



SCHOOL CURRICULUM PLAN

Peter Moyes Anglican Community School (the School) has developed its Curriculum Plan to guide teaching and learning in the School.

Primary School

The School prioritises teaching the whole child; academic, social, emotional, physical and spiritual. The focus is on pastoral care and academic knowledge which seeks to create an environment to inspire a child to reach their potential. We aim to be a school where all students become successful learners, confident and competent individuals, and active and informed citizens.

In the Early Years, specifically Pre-Kindergarten to Year 2, our curriculum is guided by the Early Years Learning Framework. Kindergarten follows the guidelines set by the Western Australian Kindergarten Guidelines. From Pre-Primary to Year 6, we adhere to the Australian and Western Australian Curriculum prescribed by the School Curriculum and Standards Authority (SCSA). Additionally, we integrate the Keeping Safe: Protective Behaviours Curriculum into our teachings.

Our curriculum places a strong emphasis on developing the General Capabilities outlined in the Western Australian Curriculum. These include essential skills such as Literacy, Numeracy, Personal and Social Capability, Critical and Creative Thinking, Intercultural Understanding, ICT Capability, and Ethical Understanding. Additionally, we integrate the Cross-Curriculum Priorities of Aboriginal and Torres Strait Islander histories and cultures, Australia's engagement with Asia, and sustainability throughout our teaching approach.

Furthermore, we provide students with a sporting, cultural and religious environment that offers a wide range of learning experiences and opportunities encompassing The Arts (Music, Drama and Visual Art), Indonesian, Physical Education, and Christian and Religious Education.

Our approach revolves around integrated units of inquiry, fostering students' abilities to investigate, wonder, communicate, and elaborate. Through rigorous and engaging inquiry-based learning methods, students develop proficiency in English, Mathematics, Science, Humanities and Social Sciences, and Physical Education, aligning with the pedagogical expectations of the Western Australian Curriculum and Standards Authority.

Each classroom serves as a technology-rich learning environment, facilitating the development of robust information literacy skills. Students have access to personal 1:1 laptops from Year 3 onwards, or utilise notebook computers and iPads, emphasising portability and connectivity.

Teachers tailor academic programmes to accommodate diverse learning styles, incorporating play-based investigations, explicit teaching, research and project work, peer tutoring, and collaborative group activities. We prioritise holistic child development, providing opportunities for students to leverage their strengths and address their weaknesses.

Recognising individual student needs, the School offers both Academic Extension and Learning Diversity programmes. Specialist teachers are engaged in teaching Music, Drama, Indonesian, Visual Arts, Physical Education, and Library Studies, organising various activities such as concerts, cultural events, exhibitions, and inter-school competitions.

The School is dedicated to transparently reporting students' achievements to parents and the wider community through various channels such as Reports to parents, Annual Reports, or Reports to the board and other governing bodies. Our Primary School boasts an invigorating curriculum tailored to challenge students from Pre-Kindergarten to Year 6.

As part of our holistic approach, swimming lessons are compulsory for students in Years 1 to 5 and Beach School lessons for Year 6. Additionally, annual camps for Years 4 to 6 and a one-night sleepover for Year 3 students complement the curriculum, along with regular excursions and incursions, enhancing the overall learning experience. These experiences are designed to align with the expectations outlined by the Western Australian School Curriculum and Standards Authority and all these programmes are compulsory.

Secondary School

The Secondary School provides a seamless transition for our students from the Primary School in that it mirrors the emphasis of holistic education with its focus on all aspects of students' academic, social, emotional, physical and spiritual development.

The pedagogy behind our teaching and learning is based on the tenants of visible learning and its six learning dispositions which align to the School values. These are to develop students who are resilient and successful in their academic learning and who are independent open in their communications. This alignment adds richness and authenticity to student learning.

Delivery of the Western Australian and Australian Curriculum in Years 7 to 10 and the senior secondary syllabi is guided by our secondary teachers guide. They develop current and relevant teaching programmes and materials for each class. Our Heads of Department base their Department's curriculum plans on the requirements and timelines of the School Curriculum and Standards Authority (SCSA). They ensure that in Years 7 to 10 the General Capabilities and Cross-curriculum priorities mandated in the Western Australian Curriculum are included in the teaching and learning programmes depending on their relevance to the learning area.

Our teaching and learning programmes are relevant, contemporary and engaging in their scope of addressing Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and sustainability, as relevant to the learning area.

In both specific relevant Department course content, such as the Health curriculum, and in the design of our pastoral programmes from Years 7 to 12, based on the Keeping Safe: Protective Behaviours and positive education, the Secondary School ensures that at age-appropriate benchmarks, our students are safely and responsibly engaged in protective behaviours, drug education, mental health and online safety. This can be through targeted class lessons, guest speaker programs or as a Year Cohort focus in the pastoral programme.

Teachers in the Secondary School annually undertake professional learning to ensure all follow the requirements to ensure that they holistically meet needs of all students. This includes supporting the needs in class of neurodiverse students as well as those who have English as an additional language/dialect.

Secondary students have the opportunity to academically extend themselves in a variety of areas such as Mock Trial, state and national competitions for mathematics and science, public speaking, visual arts, history, dance and drama competitions. The School has successfully offered Mathematics and Indonesian extension for a proportion of senior secondary ATAR students undertaking accelerated courses from Year 10.

The provision of an annual camp in the pastoral program for students in Years 7, 9 and 11 aims to augment student connection and confidence. The Pastoral program provide opportunities for the development of student leadership and agency starting from Year 7 with Student Representative Council, Cohort Leaders, Peer Support of Year 7 students by Year 11 students, leading to School Captains and Prefects in Year 12.

The range of our curriculum sees students develop their skills in all learning areas that are designed to broaden their outlook and confidence as they mature to Year 12. All secondary students use a personal laptop from Year 7 onwards. In Years 11 and 12 students have a choice of device dependent on their individual course needs. In using SEQTA as our learning management system, students are all provided with their course materials and additional support such as Stile, Education Perfect, Elastik, Hudl, Quizizz, Kahoot, Blooket, Mentimetre and Flipgrid, as relevant to the learning area.

Aligning with the use of SEQTA and visible learning, our parents and students are provided with continuous reporting of achievement and progress for all of their courses. Transparency of student progress allows teachers students and parents to have the required three-way conversations leading to greater ownership of student learning. This is in addition to the twice-yearly formal reporting as required by the Education Department.

Related Documents

Assessment and Reporting Policy
Examination Rules and Responsibilities
Home Learning Policy
Special Provisions in WACE and School-based Examinations Policy and Guidelines
VET Guidelines

