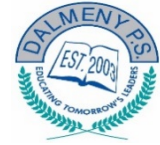


Dalmeny Public School

Personal Development Health Physical Policy



1. POLICY STATEMENT

1.1 Health encompasses all aspects of the individual's social, mental, physical and spiritual wellbeing; This includes inclusive of social, mental, physical and spiritual health. It is concerned with developing in students the knowledge and understanding, skills, values and attitudes that will enable them to lead healthy and fulfilling lives. It also provides schools with a curriculum framework for teaching and learning related to the health priorities for young people of drug education, fitness and physical activity, child protection and nutrition.

Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

(History, K-10 Syllabus, NSW Education Standards Authority)

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

(History, K-10 Syllabus, NSW Education Standards Authority)

1.2 Planning for History teaching and learning and assessment meet NSW Department of Education Policy Standards.

1.3 Assessment and evaluation are integral components of all History programs.

Students are:

- provided with opportunities to demonstrate the achievement of outcomes for their relevant stage of learning.
- engaged in relevant and reliable assessment strategies.
- assessed using valid data.
- provided with tasks that are time efficient and manageable.
- participate in a variety of activities to determine student achievement.
- engaged in work that is based on data which guides ongoing teaching and learning.
- monitored and evaluated as they progress through the syllabus.
- provided with reports in accord with school requirements and departmental and government policy.

1.4 Reports to parents on student achievement are provided in teacher and parent interviews and formal written reports at the end of semester one and semester two.

Outcomes and intended assessment strategies are outlined in all programs K – 6.

All students are provided with access to the History syllabus.

2. AUDIENCE and APPLICABILITY

2.1 This policy applies to all Dalmeny Public School staff, students and parents.

3. CONTEXT

- 3.1** The History Policy provides greater clarity in response to the delivery of a key learning area syllabus, assessment and reporting to parents.

RESPONSIBILITIES and DELEGATIONS

4.1 Dalmeny Public School Principal and School Executive will:

- ensure the currency of the History policy and support material
- provide oversight of the policy and implementation including advice and assistance to staff
- notify staff of changes to the policy.

5. MONITORING, EVALUATION and REPORTING

5.1 The principal, school executive and delegated teachers will:

- supervise policy implementation and report evaluations to the Director of Educational Learning NSW Public School

5.2 Director of Educational Learning for Glenfield Public Schools NSW will:

- monitor and support the implementation of the policy at Dalmeny Public School and report to Metropolitan North executive director.

5.3. Executive Directors will:

- collect information to inform the Directors, Early Learning and Primary Education and Secondary Education and for evaluation of the policy.

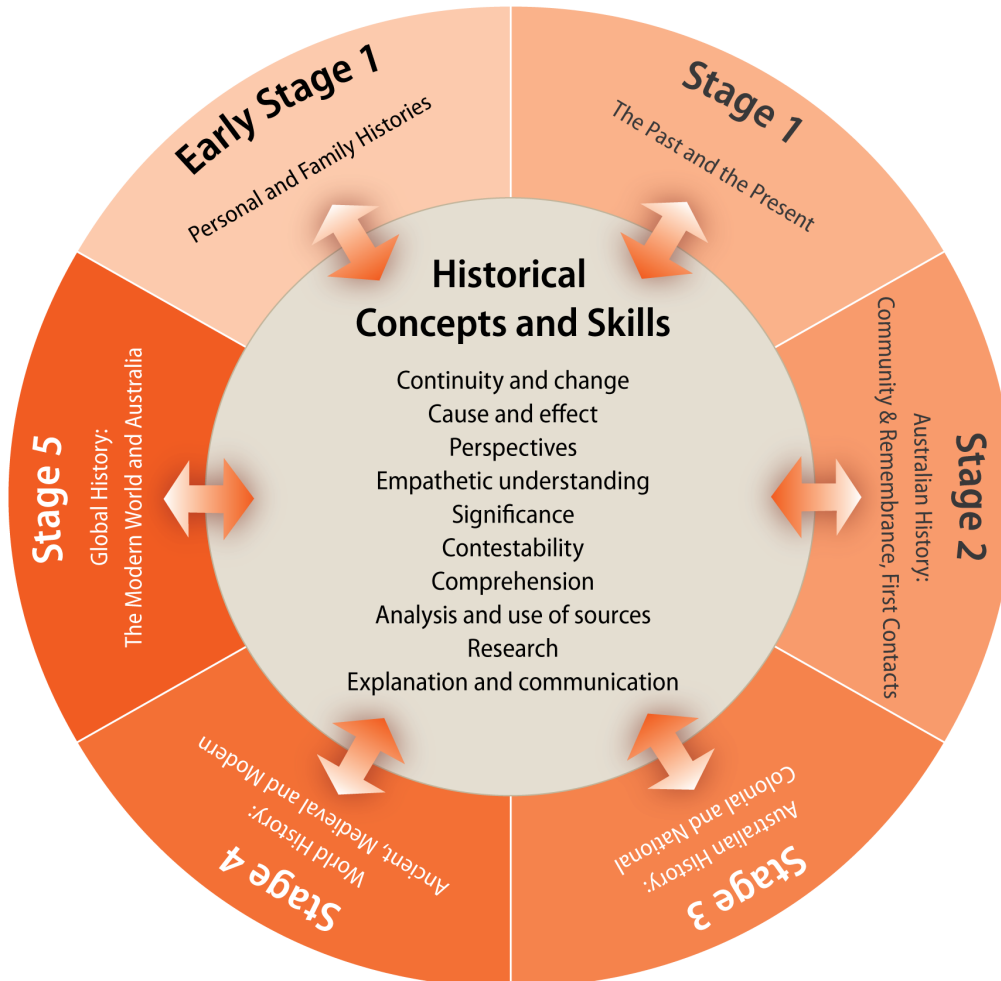
5.4. The Directors, Early Learning and Primary Education, and Secondary Education will:

- monitor the implementation of this policy and will report annually, or as required, to the Executive Director, Learning and Teaching.

Date for review: May 2021 or as required.

HISTORY

Stages of Development and Areas of Study



HISTORY OUTCOMES

Objectives

Students

Dalmeny Public School will implement the syllabus, providing opportunities in learning to:

- develop knowledge and understanding about the nature of history and key changes and developments from the past
- develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:
HTe-1 communicates stories of their own family heritage and the heritage of others	HT1-1 communicates an understanding of change and continuity in family life using appropriate historical terms	HT2-1 identifies celebrations and commemorations of significance in Australia and the world	HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia
	HT1-2 identifies and describes significant people, events, places and sites in the local community over time	HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time	HT3-2 describes and explains different experiences of people living in Australia over time
	HT1-3 describes the effects of changing technology on people's lives over time	HT2-3 describes people, events and actions related to world exploration and its effects	HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society
		HT2-4 describes and explains effects of British colonisation in Australia	HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples
HTe-2 demonstrates developing skills of historical inquiry and communication	HT1-4 demonstrates skills of historical inquiry and communication	HT2-5 applies skills of historical inquiry and communication	HT3-5 applies a variety of skills of historical inquiry and communication

HISTORY SCOPE AND SEQUENCE

Semester and terms for the implementation of units of study are at the discretion of class teachers and the stage supervisor.

Areas of study for all students will be completed, as required by syllabus by the end of each learning stage.

Early Stage 1	Stage 1	Stage 2	Stage 3
Kindergarten Personal and Family Histories	Year 1 / Year A Present and Past Family Life	Year 3 / Year A Community and Remembrance	Year 5 / Year A The Australian Colonies
	Year 2 / Year B The Past in the Present	Year 4 / Year B First Contacts	Year 6 / Year B Australia as a Nation

EARLY STAGE 1

Kindergarten

Personal and Family Histories

People Live in Places

History

Unit of study: Personal and Family Histories

Focus

Students communicate, through photos, artefacts, books, oral histories etc. who the people in their family are, where they were born and raised and how they are related to each other.

Geography

Unit of Study: People Live in Places

Focus

Students explore the places they live in and belong to. They develop an understanding of what makes a place special and how this may differ for different people. Students learn about the importance of looking after places. Students explore how the location of places can be represented.

Integrated Geography and History unit:

My Place and My Family

People Live in Places (Geography) and Personal and Family Histories (History)

Focus

Students explore the places they live in and belong to. They examine their home as a special place and learn about their own history and that of their family. They develop an understanding of what makes a place special and how this may differ for different people over time. Students build on their knowledge and understanding of how the past is different from the present and how their family has changed. Students learn about the importance of looking after places. Students explore how the location of places can be represented.

Outcomes	Geography – GEe-1, GEe-2	History – HTe-1, HTe-2
Concepts, skills and tools	<p>Geographical:</p> <p>Concepts – place, space, environment</p> <p>Skills – acquiring, processing and communicating geographical information</p> <p>Tools – maps, fieldwork, graphs and statistics, spatial technologies, visual representations</p>	<p>Historical:</p> <p>Concepts – change and continuity, cause and effect, perspectives, empathetic understanding, significance</p> <p>Skills – comprehension: chronology, terms and concepts; use of sources; perspectives; empathetic understanding; research; explanation and communication</p>

STAGE 1

Year 1 / Year A Present and Past Family Life	Outcomes: HT1-1, HT1-4	Year 2 / Year B The Past in the Present	Outcomes: HT1-2, HT1-3, HT1-4
<p>Focus</p> <p>Differences in family structures and roles today, and how these have changed or remained the same over time</p> <p>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications</p>		<p>Focus</p> <p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past</p>	

STAGE 2

Year 3 / Year A	Outcomes:	Year 4 / Year B	Outcomes:
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Community and Remembrance	HT2-1, HT2-2, HT2-5	First Contacts	HT2-3, HT2-4, HT2-5
Focus The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied.)		Focus The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives	

STAGE 3

Year 5 / Year A The Australian Colonies	Outcomes: HT3-1, HT3-2, HT3-5	Year 6 / Year B Australia as a Nation	Outcomes: HT3-3, HT3-4, HT3-5
Focus Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800		Focus Key figures and events that led to Australia's Federation , including British and American influences on Australia's system of law and government	

Meeting the Needs of all Students

Students with Special Needs

Adjustments (measures or actions) in relation to teaching and learning and assessment are to be made to enable a student with special education needs to access syllabus outcomes and content and demonstrate the achievement of outcomes.

Gifted and Talented Students

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Dalmeny Public School will:

- provide continuing professional development in History in order to develop teacher understandings as well as the knowledge and skills to provide appropriate strategies in the classroom.
- provide for consistency in learning through a planned whole school approach.
- acquire, renew and review resources regularly to ensure they are relevant, practical and in good condition.
- support incursions and excursions relevant to quality teaching/learning in History.

Teachers will:

- provide 1.5-2.5 hours History and Geography per week.
- alternate History and Geography each term to ensure both are covered within a semester or choose to integrate History and Geography.
- implement the syllabus, providing opportunities in learning that develop research skills and inquiry processes in the support of student learning.
- identify individual student needs through ongoing assessment.
- provide in- class support for students experiencing learning difficulties.
- provide meaningful learning situations in which students acquire knowledge and understanding through inquiry processes, discussion and research.
- provide real time, positive and constructive feedback for students, affirming what they know and guiding where to next.
- conduct meaningful, relevant assessment of student learning, teaching practices and History units taught.
- provide written reports to parents on student achievements at the end of Semester 1 and Semester 2.

Assessment Guidelines

Assessment for Learning, Assessment as Learning and Assessment of Learning are three approaches to assessment that play an important role in teaching and learning. The Board of Studies Years K–10 syllabuses promote *Assessment for Learning* as an essential component of good teaching.

Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

Reporting

Descriptions of student achievement in History provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan future learning.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a semester of work.

Students will:

- participate constructively in teaching and learning activities.
- engage in planning for their future learning directions.
- take responsibility for their role in positive and active learning.

Parents can support student achievement by:

- demonstrating a positive interest in their child's / children's learning.
- helping their child / children set a time and place for homework.
- sharing concerns or difficulties experienced by their child with the class teacher
- encouraging their child / children.

LEARNING ACROSS THE CURRICULUM

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌐
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking ⚙️
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 👤

The Board's syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌐
- Work and enterprise ⚙️

RESOURCES

Dalmeny Public School has access to a wide variety of physical and digital resources.

- To easily access physical copies of resources, access Oliver Library in the staff portal, click reading lists and history. This reading list is always updated by the Dalmeny Public School Librarian. Other resources, such as the Rigby collection of books, are in the Library Teacher Resources collection.
- To access digital resources, access the Teacher drive in My Computer -> Faculty, Teacher, English, Digital Literacy.
- The State Library NSW web site provides numerous resources to assist in learning:
<https://www.sl.nsw.gov.au/learning>
- ABC Education (previously ABC Splash) also has numerous resources tied to Australian Curriculum and NSW syllabus.

DRAFT