

SEMESTER 1: SPECIALIST OVERVIEW 2026 SENIORS (GRADES 3-6)

STUDENT WELLBEING AND PERFORMING ARTS

Throughout Semester 1, students have been actively engaged in a Student Wellbeing and Performing Arts program that seamlessly integrates the skills of Drama and elements of Dance with our Respectful Relationships curriculum. This program has focused on developing skills and knowledge for peer support, peer referral and help-seeking (Topic 6) and developing language around coping, critically reflecting on coping skills and extending repertoire of positive coping strategies. Guided by the values of *Play Is The Way*, students have practiced striving to achieve their personal best and demonstrating bravery when participating in new and familiar learning experiences. Additionally, through *The Resilience Project*, they have developed an understanding of having empathy for others and showing gratitude.

Through active participation students have:

- identified emotions and early warning signs, and applied strategies such as positive coping, self-talk and self-calming techniques to manage challenges.
- developed help-seeking skills, including when to manage challenges independently, with peers, or with trusted adults, and how to ask for help clearly and respectfully.
- built an understanding of support networks and barriers to seeking help (e.g. fear, worry, negative self-talk), and practised ways to overcome them.
- strengthened respectful relationship skills, including clear communication and making meaningful apologies to repair relationships.
- practised mindfulness and movement strategies (e.g. breathing, yoga, Tai Chi) to support focus, self-regulation and physical wellbeing.
- explored how drama and storytelling communicate ideas, perspectives and messages across different contexts.
- investigated how Aboriginal and Torres Strait Islander Peoples use storytelling to express connection to Country, identity and culture.
- recognised the purpose and moral of stories, including messages about kindness, respect and responsibility.
- used drama techniques (role, voice, movement, facial expression, space and tension) to explore and represent real-life situations.
- participated in role-play, freeze frames and improvisation to rehearse positive coping and help-seeking strategies.
- collaborated with peers to plan, create, rehearse and perform devised and scripted drama pieces for different audiences.
- developed and refined performance skills through rehearsal, feedback and presentation.
- built confidence to participate, take risks and share ideas in a supportive environment.
- reflected on learning to deepen understanding of help-seeking, communication and storytelling through drama.

MUSIC

During Semester 1, the Senior students explored movement and expression, using a Kodály-inspired music program that developed extended skills in rhythm, notation and pitch. The program integrated singing, composition and further use of solfège. Students explored music through a combination of vocal work and instrumental practice using percussion and keyboards. Lessons centered around musical elements where the students were required to compose and perform music.

Through active participation, students have:

- learned and performed a range of worship music as means for warmup and practicing expression and voices.
- sung with accurate pitch and rhythm, using rhythm names 'Ta' 'Ti-Ti' and 'Za'.
- practiced playing advanced rhythm patterns and steady beats on djembes.
- begin learning essential reading to play the keyboard.
- ability to compose polyrhythms and collaborate with peers to perform in a group.
- demonstrated the difference between C D and E on the keyboard.
- participated in small-group tasks to compose and perform original music, using both rhythm and melody.
- developed responsibility and confidence through group tasks, performances, and respectful collaboration.
- learned to sing and perform actions for 2 warm up songs sung at the start of each lesson and practiced keeping the beat during the song.

PHYSICAL EDUCATION

During Semester 1, they have experienced aspects of the Health Component of the Victorian Curriculum.. The Senior students immersed themselves in a wide variety of motor, movement and team exercises, such as Athletics, Basketball, Tennis, Badminton, T-ball, Soccer, AFL, Netball and Handball.

Through participation in such activities, students have:

- practiced and refined their use of object control skills, especially throwing, catching and striking.
- applied concepts of fielding and retrieving, through their participation in fielding/base games.
- manipulated and modified the elements of effort, space, time, objects and people to perform movement sequences, demonstrated through their involvement in games.
- applied critical and creative thinking processes in order to generate and assess solutions to movement challenges.
- participated in physical activities designed to enhance fitness and endurance.
- discussed the impact of regular participation on health and wellbeing.
- adopted inclusive practices, such as team play and the following of rules when participating in physical activities.

- demonstrated ethical behaviour and fair play that aligns with rules when participating in a range of physical activities and team related games.
- participated in minor games and physical activities by refining and linking fundamental movement skills.
- applied movement concepts strategies for the various events such as Athletics and Interschool Sports.
- discussed strategies to maintain good health, keeping safe and being active.
- discussed leadership qualities and encouraged one another throughout lessons.

VISUAL ART

During Semester 1, students demonstrated a variety of art techniques in the areas of drawing, colouring, painting, layering, collage and faux stain glass. Individual, cultural and spiritual influences assisted with students exploring and incorporating certain art elements. Line, shape, colour, form and texture were applied into their visual art works to creatively illustrate holiday moments in sunglasses, dioramas of the Twelve Apostles and stained glass windows.

Through art experiences, the students have:

- explored lines with different shapes and qualities to convey three dimensional illusions.
- experimented with warm, cool, analogous and complementary colours and shades to colour and convey specific messages (ideas) and emotions.
- manipulated paint with complementary colours and other mixed media to blend, create depth and depict texture.
- explored with traditional (charcoal pencil) and popular (coloured pencil and texta) drawing tools to create unique effects with expressive sketches, fine detail, blending and vibrant colours.
- transferred images from traditional paper to mixed media, creating perspective and depth.
- followed multi-steps and designs in a process to create an impact with realistic imagery and thinking(ideas).
- manipulated shapes and their size to convey ideas and messages.
- created two dimensional and three dimensional art pieces inspired by cultural and spiritual influences.
- identified and expressed techniques and ideas in their own and others' artwork.
- critically begun to explore the elements, techniques and processes of artworks through informal peer and class discussions and written responses.

DIGITAL TECHNOLOGIES

During this semester, students have developed a range of skills in Digital Technologies with a focus on computational thinking, systems thinking, and design thinking. They have also explored STEM concepts through a unit on biodiversity.

In Term 1, students learned how to use their devices safely and explored strategies for staying safe online. They finished the term by creating a self-portrait using Minecraft Education, which will be displayed as part of the school Art Show.

In Term 2, students collected and analysed data using a variety of digital tools to design solutions for the local community and create plans for a new community. They also investigated computer and network systems, learning how computers process information, display outputs, and connect to send and receive information.

Through active participation, students have:

- reviewed the rules and expectations for Digital Technologies lessons.
- discussed and identified ways to use technology safely.
- reflected on cybersafety and practised using the "Stop, Block, Tell" strategy.
- connected to Google Classroom to access, complete, and upload tasks.
- created a digital self-portrait using Minecraft Education.
- used Tinkercad to design an important community feature, such as a park, hospital, or housing.
- created a Google Form to collect data digitally.
- analysed data, made observations, and represented results in digital graphs.
- designed a sustainable solution to increase biodiversity within the SFS community.
- identified and defined hardware, software, input devices, and output devices.
- explored how computers process information and connect to Wi-Fi networks.
- developed an understanding of binary coding and represented the numbers 1–20 in binary.
- worked both independently and collaboratively to complete tasks.
- shared their work with peers and provided verbal feedback.

ITALIAN

In Semester One, the students have learned about:

- Italy and speaking Italian, greeting each other and saying goodbye, using expressions of politeness with each other.
- They identify familiar Italian words used in English, asking someone how they feel and expressing how we feel.
- Understanding people speak various languages and following simple classroom instructions.
- Asking someone's name and saying your name.
- Understanding how to express likes and dislikes.
- Being able to ask to go to the toilet politely and ask to have a drink politely.

Through active participation, the students have learned vocabulary for Greetings and Being polite; How are you?; Classroom instructions; What is your name?; Expressing likes and dislikes, and Polite requests.

Years 3-4

- Buongiorno (Good morning/Hello/Good day), Ciao (Hi/Hello/Bye), Arrivederci (Goodbye), Per favore (Please), Grazie (Thank you), Prego (You're welcome).
- Come stai? (How are you? [informal]), Signore/Signora, come sta? (Sir/Madam, how are you? [formal]), Sto bene (I'm well), Sto male (I'm poorly), Sto così così (I'm so-so), E tu? (And you? [informal]).
- Venite qua! (Come here!), Andate là! (Go there!), Ripetete insieme! (Repeat together!), Tutti in piedi! (Everybody stand up!), Tutti seduti! (Everybody sit down!), Ascoltate! (Listen!), Guardate! (Look!).
- Come ti chiami? (What's your name? [informal]), Mi chiamo... (My name is ...).
- Ti piace... ? (Do you like...?), Sì, mi piace... (Yes, I like...), No, non mi piace...(No, I don't like...), il tennis ([the] tennis), la musica ([the] music), il piano ([the] piano), il football australiano ([the] AFL), la pallacanestro ([the] basketball).
- Mi scusi (Excuse me), Posso andare in bagno? (Can I go to the toilet?), Posso andare a bere? (Can I go for a drink?), Sì (Yes), No (No).

Years 5-6

- Buongiorno (Good morning/Hello/Good day), Ciao (Hi/Hello/Bye), Arrivederci (Goodbye), Per favore (Please), Grazie (Thank you), Prego (You're welcome).
- Come stai? (How are you? [informal]), Signore/Signora, come sta? (Sir/Madam, how are you? [formal]), Sto bene (I'm well), Sto male (I'm poorly), Sto così così (I'm so-so), E tu? (And you? [informal]), E Lei? (And you? [formal]).
- Venite qua! (Come here!), Andate là! (Go there!), Ripetete insieme! (Repeat together!), Tutti in piedi! (Everybody stand up!), Tutti seduti! (Everybody sit down!), Ascoltate! (Listen!), Guardate! (Look!).
- Come ti chiami? (What's your name? [informal]), Come si chiama? (What's your name? [formal]), Mi chiamo... (My name is ...).
- Ti piace... ? (Do you like...?), Sì, mi piace... (Yes, I like...), No, non mi piace...(No, I don't like...), il tennis ([the] tennis), la musica ([the] music), il piano ([the] piano), il football australiano ([the] AFL), la pallacanestro ([the] basketball).
- Mi scusi (Excuse me), Posso andare in bagno? (Can I go to the toilet?), Posso andare a bere? (Can I go for a drink?), Sì, puoi (Yes, you can), No, non puoi (No, you can't).

ENVIRONMENTAL SCIENCE

In Semester One, students have learned about changes around them, plants, food chains and waste management. Students have engaged in these topics through discussions, drawing, writing and observing the school environment. In Semester One, during Environmental Science students have learned that:

- we depend on our environment to live.
- our environment needs to be healthy for us to be healthy.
- we need to eat healthy food to be healthy and we can grow our own food.
- we need to do certain things to look after our plants to make sure they grow
- looking after our plants is a commitment and that sometimes unexpected problems arise and we need to problem solve.
- consumers, producers and decomposers have different roles and interactions within a habitat.
- food chains can be used to represent feeding relationships and transfer of energy.
- to actively participate in teacher-led discussions to understand, inquire and question relating to food chains.
- we can make connections by linking our learning in the classroom to identify consumers, producers and decomposers in our community garden.
- plants in the community garden can have problems and there are ways to help plants thrive.
- the chickens depend on the environment to keep healthy and survive.