Austin, Luke Predić and Paul Gleeson. The focus group explored the area and created draft

documents around each aspect of the Practical English curriculum. These are being shared with staff for feedback during curriculum days and staff meetings and amendments are being made in light of staff feedback. The focus group is creating and trialling model units of work around Practical English, which will serve as exemplars of best practice Practical English teaching. This part of the curriculum is a work in progress and staff suggestions, questions and input is integral to continuing to improve it. We encourage all staff to contribute their views and recommendations.

Practical English in the WELS Curriculum

The following table specifies the approximate amounts of time devoted to each aspect of the WELS curriculum.

Level	# of Total Genres	Genre(s)	Practical English	Developing Macro-skills	Other Aspects				
LLs 1-2 CL	1	17% ≈5 periods p/w	17% ≈5 periods p/w	33% ≈10 periods p/w	33% ≈10 periods				
LLs 3-4 SP	2 (1 academic & 1 Practical English)	33% ≈10 periods p/w	13% ≈4 periods p/w	20% ≈6 periods p/w					
LLs 4 C1.1. / B	2 or 3	33% ≈10 periods p/w	13% ≈4 periods p/w	20% ≈6 periods p/w	Mathematics (4 periods)	Pastoral care (1-2 periods)	Sport (1 period)	Library (1 period)	Activities (2 periods)
LLs 5 C1.2	2 or 3	40% ≈12 periods p/w	13% ≈4 periods p/w	13% ≈4 periods p/w					
LLs 6 C1.3	2 or 3	47% ≈14 periods p/w	13% ≈4 periods p/w	7% ≈2 periods p/w					
LLs 7 C2.1	3	47-53%% ≈16 periods p/w	7-13% ≈2 periods p/w	7% ≈2 periods p/w					
LLs 8 C2.2									
LLs 9+ C2.3+									

Suggested Periods

The suggested amount of time devoted to Practical English varies from approximately five for CL, to four for the mid levels and two for the highest levels. Approximately means give or take one period max. The low and mid levels do a higher amount of Practical English in recognition of the fact that students with lower language abilities have fewer of the skills required to negotiate interactions in unfamiliar environments and with native speakers. The number of periods will be chosen in home group meetings at the HG team's discretion depending on:

4. the identified needs of the students,
5. what other topics they are doing that term,
6. whether aspects of Practical English will be threaded throughout other teaching, and
7. whether there are any practical programs happening that might supplement what is done in Practical English

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Components

The Practical English curriculum comprises three stages and eight topics:

Practical English Stage	LLs	Number of Topics	Topics	Notes
Low	**LLs 1-2 (CL)**	• 2 topics per term • ≈5 periods per week • *fewer topics for longer lengths of time*	• Personal Information • Engaging with School • Time • Money • Getting Around • Health Services • Places in our Community	What each of these practical English stages and topic combinations looks like is contained in the *Practical English Scope & Sequence*. *For beginner students, teachers should decide on the most appropriate stage (Low
	LLs 3-4 (SP)			
	LLs 4 (C1.1)*			
Mid	**LLs 5 (C1.2)**	• 2 topics per term • ≈4 periods per week		
	LLs 6 (C1.3)			

High	**LLs 7 (C2.1)** **LLs 8 (C2.2)** **LLs 9+ (C2.3+)**	• 2 topics per term • ≈2 periods per week	• Pathways	or Mid) based on the needs of those students.

The Importance of Speaking & Listening in Practical English

The major focus of Practical English is the development of students' speaking & listening abilities. WELS is currently (April 2020) in the process of devising rigorous indicators for assessing students' speaking & listening abilities. This document is is based on the WELS Speaking & Listening Assessment Continuum that was created by Karen Hodges with help from Mina Sellton and Bronwyn Mason, the Language and Literacy Levels, the EAL Continuum and the EAL Curriculum. At this stage, the plan is that the Speaking & Listening indicators will be grouped into four sections:

- Oral Production
- Verbal Communication
- Responding to Questions
- Listening for Understanding

The 'Oral Production, 'Verbal Communication' and 'Responds to Questions' sections will be assessed through Practical English, while teachers of other parts of the curriculum (e.g. genre) able to add their observations and evidence to these sections as well. Whether the 'Listening for Understanding' section is covered in Practical English, genre or DMS will be decided in the first HG meeting.

Step-by-Step Guide on How To Teach Practical English

Start of the term:

1. Conduct a *Speaking & Listening Diagnostic* for any new students to identify the students' S&L levels.
2. Decide on which of the three stages of the *Practical English Map* is best suited for your class based on the students' overall results from the *Speaking & Listening Diagnostic*.
3. Conduct the *Practical English Topic Screening* corresponding to your chosen stage. Either hold a vote for students to select one topic they want to learn about and you choose the other topic, or choose both topics yourself.
4. Consult the *Practical English Scope & Sequence* to help you decide on the end goal (independent interaction) of your Practical English units.
5. Extract the key details of what you will focus on in your unit from the *Practical English Scope & Sequence.* These will include:
    a. The most relevant aspects of the 'Understanding cultural norms'
    b. 1-2 targets from 'Understanding and using key vocabulary and concepts'
    c. 1-2 targets from 'Accessing Information' (reading & viewing)
    d. 1-2 targets from 'Negotiating Situations' (speaking & listening)
6. Amend your S&L rubric by removing levels you don't need. Aim one or two levels higher for CL & SP, or two levels higher for beginners and above. Add a checklist of any other key things for students' end goal/independent interaction e.g. you may wish to add to a role play things like: eye contact, appropriate intonation, gestures, key pronunciation points etc.
7. Plan a sequence of learning using the *Practical English Unit Template* i.e. the activities and worksheets. Keep in mind the varying register demands of different activities and the importance of shunting. The sequence should aim to get the students to independently use the structures in the appropriate context. Remember: each class will do two topics per term. It's up to you how much time you spend on each and whether you do both topics concurrently or one after the other. *Note: There will be a number of model Practical English Units created (by the end of T1 2020) that you can consult to help you structure your unit.*

Throughout the term:

8. Teach the unit and continually add your observations about students' increasing S&L abilities to students' individual S&L rubrics, which should be kept in the classroom for all teachers to be able to add to. Keep in mind that students do not need a comprehensive separate independent interaction assessment for each topic but rather a picture built up throughout the term will give a better idea of students' levels in S&L.

End of the term:

9. Design and administer an independent interaction end-of-term assessment. Assess it to get another piece of evidence of students' S&L learning improvement. Use the results to reflect on which aspects of the unit were most effective.
10. Add the completed adapted S&L rubric to the students' profiles for the next teacher to have an idea of what the student has covered and their speaking & listening proficiency.
11. Report on the students' progress in Practical English by adding comments to either the 'Speaking & Listening' and/or the 'General Comments' paragraphs in the students' reports on SRMS.

Assessment

Assessment is an important aspect of Practical English as it allows teachers to understand where their students are, where to take them next, how much learning has taken place and who needs to know:

- The '*Speaking & Listening Diagnostic Instructions'* tells us what to do to find out:
    - what are the students' current speaking & listening levels?
    - what is the next step to develop their speaking & listening abilities?
- The *'Topic Screening'* tells us:
    - what do students know about the 8 topics already?
    - what do they lack?
    - what topics do they need to learn the most?
- *Formative assessment (Speaking & Listening Rubric)* tells us:
    - what have the students learnt so far?
    - how do I know?
    - where should I take the students in the next couple of lessons within this unit?
- *Summative assessment* (of independent interaction, also assessed on S&L Rubric) tells us:
    - what have the students learnt overall?
    - what should I report to parents and the next school?

Speaking & Listening Diagnostic: A draft 'Speaking & Listening Diagnostic Instructions' document will be created in the first half of 2020. A Speaking & Listening Diagnostic needs to be done only for students who do not have an end-of-term S&L assessment. The results of the S&L Diagnostic will be recorded on the *Speaking & Listening Rubric*. At the moment, the Practical English team's thoughts are that this assessment will be conducted on all new students in week 1 ideally in the following way:

1. The teacher sits one-on-one with a student to conduct the speaking & listening diagnostic while the other students are completing another task. The diagnostic should take no more than about 5-10 minutes per student and the audio should be recorded for reference later (e.g. on the laptop, iPad, phone or other device). If teachers wish to conduct a batch of assessments in one go, they may be able to request:
    - an MEA to support the remaining students
    - a teacher whose class has not yet started at the beginning of the term to assist them
2. The teacher chooses whether to conduct the low (LLs 1-4), mid (LLs 5-6) or high (LLs 7+) version of the assessment. The teacher has a clear set of instructions to follow on how to conduct the listening & speaking diagnostic.
3. The teacher conducts the appropriate version of the assessment, which is in the form of a short one-on-one conversation. The teacher has the S&L Rubric to assess students' responses. The teacher asks the student questions and notes the sophistication of their response. The student also asks the teacher some questions.

This conversation will give the teacher data on the student's Oral Production, Verbal Communication and Responding to Questions level.

4. Who assesses the 'Listening for Understanding' section will have been decided by the first HG meeting. That teacher can get a level for that section by:
    - orally instructing the student to follow a series of steps (e.g. do X and then do Y and then do Z with your left hand) and marking their responses on the S&*L Rubric*. **AND/OR**
    - conducting a whole-class (or one-on-one, if better suited) listening assessment. The teacher speaks/plays a recorded short story/information piece and then students have to write answers to questions.

Based on the results, teachers are able to identify an overall class S&L Level and then target their teaching using the S&L Rubric:

- one or two levels above what students can do for LLs 1-4 classes
- two levels above for beginner and above classes

Practical English Topic Screening: At this stage (April 2020), a 'Topic Screening' has been created for high levels, which will be modified for mid and low levels. The Topic Screening is an activity that a teacher does with the whole class at the beginning of the term for a number of reasons:

- to identify students' current knowledge of the eight Practical English topics
- to choose which topics their class needs the most
- to introduce students to the eight topics and what each generally includes
- to give students a say in which topic they want to learn

The way it works is this:

1. The teacher gathers the students around.
2. The teacher shows the students the *Topic Screening PowerPoint*, which includes visuals of each of the eight Practical English topics in turn. These visuals serve as a springboard to have a conversation with the whole class about what they already know about that topic in English.
3. The teacher asks questions to probe students topic knowledge deeper, such as 'What do you say when you want to buy something in a shop? How do you make an appointment in English to see a doctor?'
4. The teacher brings in realia (e.g. local bus time table, a menu) to see what students are able to extract (read) from these texts.
5. The teacher notes which topics the students appear to have the most need in based on their responses.
6. Having introduced all eight topics, the teacher is encouraged to hold a vote on which topic the class would like to learn about the most. The teacher could do this with hands up or getting each student to write their preferred topic on a piece of paper and then tallying. Ideally, students would choose one topic to give them an avenue for student voice or, based on the teacher's discretion, the teacher could choose both topics without a vote.

Note: you may wish to only show a subset of the eight topics to their class. For example, you may wish to leave out something like pathways for CLs if they still do not know their personal information. This way, students can still have a choice but from a reduced (and more appropriate) list of topics.

With the results of the *Speaking & Listening Diagnostic* and the *Topic Screening* in mind, teachers are able to informatively pinpoint which stage and topics of the *Practical English Scope & Sequence* to teach and, importantly, to develop an end goal for each topic. This same principle of focusing on the end goal first is at the heart of backward design, which should be familiar to you as it is also the basis of our genre teaching methodology. In genre teaching, the end goal is usually a written assessment task that we call the 'independent construction'. In Practical English, it will usually be a speaking & listening assessment task. More precisely, it could be said that Practical English's end goal is actually an 'independent interaction,' such as a role play.

Formative assessment: In Practical English, formative assessment can take many forms, including:

- pop quiz on a language structure

- one-on-one chats
- test on answering questions about a visual text
- short role play/dialogue

Teachers can use the 'Suggested Assessment' column of the *Practical English Scope & Sequence* to get more ideas on formative assessment activities.

Summative assessment (of independent interaction): Each of the two topics done in Practical English will have an end goal/independent interaction. Once selected, the *S&L Rubric* should be adapted to your stage, topic and class. Some examples of independent interactions could include:

- **End goal = performance in a real world setting**
    - recorded video/dialogue, which is assessed against the S&L rubric, and could contain parts such as:
        - use of key language structures
        - intonation
        - turn-taking
        - eye contact
        - negotiating the interaction
        - reaching successful outcomes
- **End goal = understand/interpret a visual (e.g. timetable)**
    - writing answers to guiding questions, **or**
    - assessing a dialogue between a student who is asking questions and another student who is answering them (e.g. while the other students are practising)
- **End goal = researching how to get from A to B**
    - using available resources (e.g. Google Maps, Journey Planner, public transport time tables) to write a suggested path to take/series of directions/annotate a map with directions
- **End goal = actually travelling from A to B**
    - accompanying students as they use public transport as a group to go from A to B and taking observational notes about:
        - the visuals they are interpreting,
        - the structures they are saying to one another
        - the questions and answers they are giving to transport officers and members of the public

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Guidelines & Considerations

The below is a collection of guidelines, recommendations and past teacher observations that are useful to keep in mind when teaching Practical English.

- **Choosing a stage.** The stage (low/mid/high) a teacher chooses from the *Practical English Scope & Sequence* should be informed by the students' LLs. However, it is important to keep in mind that, sometimes, students in the low or mid strands might progress quickly through some topics, in which case the teacher should consider the language structures of the next stage up. Conversely, sometimes mid or high students might lack conversational basics, in which case the teacher may choose to consider integrating aspects of the topics and language structures of a lower stage.
- **Choosing topics.** The topics a teacher chooses to focus on should directly reflect student need as discovered through diagnostic assessment in the form of the Practical English Screening (written, read and oral component)
- **First week of a new term**. It's a good idea to focus on at least some personal information at the start of every term regardless of which topics are eventually chosen as the foci for the remainder of the term. It is vital that all students know their full name, address, national emergency number and at least one personal emergency contact's phone number.
- **Use of recording**. Some students find it difficult to be recorded due to a variety of reasons, some of which may include not wanting to be judged, being shy, not wanting images of them to be stored and accessible by

others. It is important to build a culture of trust within the group such that students will feel safe to utilise the important advantages recording devices can provide (as detailed in the *Resources* section below). It is important to be clear and follow through with exactly how and where any recordings will be used. For example, for some students, it is enough to simply explain that no one else but they themself and the teacher will look at the recording. After all, the whole purpose of doing so is in order to help the student reflect on how they went and to improve their performance next time. Some students will volunteer to have their videos shown and they should serve as models that sharing such work is a valuable activity that will be handled with care and respect for the benefit of all the students in the class. An important part of Practical English is in building students' confidence to help them step outside their comfort zone. As a result, creating opportunities to do so within the safe and supportive environment of the classroom is vital.

- **Lower-levels; writing VS speaking abilities.**
    - While all lower-level classes contain students whose focus is learning to write, including the very first stages of putting pen to paper, speaking and listening abilities can vary widely. For example, some students have shown speaking & listening abilities that allow them to negotiate a variety of oral interactions despite being at LLs 1-2 for writing. For students like this, it will be important to focus on them being able to complete the written and reading expectations of the Practical English topic for the term and to also check whether the language structures they are using in their spoken language are actually accurate and fluent. It may also be necessary to differentiate the level of the oral work done with these students, such as by considering the next level up's language structures in the same topic.
    - The *Practical English Scope & Sequence's* topics are approximately laid out in order of increasing complexity. The order is:
        1. Personal Information
        2. Engaging with School
        3. Time
        4. Money
        5. Getting Around
        6. Health Services
        7. Places in our Community
        8. Pathways
    - The first topic 'personal information' is here, now, me – a very simple register. This progresses to 'me and my school' in 'Engaging with School' and then moves on to 'Time', which is a central organising factor of all activities in life. The topics continue to get progressively further on the right of the register continuum, culminating on pathways, which includes students independently navigating the next step in their education and lives beyond WELS, including attaining employment. This rough order may help teachers to make the important choice of which topics to focus one with the class.
- **Synergy.** It is beneficial to the students' learning for teachers to explore avenues of synergy and cross-over between what is done in Practical English and the other topics in the curriculum. For example, if students are learning about time in Practical English this term, and if they are doing numbers in mathematics, this provides fertile ground for the two teachers to 'piggyback' off each other and bring in each other's concepts to their own classroom. An example could be that the time teacher will take some explicit time focus on properly pronouncing the numbers in this topic and how to write them, while the mathematics teacher might do some addition and subtraction of time (e.g. 20 minutes minus 15 minutes). This practice of highlighting and incorporating opportunities for synergy increases students' ability to transfers concepts from one field of study to another. It gives students another access point to the meaning, ultimately leading to better comprehension, retention and independent production. Teachers are encouraged to always ask themselves the question, "Where else could the students practise this?" as there is a vast opportunity for such rich connections to be discovered and woven throughout all aspects of our teaching.
- **Practical English and Pastoral Care.** Although there may be some overlap, a distinction is made between Practical English and pastoral care. Pastoral care is seen as encompassing the wellbeing needs of the student,

be they physical, mental, social or emotional. Practical English is focused more on the practical side of giving students the skills to be able to access the people and places around them for a variety of purposes.

Practical English Units

Practical English units follow a defined structure, as exemplified in the *Practical English Unit Template*. A Practical English unit contains the following components:

- Summary of the Unit – a one-page summary of what the unit's topic, stage and end goal is
- Practical English Scope & Sequence extract for the topic – which part of the Practical English curriculum does this unit come from and which parts are the focus for teaching
- End goal of the unit of teaching, which is assessed using an adapted *Practical English Generic Rubric*
- Acknowledgement of need to incorporate real-world practice
- Paragraph about the speaking & listening and visual literacy demands of the topic for the strand (low/mid/high)
- Texts (multimodal) e.g. Werribee train line map, spoken text, model dialogue, recorded texts, dialogues, film, digital media
- Sample sequence of teaching
- Example teaching activities

Model Practical English Units were created in T1 2020 by the Practical English Focus Group and some Practical English Unit Starter Packs (PEUSPs) were later developed by members of staff. We have units and PEUSPs for the following stages and topics:

	Low (LLs 1-4)	**Mid (LLs 5-6)**	**High (LLs 7+)**
Personal Information	PEUSP (JP & JS)	Model Unit (MA)	
Engaging with School	Model Unit (EM)		
Time			
Money	Model Unit (PG)	PEUSP (CL & PG)	
Getting Around		Model Unit (LP)	
Health Services	PEUSP (EM & TS)		
Places in Our Community		PEUSP (KJ & AJ)	Model Unit (CL)
Pathways	Model Unit (RZ)		PEUSP (RZ & KP)

The aim of the model units is to:

- serve as an aid for teachers teaching the new Practical English curriculum
- build a bank of common resources for Practical English
- serve as examples that teachers can model other topics on when they make their own units specific to the needs of their students.
- Important note: The units are not intended to be picked up and taught exactly as is. This is because they have been created to target the specific needs of one particular cohort at one particular point in time (T1 2020) and all subsequent classes will have slightly to very different needs that are unique to them. Teachers are expected to modify the model units to their particular class, including but not limited to:
- altering the end goal of the model unit where appropriate (e,g. change focus from a role play to doing an oral presentation)
- vary the sequence of teaching (e.g. not do some lessons that are written down, perhaps extend other lessons, add completely new lessons)
- create worksheets that are more closely targeted to the particular group of students
- localise texts to your group of students (e.g. change Braybrook train timetable to Werribee one),

- to focus on the same pertinent language foci but ignore others and add more suitable ones (e.g. have a greater focus on politeness language structures whereas the model unit did not go into it very much)

If you need any help with how to go about modifying a model unit to your class, feel free to speak to the model unit writer, the Braybrook or Wyndham curriculum leader, or the Braybrook or Wyndham learning specialist who would be more than happy to support you.

Sharing in Practical English

We would love to continue to foster a culture of sharing at WELS. To this end, we would like to encourage all staff to share any Practical English related resources they create with our staff, be they worksheets, lessons, units, resources – whatever. It is much easier for all of us to build on each others' great work rather than to start everything from scratch and, ultimately, it is to the benefit of our students' learning. If you would like to share anything Practical English related, please put it on the T-drive in the appropriate folder at: T:\CURRICULUM\AA SECONDARY CURRICULUM\Syllabus\Practical English . If there is something from a different part of our curriculum that you would like to share your fellow teachers, please contact Marko or Mina who will guide on the best place to place it.

Resources

Being as Practical English is all about interacting with the immediate environment, a focus on real-world resources is key. Where possible, teachers should utilise resources such as the following and they should be sourced from their direct community:

- PTV timetables / Journey Planner
- local maps / street directory / Google Maps
- application forms e.g. library
- infographics / posters / advertisements

WELS has a number of physical devices that can be used to capture students' interactions in Practical English topics. For example:

- digital cameras – to capture key scenarios and examples of texts from the community
- iPads & video cameras – to record students' role plays / interaction activities
- recording software on laptops – to record spoken exchanges

These recordings serve as powerful educational tools. They allow:

- teachers to gather evidence of what students can do for analysis later
- students to become self-aware of in what ways and how they are interacting and to then self-reflect and improve on targeted areas
- teachers to show examples to the whole class of successful/unsuccessful encounters and to deconstruct what made them so
- teachers to assess

Practical English Map

A summary of targets for each Practical English stage. Select 1-2 from each row for your unit.
See Practical English Scope & Sequences for language foci, concepts & skills, assessment & resources for each target.

		Low (LLs 1-4 . CL, SP, C1.1)	Mid (C1.1, LLs 5-6)	High (LLs 7+)
Topic	**Function**	**Target**	**Target**	**Target**
Personal Information (PG)	Understanding & using key vocabulary & concepts	Know key personal details. Learn common language terms used in form filling.	Learn the language of a standard form	Know the language of a complicated form. (incl. online)
		Complete a simple form.	Complete a standard form.	Complete a complicated form.
	Accessing information *(reading)*	Read print forms. Identify form purpose. State purpose of form.	Read print forms. Identify form purpose. State purpose of form. Identify key information.	Read print forms. Identify form purpose. State purpose of form. Identify key information. Understand abbreviations.
		Locate and complete modified form.	Locate and complete online form.	Locate, navigate and complete online form.
				Identify purpose, audience and formal and informal features (vocabulary) of two different digital texts.
	Negotiating situations *(writing)*		Write a formal email. State problem.	Write an informal email. State problem and ask for resolution.
	Negotiating situations *(speaking & listening)*	Respond in exchange of personal information	Unrehearsed information exchange.	Role play different situations.
Engaging with School (EM)	Understanding & using key vocabulary & concepts	Name people, places and items (classroom & school)	Understand, access and engage with school stuff	Recognise, know, access and engage with school stuff
	Accessing information *(reading)*	Read, understand and follow class timetable Read & tell time		
		Read and understand signs and labels (simple school map?)		
		Homework/Study timetable	Homework/Study timetable Exam/Revision timetable Term Dates Student Planner	Homework/Study timetable Exam/Revision timetable Term Dates Student Planner
		Study skills	Study skills	Study skills
	Negotiating situations *(speaking & listening)*	Asking & giving permission	Asking & giving permission/favour	
		Interacting with the people in the office	Participate in casual, unrehearsed conversation with office staff Access, organise and enquire relevant school services	Participates confidently iin more formal, unrehearsed conversations Asking for extensions Asking for permission to leave school early Asking teacher for extra assistance outside of class
		Working in pairs/groups	Working in groups / teams	Accountable talk group sessions
			Homework/Study buddy Use independent study time responsibly Interact with study buddy Tutor	Homework/Study buddy Use independent study time responsibly Interact with study buddy Tutor
Time (RZ)	Understanding & using key vocabulary & concepts	Understand the time on Analog / digital clock (hour / quarter / half)	Understand timetables	Time management, prioritisation, planning
		Understand days of the week/morning & night	Compare key 'time' features of 2 sports	Understand different time zones/ 24 hr clock conversions
	Accessing information *(reading)*	Tell the time on analogue clock (hour/quarter/half)	Read, navigate journey planner (PTV)	Respond to written/ visual time /sequence cues
		Name / Order the days of the week	Read and understand timelines	Witness / Report a sequence of events (shifting tenses)
	Negotiating situations	Ask / Give the time (Analog clock- hour/quarter/half)	Use 'time' expressions in role plays around social negotiations.	Respond to medical history role (shifting tenses)

	(speaking & listening)	Express/negotiate Daily routine	Compare travel itineraries (Melbourne day trips}	Colloquial time expressions & metaphors
Money (MJ)	Understanding & using key vocabulary & concepts	Understand what money is and where it is used	Name places where money is used	
		Understand & manipulate Australian currency	Plan and research a shopping list on a budget	Plan & research a shopping list on a budget
	Accessing information *(reading)*	Read a school canteen menu	Read an overhead fast food menu	Read a menu
		Read a catalogue	Read a catalogue	Read a catalogue
		Navigate & read a shop website	Navigate & read a shop website	Navigate & read a shop website
			Use an ATM	Use an ATM
				Use online banking
			Make an informed decision about buying something	Make an informed decision about buying something
				Create and monitor a budget for living expenses
	Negotiating situations *(speaking & listening)*	Order at the school canteen	Order at an informal eatery (e.g. McDonalds)	Go to a restaurant
		Buy something at the supermarket	Buy something at the supermarket	Buy something at the supermarket
		Buy clothes at a store	Buy clothes at a store	Buy clothes at a store
			Buy & recharge a mobile phone	Use a bank
Getting Around (MA, LP)	Understanding & using key vocabulary & concepts	Name different forms of transport (public and private)	Name different forms of transport (public and private) and their features.	Name different forms of transport (public and private) and their features.
	Accessing information *(reading)*	Read and understand how to use a myki machine	Read and understand how to use a myki machine	Read and understand how to use a myki machine
		Read transport timetables (brochures/digital)	Understand how to use transport timetables to get around	Understand how to use multiple transport timetables to get around
		Navigate a website or app to get around Using ICT to plan getting around (e.g. Journey Planner, Google Maps)	Navigate a website or app to get around Using ICT to plan getting around (e.g. Journey Planner, Google Maps)	Navigate a website or app to get around Using ICT to plan getting around (e.g. Journey Planner, Google Maps)
		Recognise street names on a map Understand that maps represent streets Naming directions left and right	Use a paper map to find your way Read and understand paper maps of local area	Use a map to find your way Read and understand paper maps of broader area
	Negotiating situations *(speaking & listening)*	Ask someone for help at the train station/bus stop/in the street.	Ask someone for help at the train station/bus stop/in the street. Asking someone for help	Ask someone for help at the train station/bus stop/in the street. Asking someone for help
		Ask someone for directions and provide directions to someone	Understand and follow complex directions Give complex directions	
		Talk to a ticket inspector	Talk to a ticket inspector	Talk to a ticket inspector
		Talk to a taxi driver/ Uber driver Buy a myki from the station	Talk to a taxi driver/ Uber driver Buy a myki from the station	Talk to a travel agent
Health Services (MJ)	Understanding & using key vocabulary & concepts	Name body parts, health professionals and/or services	Name body parts, health professionals and/or services	Name health professionals and services
	Accessing information *(reading)*	Read brochures/posters about a health service	Read health infographics/brochures & create own	Read health infographics/brochures and create own
		Read health service websites	Read health websites	Read health service websites
		Read health symbols, signs and maps	Read a map & navigate to a health service	Read a map & navigate to a health service using it
	Negotiating situations *(speaking & listening)*	Book an appointment in person/over the phone	Book an appointment in person/over the phone	Book an appointment over the phone
		Discuss a health issue with a doctor	Discuss a health issue with a doctor	Discuss a health issue with a doctor
		Discuss medication/treatment	Discuss a medication/treatment	Discuss a medication/treatment
		Make a 000 emergency call	Make a 000 emergency call	Make a 000 emergency call
Places in Our Community (CL, PG)	Understanding & using key vocabulary & concepts	Name and identify places of interest in local area	Name places in local area using photographs	Identify places of interest in wider community
	Accessing information *(reading)*	Locate key information on poster promoting place of interest	Locate key information in text on homepage	Research one key place of interest in local area.
		Locate key information on homepage	Navigate and locate key details on homepage (print form)	Locate key information on different pages of website (form)
	Negotiating situations	Ask for specific information (initial inquiries)	Obtain information needed to visit/use place of interest	Make enquiries about borrowing at local library (phone)

	(speaking & listening)	Ask for assistance	Follow directions to find place (around & within same building)	Visit local gym to enquire about joining
		Give a simple opinion of place visited in local area	Give an opinion of a places of interest in local area.	Clarify details when friend invites you to a movie
				Listen for specific information.
Pathways (MA, LP)	Understanding & using key vocabulary & concepts	Name and identify different jobs	Understand part time and casual jobs in Melbourne	
		Being aware of different career paths in an Australian society context Getting to know yourself: Identifying strengths/weakness/likes/dislikes	Being aware of different career paths in an Australian society context Getting to know yourself: Identifying strengths/weakness/likes/dislikes	Understand a broader range of employment opportunities and career pathways in Australia
		Being aware of the Australian education system (school, uni, TAFE) Doing VCE longer etc.	Being aware of the Australian education system (school, uni, TAFE) Doing VCE longer etc.	Being aware of the Australian education system (school, uni, TAFE) Doing VCE longer etc.
	Accessing information *(reading)*	Read and understand a key features of a CV	Write a basic CV	Write a CV and cover letter
		Read and understand job advertisements	Read and complete job application form	Read and interpret a basic Pathways concept map
		Listen to a past student to give a talk about their pathway		
	Negotiating situations *(speaking & listening)*	Do a basic job interview / discussion with employer Job investigation	Do a basic job interview / discussion with employer Job investigation	Do a basic job interview / discussion with employer Job investigation
		Name likes and hobbies	Describe hobbies and interests	Discuss hobbies, interests and personal strengths and weaknesses
		Interview people about their jobs (guest speaker)		

Developing Macro-Skills (DMS)

DMS is a component of the WELS curriculum that provides opportunity to explicitly focus on building students' speaking, listening, reading, viewing and writing macro-skills. Having said this, ideally, DMS periods are integrated into and supplement the genres and Practical English taught. DMS is seen as a continuum ranging from no English to high English; therefore, an amount has been specified for every level, not just the low levels.

<table>
<tr><th>Level</th><th># of Total Genres</th><th>Genre(s)</th><th>Practical English</th><th>Developing Macro-skills</th><th colspan="5">Other Aspects</th></tr>
<tr><td>LLs 1-2
CL</td><td rowspan="2">1</td><td>17%
≈5 periods p/w</td><td>17%
≈5 periods p/w</td><td>33%
≈10 periods p/w</td><td colspan="5" rowspan="2">33%
≈10 periods</td></tr>
<tr><td>LLs 3-4
SP</td><td>2
(1 academic & 1 Practical English)</td><td>33%
≈10 periods p/w</td><td>13%
≈4 periods p/w</td><td>20%
≈6 periods p/w</td></tr>
<tr><td>LLs 4
C1.1. / B</td><td>2 or 3</td><td>33%
≈10 periods p/w</td><td>13%
≈4 periods p/w</td><td>20%
≈6 periods p/w</td><td rowspan="6">Mathematics (4 periods)</td><td rowspan="6">Pastoral care (1-2 periods)</td><td rowspan="6">Sport (1 period)</td><td rowspan="6">Library (1 period)</td><td rowspan="6">Activities (2 periods)</td></tr>
<tr><td>LLs 5
C1.2</td><td>2 or 3</td><td>40%
≈12 periods p/w</td><td>13%
≈4 periods p/w</td><td>13%
≈4 periods p/w</td></tr>
<tr><td>LLs 6
C1.3</td><td>2 or 3</td><td>47%
≈14 periods p/w</td><td>13%
≈4 periods p/w</td><td>7%
≈2 periods p/w</td></tr>
<tr><td>LLs 7
C2.1</td><td rowspan="3">3</td><td rowspan="3">47-53%%
≈16 periods p/w</td><td rowspan="3">7-13%
≈2 periods p/w</td><td rowspan="3">7%
≈2 periods p/w</td></tr>
<tr><td>LLs 8
C2.2</td></tr>
<tr><td>LLs 9+
C2.3+</td></tr>
</table>

As an overview:

- For lower levels (LLs 1-4), DMS is the same as what was called 'basic literacy' in WELS Genre Map 2.0. For example:
  i. learning how to read & view (e.g. phonics, understanding visuals),
  ii. learning how to write (e.g. handwriting)
  iii. learning how to speak & listen (e.g. greetings, turn-taking)

- For mid levels (LLs 5-6), DMS is an adapted combination of foci taken from the low and high levels.

- For higher levels (LLs 7+), DMS can be focusing more on:
  i. reading skills (e.g. higher-order comprehension skills like inference & evaluation, research)
  ii. oral skills (e.g. conversational English activities, group work, oral presentations)
  iii. writing skills (for example, but not only, Writer's Workshop)
  iv. multimodal skills (e.g. filming project)

The following page summarises the skills and concepts that can be taught within DMS.

Low (LLs 1-4)		
Reading	● **Phonemic awareness (JP)** ● **Phonics (JP)** ● Vocabulary	● Fluency ● **Comprehension (CL)** ● **Strategies (CL)**
Viewing	● Interpreting visuals ● Watching and responding to short clips	● Interpreting body language
Writing	● Letter recognition ● **Handwriting conventions (JS)**	● Spelling ● Writer's Workshop
Speaking	● Pronunciation ● Conversational English activities	● Group work ● Role plays
Listening	● Note-taking ● Comprehension activities ● Dictation	● Homophones ● Cloze

Mid (LLs 5-6)
(adapted combination of foci taken from the low and high levels)

High (LLs 7+)	
Reading	● Higher-order comprehension skills (e.g. inference, evaluation) ● Strategies (predicting, visualising, inferring, summarising, evaluating) ● Vocabulary ● Fluency ● Reading for different purposes (skimming, scanning, close reading) ● Text conventions: headings, index, glossary ● Interpreting visuals ● Decoding ● Reasoning and background knowledge
Viewing	● Watching and responding to short clips ● Interpreting body language ● Understanding the effect of different film techniques
Writing	● Writer's Workshop ● Creating a script ● Changing the register of a written piece ● Writing summaries ● Creative writing
Speaking	● Pronunciation ● Conversational English activities ● Group work ● Oral presentations ● Debates ● Role plays ● Poetry ● Turning a written essay into a speech (changing the register) ● Understanding and using intonation, stress, rhythm, pitch, timing, volume, gesture, eye contact
Listening	● Note-taking ● Comprehension activities ● Listening for different purposes (gist, purpose, specific words, relationship between speakers, context) ● Listening to authentic sources (radio, TV, online) for comprehension ● Dictation ● Homophones ● Cloze
Multimodal	● Filming project ● Drama project ● Research project ● Turning a written piece of work into a multimodal project (e.g. PPT, Publisher, video)

MATHEMATICS LEARNING AREA CONTINUUM (MLAC)

the key concepts and skills for each mathematics topic

AUGUST 11, 2018

LAURENCE GUTTMAN & WELS SECONDARY CURRICULUM TEAM 2017

WELS Mathematics Learning Area Continuum

Learning in Mathematics (VCAA)

Explanation of the Continua

The yellow sections of the following continua provide some suggested language foci, activities and genres for each Language and Literacy Level. The blue sections comprise the mathematics scope and sequence content of the Victorian Curriculum and outline **potential** mathematics content. Please note, however, that the mathematics content may vary greatly depending on the students in your class. This fact is highlighted by the dotted line between each Mathematics level, which indicates that there is no prescribed content to be taught based on Language and Literacy Level.

There are three continua:

1. 'Continuum 1' (pps. 3-4) is for CL, SP and Beginner students. At this level, the teacher chooses all mathematics content. It is suggested Number and Place Value be the focus, as this strand is essential to understand all others. This continuum can be simplistically described as 'low language/low maths' (that said, some students, particularly Beginners, will have higher level maths skill).
2. 'Continuum 2' (pps. 5-7) and 'Continuum 3' (pps. 8-10) are for students assessed in Language and Literacy Levels 5-10. At these levels, teachers must teach certain mathematics topics in terms 1 and 3 and others in terms 2 and 4. Again, these continua can be simplistically described as 'high language/low maths' and 'high language/high maths' respectively. You would use one or other of these, not both, and make your choice based on the mathematics level of your students.

You will notice there is no 'low language/high maths' – this is because when students are beginning their English language learning journey, lower mathematics lends itself to language acquisition. Another way of looking at this is that it is not possible to communicate complex mathematical ideas with simple language. For this reason, there will be students for whom the mathematics is 'easy'. As long as they are challenged by the language, this is OK.

Content Strands

Number and Algebra

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

Statistics and Probability

Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

English as an Additional Language or Dialect

Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. Whilst many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there is a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Australian Curriculum: Mathematics are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

Continuum 1: Lower Numeracy Focus (LLs 1 – 4)

Students starting at:		LLs 1 CL	LLs 2 CL	LLs 3 SP	LLs 4 SP (& Beginners)
Language, Activities & Genres	Word problems	• Counting vocabulary (to 20) • Simple addition and subtraction	• Counting vocabulary (to 100) • Addition and subtraction • Simple comparisons (number, length, weight, etc.)	• Counting vocabulary (to 1000)	• Counting vocabulary (to 10 000) • Multiplication and division
	Procedure	• Sequences numbers	• Orders visual representations of numbers	• Matches objects with words and numerals • Simple protocol	• Simple procedure relying on modelled text • Simple protocol • Simple procedure
	Report			• Simple mathematical investigations including • Description: relying heavily on models, writes two or three things about a number or shape	• Sorts information under headings; draws pictures and writes several pieces of information about a number or shape (odd, even, factor, straight, corner)
	Surveys	• Simple yes/no questions	• Simple questions	• Questions about categorical variables (e.g. eye colour, number of siblings)	• Collect data based on categorical variables
	Data displays	• Simple statistics table	• Picture graphs	• Lists, tables and picture graphs	• Lists, tables, pictures graphs and simple bar graphs
	ICT	• Calculators	• Calculators	• Calculators • Simple online games	• Calculators • Simple online games
Vic. Curric. level:		Foundation	Level 1	Level 2	Level 3
Number & Algebra		**Number and place value:** • Counting to and from 20 • Connect number names, numerals and quantities (0-20) • Compare and order collections • Represent practical situations to model addition and subtraction • Represent practical situations to model sharing **Patterns and algebra:** • Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings • Follow a short sequence of instructions	**Number and place value:** • Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero Connect number names, numerals and quantities (0-20) • Recognise, model, read, write and order numbers to 100. Locate these numbers on a number line • Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts • Represent practical situations to model sharing **Fractions and decimals:** • Recognise and describe one-half as one of two equal parts of a whole **Patterns and algebra:** • Investigate and describe number patterns formed by skip counting and patterns with objects • Recognise the importance of repetition of a process in solving problems	**Number and place value:** • Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences • Recognise, model, represent and order numbers to at least 1000 • Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting • Explore the connection between addition and subtraction • Solve simple addition and subtraction problems using a range of efficient mental and written strategies • Recognise and represent multiplication as repeated addition, groups and arrays • Recognise and represent division as grouping into equal sets and solve simple problems using these representations **Fractions and decimals:** • Recognise and interpret common uses of halves, quarters and eighths of shapes and collections **Patterns and algebra:** • Describe patterns with numbers and identify missing elements • Solve problems by using number sentences for addition or subtraction • Apply repetition in arithmetic operations, including multiplication as repeated addition and division as repeated subtraction	**Number and place value:** • Investigate the conditions required for a number to be odd or even and identify odd and even numbers • Recognise, model, represent and order numbers to at least 10 000 • Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems • Recognise and explain the connection between addition and subtraction • Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation • Recall multiplication facts of two, three, five and ten and related division facts • Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies **Fractions and decimals:** • Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole **Patterns and algebra:** • Describe, continue, and create number patterns resulting from performing addition or subtraction • Use a function machine and the inverse machine as a model to apply mathematical rules to numbers or shapes
Measurement & Geometry		**Using units of measurement:** • Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language • Compare and order the duration of events using the everyday language of time • Connect days of the week to familiar events and actions **Shape:** • Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment **Location and transformation:** • Describe position and movement	**Using units of measurement:** • Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units • Tell time to the half-hour • Describe duration using months, weeks, days and hours **Shape:** • Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features **Location and transformation:** • Give and follow directions to familiar locations	**Using units of measurement:** • Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units • Compare masses of objects using balance scales • Tell time to the quarter-hour, using the language of 'past' and 'to' • Name and order months and seasons • Use a calendar to identify the date and determine the number of days in each month **Shape:** • Describe and draw two-dimensional shapes, with and without digital technologies • Describe the features of three-dimensional objects **Location and transformation:** • Interpret simple maps of familiar locations and identify the relative positions of key features • Investigate the effect of one-step slides and flips with and without digital technologies • Identify and describe half and quarter turns	**Using units of measurement:** • Measure, order and compare objects using familiar metric units of length, area, mass and capacity • Tell time to the minute and investigate the relationship between units of time **Shape:** • Make models of three-dimensional objects and describe key features **Location and transformation:** • Create and interpret simple grid maps to show position and pathways • Identify symmetry in the environment • Identify and describe slides and turns found in the natural and built environment
Statistics & Probability		**Data representation and interpretation:** • Answer yes/no questions to collect information • Organise answers to yes/no questions into simple data displays using objects and drawings • Interpret simple data displays about yes/no questions	**Chance:** • Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' **Data representation and interpretation:** • Choose simple questions and gather responses • Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays	**Chance:** • Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' **Data representation and interpretation:** • Identify a question of interest based on one categorical variable. Gather data relevant to the question • Collect, check and classify data • Create displays of data using lists, table and picture graphs and interpret them	**Chance:** • Conduct chance experiments, identify and describe possible outcomes and recognise variation in results **Data representation and interpretation:** • Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording • Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies • Interpret and compare data displays

Continuum 2: Lower Numeracy Focus (LLs 5 – 7)

Students starting at:		LLs 5 C1.2		LLs 6 C1.3		LLs 7 C2.1	
Language, Activities & Genres	Word problems	• Addition and subtraction • Simple comparisons (number, length, weight, etc.)		• Addition and subtraction • Describe patterns		• Represent and solve problems involving four operations	
	Procedure/ Procedural recount	• Simple procedure using a template		• Simple procedure constructed independently with goal and steps • Procedure for complex or more specialised/technical and abstract processes such as instructions on how to use repeated addition to solve a multiplication problem		• Procedure for complex or more specialised/technical and abstract processes such as instructions on how to make a three-dimensional object	
	Report	• writes several sentences of logically ordered information; matches information to subheadings, a series of photos or questions provided as writing frameworks		• begins to use subheadings to construct short texts covering a few aspects or characteristics of numbers or shapes		• With guidance, uses an introductory sentence and explains steps to a solution with some detailed description	
	Surveys	• Simple surveys where data is displayed and explained		• Questions about categorical variables (e.g. eye colour, number of siblings) where data is displayed and explained		• Collect data based on categorical variables) where data is displayed and explained	
	Biography						
	ICT	• Maths300: Addo, Multo, Greedy Pig, Eric the Sheep, etc.		• Maths300: Addo, Multo, Greedy Pig, Eric the Sheep, etc.		• Maths300: Addo, Multo, Greedy Pig, Eric the Sheep, etc.	
Vic. Curric. level		Level 1		Level 2		Level 3	
		Terms 1 & 3	Terms 2 & 4	Terms 1 & 3	Terms 2 & 4	Terms 1 & 3	Terms 2 & 4
Lower Maths Numeracy Focus	Number & Algebra	**Number and place value:** • Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero Connect number names, numerals and quantities (0-20) • Recognise, model, read, write and order numbers to 100. Locate these numbers on a number line • Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts • Represent practical situations to model sharing	**Fractions and decimals:** • Recognise and describe one-half as one of two equal parts of a whole **Patterns and algebra:** • Investigate and describe number patterns formed by skip counting and patterns with objects • Recognise the importance of repetition of a process in solving problems	**Number and place value:** • Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences • Recognise, model, represent and order numbers to at least 1000 • Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting • Explore the connection between addition and subtraction • Solve simple addition and subtraction problems using a range of efficient mental and written strategies • Recognise and represent multiplication as repeated addition, groups and arrays • Recognise and represent division as grouping into equal sets and solve simple problems using these representations	**Fractions and decimals:** • Recognise and interpret common uses of halves, quarters and eighths of shapes and collections **Patterns and algebra:** • Describe patterns with numbers and identify missing elements • Solve problems by using number sentences for addition or subtraction • Apply repetition in arithmetic operations, including multiplication as repeated addition and division as repeated subtraction	**Number and place value:** • Investigate the conditions required for a number to be odd or even and identify odd and even numbers • Recognise, model, represent and order numbers to at least 10 000 • Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems • Recognise and explain the connection between addition and subtraction • Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation • Recall multiplication facts of two, three, five and ten and related division facts • Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies	**Fractions and decimals:** • Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole **Patterns and algebra:** • Describe, continue, and create number patterns resulting from performing addition or subtraction • Use a function machine and the inverse machine as a model to apply mathematical rules to numbers or shapes
	Measurement & Geometry	**Using units of measurement:** • Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units • Tell time to the half-hour • Describe duration using months, weeks, days and hours	**Shape:** • Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features **Location and transformation:** • Give and follow directions to familiar locations	**Using units of measurement:** • Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units • Compare masses of objects using balance scales • Tell time to the quarter-hour, using the language of 'past' and 'to' • Name and order months and seasons • Use a calendar to identify the date and determine the number of days in each month	**Shape:** • Describe and draw two-dimensional shapes, with and without digital technologies • Describe the features of three-dimensional objects **Location and transformation:** • Interpret simple maps of familiar locations and identify the relative positions of key features • Investigate the effect of one-step slides and flips with and without digital technologies • Identify and describe half and quarter turns	**Using units of measurement:** • Measure, order and compare objects using familiar metric units of length, area, mass and capacity • Tell time to the minute and investigate the relationship between units of time	**Shape:** • Make models of three-dimensional objects and describe key features **Location and transformation:** • Create and interpret simple grid maps to show position and pathways • Identify symmetry in the environment • Identify and describe slides and turns found in the natural and built environment
	Statistics & Probability	**Data representation and interpretation:** • Choose simple questions and gather responses • Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays	**Chance:** • Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'	**Data representation and interpretation:** • Identify a question of interest based on one categorical variable. Gather data relevant to the question • Collect, check and classify data • Create displays of data using lists, table and picture graphs and interpret them	**Chance:** • Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'	**Data representation and interpretation:** • Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording • Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies • Interpret and compare data displays	**Chance:** • Conduct chance experiments, identify and describe possible outcomes and recognise variation in results

Continuum 2: Lower Numeracy Focus (LLs 8 – 10)

Students starting at:		LLs 8 C2.2		LLs 9 C2.3		LLs 10 C3.1	
Language, Activities & Genres	Word problems	• Multiplication and division		• Noun groups in worded problems		• Noun groups in worded problems	
	Procedure/ Procedural recount						
	Report	• With guidance, uses an introductory sentence and explains steps to a solution with some detailed description		• With guidance, record the processes undertaken in mathematical investigation, an introduction with an aim and/or hypothesis; an outline of the processes or method used and the results in tables/graphs; an analysis of the results; a conclusion and an evaluation of investigation process and outcome e.g. investigation into Maths300 activities such as 'Greedy Pig' or 'Multo'.		• Independently record the processes undertaken in mathematical investigation, an introduction with an aim and/or hypothesis; an outline of the processes or method used and the results in tables/graphs; an analysis of the results; a conclusion and an evaluation of investigation process and outcome e.g. investigation into Maths300 activities such as 'Greedy Pig' or 'Multo'.	
	Surveys	• Collect, display and explain data based on categorical variables		• Pose questions and display and explain results		• Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables	
	Biography	• Biographical recount: comment on the impact of events in the life of a famous mathematician and their contribution to their field		• Biographical recount: comment on the impact of events in the life of a famous mathematician and their contribution to their field			
	ICT/Resources	• Maths300 – Multo, Factograms, Licorice Factory, Famous Mathematicians		• Maths300 – Multo, Factograms, Licorice Factory, Famous Mathematicians			
Vic. Curric. level		Level 4		Level 5		Level 6	
		Terms 1 & 3	Terms 2 & 4	Terms 1 & 3	Terms 2 & 4	Terms 1 & 3	Terms 2 & 4
Lower Numeracy Focus	Number & Algebra	**Number and place value:** • Investigate and use the properties of odd and even numbers • Recognise, represent and order numbers to at least tens of thousands • Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems • Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 • Recall multiplication facts up to 10 × 10 and related division facts • Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	**Fractions and decimals:** • Investigate equivalent fractions used in contexts • Count by quarters, halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line • Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation **Patterns and algebra:** • Explore and describe number patterns resulting from performing multiplication • Solve word problems by using number sentences involving multiplication or division where there is no remainder • Use equivalent number sentences involving addition and subtraction to find unknown quantities • Define a simple class of problems and use an effective algorithm that involves a short sequence of steps and decisions to solve them	**Number and place value:** • Identify and describe factors and multiples of whole numbers and use them to solve problems • Use estimation and rounding to check the reasonableness of answers to calculations • Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies • Solve problems involving division by a one digit number, including those that result in a remainder • Use efficient mental and written strategies and apply appropriate digital technologies to solve problems • Recognise, represent and order numbers to at least hundreds of thousands	**Fractions and decimals:** • Compare and order common unit fractions and locate and represent them on a number line • Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator • Recognise that the place value system can be extended beyond hundredths • Compare, order and represent decimals **Patterns and algebra:** • Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction • Use equivalent number sentences involving multiplication and division to find unknown quantities • Follow a mathematical algorithm involving branching and repetition (iteration)	**Number and place value:** • Identify and describe properties of prime, composite, square and triangular numbers • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations • Investigate everyday situations that use integers. Locate and represent these numbers on a number line	**Fractions and decimals:** • Compare fractions with related denominators and locate and represent them on a number line • Solve problems involving addition and subtraction of fractions with the same or related denominators • Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies • Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers • Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies • Multiply and divide decimals by powers of 10 • Make connections between equivalent fractions, decimals and percentages **Patterns and algebra:** • Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence • Explore the use of brackets and order of operations to write number sentences • Design algorithms involving branching and iteration to solve specific classes of mathematical problems
	Measurement & Geometry	**Using units of measurement:** • Use scaled instruments to measure and compare lengths, masses, capacities and temperatures • Compare objects using familiar metric units of area and volume • Convert between units of time • Use am and pm notation and solve simple time problems	**Shape:** • Compare the areas of regular and irregular shapes by informal means • Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies • Explain and compare the geometric properties of two-dimensional shapes and three-dimensional objects **Location and transformation:** • Use simple scales, legends and directions to interpret information contained in basic maps • Create symmetrical patterns, pictures and shapes with and without digital technologies	**Using units of measurement:** • Choose appropriate units of measurement for length, area, volume, capacity and mass • Calculate the perimeter and area of rectangles and the volume and capacity of prisms using familiar metric units • Compare 12- and 24-hour time systems and convert between them	**Shape:** • Connect three-dimensional objects with their nets and other two-dimensional representations **Location and transformation:** • Use a grid reference system to describe locations. Describe routes using landmarks and directional language • Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries • Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original	**Using units of measurement:** • Connect decimal representations to the metric system • Convert between common metric units of length, mass and capacity • Solve problems involving the comparison of lengths and areas using appropriate units • Connect volume and capacity and their units of measurement • Interpret and use timetables • Measure, calculate and compare elapsed time	**Shape:** • Construct simple prisms and pyramids **Location and transformation:** • Investigate the effect of combinations of transformations on simple and composite shapes, including creating tessellations, with and without the use of digital technologies • Introduce the Cartesian coordinate system using all four quadrants
	Statistics & Probability	**Data representation and interpretation:** • Select and trial methods for data collection, including survey questions and recording sheets • Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values • Evaluate the effectiveness of different displays in illustrating data features including variability	**Chance:** • Describe possible everyday events and order their chances of occurring • Identify everyday events where one cannot happen if the other happens • Identify events where the chance of one will not be affected by the occurrence of the other	**Data representation and interpretation:** • Pose questions and collect categorical or numerical data by observation or survey • Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies • Describe and interpret different data sets in context	**Chance:** • List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions • Recognise that probabilities range from 0 to 1	**Data representation and interpretation:** • Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables • Interpret secondary data presented in digital media and elsewhere • Pose and refine questions to collect categorical or numerical data by observation or survey	**Chance:** • Describe probabilities using fractions, decimals and percentages • Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies • Compare observed frequencies across experiments with expected frequencies

Continuum 3: Higher Numeracy Focus (LLs 5 – 7)

Students starting at:		LLs 5 C1.2		LLs 6 C1.3		LLs 7 C2.1	
Language, Activities & Genres	Word problems	• Noun groups and nominalisation in text book problems		• Addition and subtraction of fractions • Noun groups and nominalisation in text book problems		• Noun groups and nominalisation in text book problems	
	Procedure/ Procedural recount	• Simple procedure (chance, patterns) with scaffolding (independently) •		• Procedure for complex or more specialised/technical and abstract processes such as instructions on how to multiply and divide decimals by a powers of 10		• Procedure for complex or more specialised/technical and abstract processes such as instructions on how to plot points on the Cartesian plane	
	Report	• writes several sentences of logically ordered information; matches information to subheadings, a series of photos or questions provided as writing frameworks		• Begins to use subheadings to construct short texts covering a few aspects or characteristics of numbers or shapes		• With guidance, uses an introductory sentence and explains steps to a solution with some detailed description	
	Surveys	• Pose questions and display and explain results		• Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables		• Identify and investigate issues involving numerical data collected from primary and secondary sources	
	Biography						
	ICT	• Maths300 – Multo, Factograms, Licorice Factory, Famous Mathematicians		• Maths300 – Rectangle Fractions, Fraction Magic Squares			
Vic. Curric. level		Level 5		Level 6		Level 7	
		Terms 1 & 3	Terms 2 & 4	Terms 1 & 3	Terms 2 & 4	Terms 1 & 3	Terms 2 & 4
Higher Numeracy Focus	Number & Algebra	**Number and place value:** • Identify and describe factors and multiples of whole numbers and use them to solve problems • Use estimation and rounding to check the reasonableness of answers to calculations • Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies • Solve problems involving division by a one digit number, including those that result in a remainder • Use efficient mental and written strategies and apply appropriate digital technologies to solve problems • Recognise, represent and order numbers to at least hundreds of thousands	**Fractions and decimals:** • Compare and order common unit fractions and locate and represent them on a number line • Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator • Recognise that the place value system can be extended beyond hundredths • Compare, order and represent decimals **Patterns and algebra:** • Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction • Use equivalent number sentences involving multiplication and division to find unknown quantities • Follow a mathematical algorithm involving branching and repetition (iteration)	**Number and place value:** • Identify and describe properties of prime, composite, square and triangular numbers • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations • Investigate everyday situations that use integers. Locate and represent these numbers on a number line	**Fractions and decimals:** • Compare fractions with related denominators and locate and represent them on a number line • Solve problems involving addition and subtraction of fractions with the same or related denominators • Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies • Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers • Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies • Multiply and divide decimals by powers of 10 • Make connections between equivalent fractions, decimals and percentages **Patterns and algebra:** • Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence • Explore the use of brackets and order of operations to write number sentences • Design algorithms involving branching and iteration to solve specific classes of mathematical problems	**Number and place value:** • Investigate index notation and represent whole numbers as products of powers of prime numbers • Investigate and use square roots of perfect square numbers • Apply the associative, commutative and distributive laws to aid mental and written computation and make estimates for these computations • Compare, order, add and subtract integers **Linear and non-linear relationships** • Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point • Solve simple linear equations • Investigate, interpret and analyse graphs from real life data, including consideration of domain and range	**Patterns and algebra:** • Introduce the concept of variables as a way of representing numbers using letters • Create algebraic expressions and evaluate them by substituting a given value for each variable • Extend and apply the laws and properties of arithmetic to algebraic terms and expressions • Design and implement mathematical algorithms using a simple general purpose programming language
	Measurement & Geometry	**Using units of measurement:** • Choose appropriate units of measurement for length, area, volume, capacity and mass • Calculate the perimeter and area of rectangles and the volume and capacity of prisms using familiar metric units • Compare 12- and 24-hour time systems and convert between them	**Shape:** • Connect three-dimensional objects with their nets and other two-dimensional representations **Location and transformation:** • Use a grid reference system to describe locations. Describe routes using landmarks and directional language • Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries • Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original	**Using units of measurement:** • Connect decimal representations to the metric system • Convert between common metric units of length, mass and capacity • Solve problems involving the comparison of lengths and areas using appropriate units • Connect volume and capacity and their units of measurement • Interpret and use timetables • Measure, calculate and compare elapsed time	**Using units of measurement:** • Choose appropriate units of measurement for length, area, volume, capacity and mass • Calculate the perimeter and area of rectangles and the volume and capacity of prisms using familiar metric units • Compare 12- and 24-hour time systems and convert between them	**Using units of measurement:** • Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving • Calculate volumes of rectangular prisms	**Shape:** • Draw different views of prisms and solids formed from combinations of prisms **Location and transformation:** • Describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries
	Statistics & Probability	**Data representation and interpretation:** • Pose questions and collect categorical or numerical data by observation or survey • Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies • Describe and interpret different data sets in context	**Chance:** • List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions • Recognise that probabilities range from 0 to 1	**Data representation and interpretation:** • Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables • Interpret secondary data presented in digital media and elsewhere • Pose and refine questions to collect categorical or numerical data by observation or survey	**Chance:** • Describe probabilities using fractions, decimals and percentages • Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies • Compare observed frequencies across experiments with expected frequencies	**Data representation and interpretation:** • Identify and investigate issues involving numerical data collected from primary and secondary sources • Construct and compare a range of data displays including stem-and-leaf plots and dot plots • Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data	**Chance:** • Construct sample spaces for single-step experiments with equally likely outcomes • Assign probabilities to the outcomes of events and determine probabilities for events

Continuum 3: Higher Numeracy Focus (LLs 8 – 10)

Students starting at:		LLs 8 C2.2 (Years 8-9)		LLs 9 C2.3 (Years 8-10)		LLs 10 C3.1 (Years 8-10)	
Language, Activities & Genres	Word problems	• Noun groups and nominalisation in text book problems		• Noun groups and nominalisation in text book problems		• Noun groups and nominalisation in text book problems	
	Procedure/ Procedural recount						
	Report			• With guidance, record the processes undertaken in mathematical investigation, an introduction with an aim and/or hypothesis; an outline of the processes or method used and the results in tables/graphs; an analysis of the results; a conclusion and an evaluation of investigation process and outcome e.g. analysing data using summary statistics.		• Independently record the processes undertaken in mathematical investigation, an introduction with an aim and/or hypothesis; an outline of the processes or method used and the results in tables/graphs; an analysis of the results; a conclusion and an evaluation of investigation process and outcome e.g. analysing data using summary statistics.	
	Surveys	• Distinguish between a population and a sample and investigate techniques for collecting data, including census, sampling and observation		• Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources			
	Biography	• Biographical recount: comment on the impact of events in the life of a famous mathematician and their contribution to their field					
	ICT	• Maths300: Circumference of a Circle					
Vic. Curric. level		Level 8		Level 9		Level 10	
		Terms 1 & 3	Terms 2 & 4	Terms 1 & 3	Terms 2 & 4	Terms 1 & 3	Terms 2 & 4
Higher Numeracy Focus	Number & Algebra	**Number and place value:** • Use index notation with numbers to establish the index laws with positive integral indices and the zero index • Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies and make estimates for these computations **Linear and non-linear relationships** • Plot linear relationships on the Cartesian plane with and without the use of digital technologies • Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution • Plot graphs of non-linear real life data with and without the use of digital technologies, and interpret and analyse these graphs	**Patterns and algebra:** • Extend and apply the distributive law to the expansion of algebraic expressions • Factorise algebraic expressions by identifying numerical factors • Simplify algebraic expressions involving the four operations • Use algorithms and related testing procedures to identify and correct errors	**Linear and non-linear relationships** • Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software • Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software • Sketch linear graphs using the coordinates of two points and solve linear equations	**Patterns and algebra:** • Extend and apply the index laws to variables, using positive integer indices and the zero index • Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate • Apply set structures to solve real-world problems	**Linear and non-linear relationships** • Solve problems involving linear equations, including those derived from formulas • Solve linear inequalities and graph their solutions on a number line • Solve simultaneous linear equations, using algebraic and graphical techniques including using digital technology • Solve problems involving gradients of parallel and perpendicular lines • Explore the connection between algebraic and graphical representations of relations such as simple quadratic, reciprocal, circle and exponential, using digital technology as appropriate • Solve linear equations involving simple algebraic fractions • Solve simple quadratic equations using a range of strategies • Solve equations using systematic guess-check-and-refine with digital technology	**Fractions and decimals:** • Factorise algebraic expressions by taking out a common algebraic factor • Simplify algebraic products and quotients using index laws • Apply the four operations to simple algebraic fractions with numerical denominators • Expand binomial products and factorise monic quadratic expressions using a variety of strategies • Substitute values into formulas to determine an unknown and re-arrange formulas to solve for a particular term • Implement algorithms using data structures in a general-purpose programming language
	Measurement & Geometry	**Using units of measurement:** • Choose appropriate units of measurement for area and volume and convert from one unit to another • Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites • Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving determining radius, diameter, circumference and area from each other • Develop the formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume • Solve problems involving duration, including using 12- and 24-hour time within a single time zone	**Geometric reasoning:** • Define congruence of plane shapes using transformations and use transformations of congruent shapes to produce regular patterns in the plane including tessellations with and without the use of digital technology • Develop the conditions for congruence of triangles • Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning	**Using units of measurement:** • Calculate the areas of composite shapes • Calculate the surface area and volume of cylinders and solve related problems • Solve problems involving the surface area and volume of right prisms • Investigate very small and very large time scales and intervals	**Geometric reasoning:** • Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar • Solve problems using ratio and scale factors in similar figures **Pythagoras and trigonometry:** • Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles • Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles • Apply trigonometry to solve right-angled triangle problems	**Using units of measurement:** • Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids	**Geometric reasoning:** • Formulate proofs involving congruent triangles and angle properties • Apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes **Pythagoras and trigonometry:** • Solve right-angled triangle problems including those involving direction and angles of elevation and depression
	Statistics & Probability	**Data representation and interpretation:** • Distinguish between a population and a sample and investigate techniques for collecting data, including census, sampling and observation • Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes • Explore the variation of means and proportions of random samples drawn from the same population • Investigate the effect of individual data values including outliers, on the range, mean and median	**Chance:** • Identify complementary events and use the sum of probabilities to solve problems • Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and' • Represent events in two-way tables and Venn diagrams and solve related problems	**Data representation and interpretation:** • Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources • Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal' • Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread	**Chance:** • List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events • Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or' • Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians	**Data representation and interpretation:** • Determine quartiles and interquartile range and investigate the effect of individual data values, including outliers on the interquartile range • Construct and interpret box plots and use them to compare data sets • Compare shapes of box plots to corresponding histograms and dot plots and discuss the distribution of data • Use scatter plots to investigate and comment on relationships between two numerical variables • Investigate and describe bivariate numerical data, including where the independent variable is time • Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data	**Chance:** • Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence • Use the language of 'if ....then, 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language

Health & Wellbeing Topics 5.12.17 DRAFT

Level	# of Total Genres	Genre(s)	Practical English	Developing Macro-skills	Other Aspects
LLs 1-2 CL	1	17% ≈5 periods p/w	17% ≈5 periods p/w	33% ≈10 periods p/w	33% ≈10 periods
LLs 3-4 SP	2 (1 academic & 1 Practical English)	33% ≈10 periods p/w	13% ≈4 periods p/w	20% ≈6 periods p/w	
LLs 4 C1.1. / B	2 or 3	33% ≈10 periods p/w	13% ≈4 periods p/w	20% ≈6 periods p/w	Mathematics (4 periods); Pastoral care (1-2 periods); Sport (1 period); Library (1 period); Activities (2 periods)
LLs 5 C1.2	2 or 3	40% ≈12 periods p/w	13% ≈4 periods p/w	13% ≈4 periods p/w	
LLs 6 C1.3	2 or 3	47% ≈14 periods p/w	13% ≈4 periods p/w	7% ≈2 periods p/w	
LLs 7 C2.1	3	47-53%% ≈16 periods p/w	7-13% ≈2 periods p/w	7% ≈2 periods p/w	
LLs 8 C2.2					
LLs 9+ C2.3+					

Topics do not necessarily equate to one lesson.

- *Topics can be combined: e.g. Personal Rights & Safety with Bullying; Inclusion with School Values.*
- *A topic can be incorporated into units e.g. Smoking in a Respiratory System Unit.*
- *A topic can run over a few weeks, depending on the needs of the class.*

Level	LLs 1 & 2 CL	LLs 3 & 4 SP	Beginners C1.1	LLs 5 C1.2	LLs 6 C1.3	LLs 7+ C2.1+
Essential topics for all classes	**School Values: Respect, Responsibility & Caring** Bullying Classroom Rules Dealing with an Emergency Emotional Literacy/Mental Health Personal Rights and Safety Road Safety Sun Safety (Term 1 & Term 4) Transition (for exiting classes) Water Safety (Term 4)					

Level	LLs 1 & 2 CL	LLs 3 & 4 SP	Beginners C1.1	LLs 5 C1.2	LLs 6 C1.3	LLs 7+ C2.1+
Suggested topics	Asking for help Hygiene Making Decisions What Makes a Good Friend?			Alcohol Identity Inclusion & Discrimination Jobs and career Pathways Laws and Rights in Society Peer pressure Puberty Sexual education Sexuality Smoking	Current issues in the media Drugs Ethics Gender Equality Stress Management Youth Mental Health	

	Conflict Resolution/Problem Solving Coping Strategies Getting from A to B – Using Public Transport Goal Setting Healthy Eating & Living Identity Positive Relationships Profanity Resilience Support Services

Library

Level	# of Total Genres	Genre(s)	Practical English	Developing Macro-skills	Other Aspects
LLs 1-2 CL	1	17% ≈5 periods p/w	17% ≈5 periods p/w	33% ≈10 periods p/w	33% ≈10 periods
LLs 3-4 SP	2 (1 academic & 1 Practical English)	33% ≈10 periods p/w	13% ≈4 periods p/w	20% ≈6 periods p/w	
LLs 4 C1.1. / B	2 or 3	33% ≈10 periods p/w	13% ≈4 periods p/w	20% ≈6 periods p/w	Mathematics (4 periods) / Pastoral care (1-2 periods) / Sport (1 period) / Library (1 period) / Activities (2 periods)
LLs 5 C1.2	2 or 3	40% ≈12 periods p/w	13% ≈4 periods p/w	13% ≈4 periods p/w	
LLs 6 C1.3	2 or 3	47% ≈14 periods p/w	13% ≈4 periods p/w	7% ≈2 periods p/w	
LLs 7 C2.1	3	47-53%% ≈16 periods p/w	7-13% ≈2 periods p/w	7% ≈2 periods p/w	
LLs 8 C2.2					
LLs 9+ C2.3+					

Sport

At WELS, all students do one period of sport per week. At Braybrook, most classes do it with a designated sports teacher (Zac) although sometimes a couple of home groups might need to allocate a sports period to a teacher on their team. At Wyndham, each HG allocates a teacher from the team to take the sport class.

<table>
<tr><th>Level</th><th># of Total Genres</th><th>Genre(s)</th><th>Practical English</th><th>Developing Macro-skills</th><th colspan="5">Other Aspects</th></tr>
<tr><td>LLs 1-2
CL</td><td rowspan="2">1</td><td>17%
≈5 periods p/w</td><td>17%
≈5 periods p/w</td><td>33%
≈10 periods p/w</td><td colspan="5" rowspan="2">33%
≈10 periods</td></tr>
<tr><td>LLs 3-4
SP</td><td>2
(1 academic & 1 Practical English)</td><td>33%
≈10 periods p/w</td><td>13%
≈4 periods p/w</td><td>20%
≈6 periods p/w</td></tr>
<tr><td>LLs 4
C1.1. / B</td><td>2 or 3</td><td>33%
≈10 periods p/w</td><td>13%
≈4 periods p/w</td><td>20%
≈6 periods p/w</td><td rowspan="6">Mathematics (4 periods)</td><td rowspan="6">Pastoral care (1-2 periods)</td><td rowspan="6">Sport (1 period)</td><td rowspan="6">Library (1 period)</td><td rowspan="6">Activities (2 periods)</td></tr>
<tr><td>LLs 5
C1.2</td><td>2 or 3</td><td>40%
≈12 periods p/w</td><td>13%
≈4 periods p/w</td><td>13%
≈4 periods p/w</td></tr>
<tr><td>LLs 6
C1.3</td><td>2 or 3</td><td>47%
≈14 periods p/w</td><td>13%
≈4 periods p/w</td><td>7%
≈2 periods p/w</td></tr>
<tr><td>LLs 7
C2.1</td><td rowspan="3">3</td><td rowspan="3">47-53%%
≈16 periods p/w</td><td rowspan="3">7-13%
≈2 periods p/w</td><td rowspan="3">7%
≈2 periods p/w</td></tr>
<tr><td>LLs 8
C2.2</td></tr>
<tr><td>LLs 9+
C2.3+</td></tr>
</table>

A comprehensive, lesson-by-lesson guide was developed by Zac Petrevski and Daniela Caneleo-Veliz in 2018, which is called the Physical Education Learning Area Continuum and can be located at T:\CURRICULUM\AA SECONDARY CURRICULUM\AA SYLLABUS\Syllabus\Learning Area Continua\Physical Education. What follows below is just an extract of the overview of the sports program at WELS.

Rationale

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active. In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Health and Physical Education curriculum addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities

Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Therefore, given these aspirations, Health and Physical Education has been shaped by five interrelated propositions that are informed by a strong and diverse research base for a futures-oriented curriculum:

- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach

http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/rationale-and-aims

Semester Overview

Terms 1 & 3 Schedule

Week	Activity
1	Hockey
2	
3	
4	Cricket
5	
6	
7	Badminton or Mini Tennis
8	
9	
10	Full game of one of the term's focus sports (students' choice)
11	As above, or Agility/Running Course, or one of the PE Activities (see folder)

Terms 2 & 4 Schedule

Week	Activity
1	Basketball or Netball
2	
3	
4	Volleyball
5	
6	
7	Football
8	
9	
10	Full game of one of the term's focus sports (students' choice)
11	As above, or Agility/Running Course, or one of the PE Activities (see folder)