

Educational Pro-Formas

Educational Pro-Formas

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This is a compilation of sample contributed by schooling and homeschooling educators that have been used with their own students and children.

They are provided for the information of others. They may need to be updated to reflect any recent syllabus changes and may need to be modified for one's own use but aim to give a guide to how others are documenting student progress.

The Independent Education Plan was contributed and has been used by a QLD school teacher with gifted children in the classroom. It is appropriate pedagogy to modify curriculum and practices for gifted children. The Independent Education Plan is one way of documenting this process for the student, teacher and parent.

The NSW Syllabus Outcome forms are for Stages 1, 2 and 3 (grades K-6) and were contributed by a NSW homeschooling parent. The content is taken from the Board of Studies Syllabuses and the word documents were created from them.

The Stage 4 Pro-Formas are for years 7-8 and were contributed by a NSW homeschooling parent.

CURRENT INFORMATION

(Name)

Ability

(eg objective and subjective measures)

Achievements

(eg academic, arts, social, sporting)

Interests and learning strengths

(eg academic areas, learning style)

Personal

(eg introversion, social preferences, resilience, motivation)

EDUCATIONAL PLAN for (name)

Beginning date:

Duration:

School-based Essentials

Academic progress and remediation

Psychological adjustment and socialisation

When/how often

Who/how managed

Assessment of action

NSW BOARD OF STUDIES
 OUTCOMES FOR ALL K–6 KEY LEARNING AREAS
 (includes new 2002 Mathematics outcomes)

ENGLISH

Strands and substrands	Stage 1	Completed
Talking and Listening		
<i>Talking and Listening</i>	TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.	
<i>Skills and Strategies</i>	TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.	
<i>Context and Text</i>	TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.	
<i>Language Structures and Features</i>	TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.	
Reading		
<i>Reading and Viewing Texts</i>	RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.	
<i>Skills and Strategies</i>	RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.	
<i>Context and Text</i>	RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.	
<i>Language Structures and Features</i>	RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.	
Writing		
<i>Producing Texts</i>	WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.	
<i>Grammar and Punctuation</i>	WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.	
<i>Spelling</i>	WS1.11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.	
<i>Handwriting and Computer Technology</i>	WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.	
<i>Context and Text</i>	WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.	
<i>Language Structures and Features</i>	WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.	

MATHEMATICS

Strands and substrands	Stage 1	Completed
Number		
<i>Whole Numbers</i>	NS1.1 Counts, orders, reads and represents two- and three-digit numbers.	
<i>Addition and Subtraction</i>	NS1.2 Uses a range of mental strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers.	
<i>Multiplication and Division</i>	NS1.3 Uses a range of mental strategies and concrete materials for multiplication and division.	
<i>Fractions and Decimals</i>	NS1.4 Describes and models halves and quarters, of objects and collections, occurring in everyday situations.	
<i>Chance</i>	NS1.5 Recognises and describes the element of chance in everyday events.	
Patterns and Algebra		
<i>Patterns and Algebra</i>	PAS1.1 Creates, represents and continues a variety of number patterns, supplies missing elements in a pattern and builds number relationships.	
Data		
<i>Data</i>	DS1.1 Gathers and organises data, displays data using column and picture graphs, and interprets the results.	
Measurement		
<i>Length</i>	MS1.1 Estimates, measures, compares and records lengths and distances using informal units, metres and centimetres.	
<i>Area</i>	MS1.2 Estimates, measures, compares and records areas using informal units.	
<i>Volume and Capacity</i>	MS1.3 Estimates, measures, compares and records volumes and capacities using informal units.	
<i>Mass</i>	MS1.4 Estimates, measures, compares and records the masses of two or more objects using informal units.	
<i>Time</i>	MS1.5 Compares the duration of events using informal methods and reads clocks on the half-hour.	
Space and Geometry		
<i>Three-dimensional Space</i>	SGS1.1 Models, sorts, describes and represents three-dimensional objects including cones, cubes, cylinders, spheres and prisms, and recognises them in pictures and the environment.	
<i>Two-dimensional Space</i>	SGS1.2 Manipulates, sorts, represents, describes and explores various two-dimensional shapes.	
<i>Position</i>	SGS1.3 Represents the position of objects using models and drawings and describes using everyday language.	
Working Mathematically		
<i>Questioning</i>	WMS1.1 Asks questions that could be explored using mathematics in relation to Stage 1 content.	
<i>Applying Strategies</i>	WMS1.2 Uses objects, diagrams, imagery and technology to explore mathematical problems.	
<i>Communicating</i>	WMS1.3 Describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols.	
<i>Reasoning</i>	WMS1.4 Supports conclusions by explaining or demonstrating how answers were obtained.	
<i>Reflecting</i>	WMS1.5 Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 1 content.	

HUMAN SOCIETY AND ITS ENVIRONMENT

Strands and substrands	Stage 1	Completed
Change and Continuity		
<i>Significant Events and People</i>	CCS1.1 Communicates the importance of past and present people days and events in their life, in the lives of family and community members and in other communities.	
<i>Time and Change</i>	CCS1.2 Identifies changes and continuities in their own life and in the local community.	
Cultures		
<i>Identities</i>	CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families.	
<i>Cultural Diversity</i>	CUS1.4 Describes the cultural, linguistic and religious practices of their family, their community and other communities.	
Environments		
<i>Patterns of Place and Location</i>	ENS1.5 Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.	
<i>Relationship with Places</i>	ENS1.6 Demonstrates an understanding of the relationship between environments and people.	
Social Systems and Structures		
<i>Resource Systems</i>	SSS1.7 Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.	
<i>Roles, Rights and Responsibilities</i>	SSS1.8 Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.	

SCIENCE AND TECHNOLOGY

Strands and substrands	Stage 1	Completed
Content		
<i>Built Environments</i>	BES1.1 Creates, modifies or models built environments to suit the needs of users.	
<i>Information and Communication</i>	ICS1.2 Creates a range of information products and communicates using a variety of media.	
<i>Living Things</i>	LTS1.3 Identifies and describes ways in which living things grow and change.	
<i>Physical Phenomena</i>	PPS1.4 Identifies and describes different ways some forms of energy are used in the community.	
<i>Products and Services</i>	PSS1.5 Grows, makes or processes some products using a range of techniques and materials.	
<i>Earth and Its Surroundings</i>	ESS1.6 Identifies and describes ways in which people and other living things depend upon the earth and its environments.	
Processes		
<i>Investigating</i>	INVS1.7 Conducts guided investigations by observing, questioning, predicting, collecting and recording data, and suggesting possible explanations.	
<i>Designing and Making</i>	DMS1.8 Develops and implements own design ideas in response to an investigation of needs and wants.	
<i>Using Technology</i>	UTS1.9 Selects and uses a range of equipment, computer-based technology, materials and other resources to undertake an investigation or design task.	

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Strands and substrands	Stage 1	Completed
Skills		
<i>Communicating</i>	COS1.1 Communicates appropriately in a variety of ways.	
<i>Decision-making</i>	DMS1.2 Recalls past experiences in making decisions.	
<i>Interacting</i>	INS1.3 Develops positive relationships with peers and other people.	
<i>Moving</i>	MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.	
<i>Problem-solving</i>	PSS1.5 Draws on past experiences to solve familiar problems.	
Content		
<i>Active Lifestyle</i>	ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health.	
<i>Dance</i>	DAS1.7 Performs simple dance sequences incorporating basic movement skills and patterns.	
<i>Games and Sports</i>	GSS1.8 Performs fundamental movement skills with equipment in minor games.	
<i>Growth and Development</i>	GDS1.9 Describes the characteristics that make them both similar to others and unique.	
<i>Gymnastics</i>	GYS1.10 Follows a simple sequence that links basic movement patterns.	
<i>Interpersonal Relationships</i>	IRS1.11 Identifies the ways in which they communicate, cooperate and care for others.	
<i>Personal Health Choices</i>	PHS1.12 Recognises that positive health choices can promote well-being.	
<i>Safe Living</i>	SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.	

CREATIVE ARTS

Art forms and substrands	Stage 1	Completed
Visual Arts		
<i>Making</i>	VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.	
	VAS1.2 Uses the forms to make artworks according to varying requirements.	
<i>Appreciating</i>	VAS1.3 Realises what artists do, who they are and what they make.	
	VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.	
Music		
<i>Performing</i>	MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.	
<i>Organising Sound</i>	MUS1.2 Explores, creates, selects and organises sound in simple structures.	
	MUS1.3 Uses symbol systems to represent sounds.	
<i>Listening</i>	MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.	
Drama		
<i>Making</i>	DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.	
	DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.	
<i>Performing</i>	DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.	
<i>Appreciating</i>	DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others.	
Dance		
<i>Performing</i>	DAS1.1 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement.	
<i>Composing</i>	DAS1.2 Explores and selects movement, using the elements of dance to express ideas, feelings or moods.	
<i>Appreciating</i>	DAS1.3 Gives personal opinions about the dances and their purpose that they view and/or experience.	

NSW BOARD OF STUDIES
 OUTCOMES FOR ALL K–6 KEY LEARNING AREAS
 (includes new 2002 Mathematics outcomes)

ENGLISH

Strands and substrands	Stage 2	Completed
Talking and Listening		
<i>Talking and Listening</i>	TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.	
<i>Skills and Strategies</i>	TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.	
<i>Context and Text</i>	TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.	
<i>Language Structures and Features</i>	TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.	
Reading		
<i>Reading and Viewing Texts</i>	RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.	
<i>Skills and Strategies</i>	RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.	
<i>Context and Text</i>	RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.	
<i>Language Structures and Features</i>	RS2.8 Discusses the text structure of a range of text types and the grammatical features that are characteristic of those text types.	
Writing		
<i>Producing Texts</i>	WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.	
<i>Grammar and Punctuation</i>	WS2.10 Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.	
<i>Spelling</i>	WS2.11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.	
<i>Handwriting and Computer Technology</i>	WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.	
<i>Context and Text</i>	WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.	
<i>Language Structures and Features</i>	WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.	

MATHEMATICS

Strands and substrands	Stage 2	Completed
Number		
<i>Whole Numbers</i>	NS2.1 Counts, orders, reads and records numbers up to four digits.	
<i>Addition and Subtraction</i>	NS2.2 Uses mental and written strategies for addition and subtraction involving two-, three- and four-digit numbers.	
<i>Multiplication and Division</i>	NS2.3 Uses mental and informal written strategies for multiplication and division.	
<i>Fractions and Decimals</i>	NS2.4 Models, compares and represents commonly used fractions and decimals, adds and subtracts decimals to two decimal places, and interprets everyday percentages.	
<i>Chance</i>	NS2.5 Describes and compares chance events in social and experimental contexts.	
Patterns and Algebra		
<i>Patterns and Algebra</i>	PAS2.1 Generates, describes and records number patterns using a variety of strategies and completes simple number sentences by calculating missing values.	
Data		
<i>Data</i>	DS2.1 Gathers and organises data, displays data using tables and graphs, and interprets the results.	
Measurement		
<i>Length</i>	MS2.1 Estimates, measures, compares and records lengths, distances and perimeters in metres, centimetres and millimetres.	
<i>Area</i>	MS2.2 Estimates, measures, compares and records the areas of surfaces in square centimetres and square metres.	
<i>Volume and Capacity</i>	MS2.3 Estimates, measures, compares and records volumes and capacities using litres, millilitres and cubic centimetres.	
<i>Mass</i>	MS2.4 Estimates, measures, compares and records masses using kilograms and grams.	
<i>Time</i>	MS2.5 Reads and records time in one-minute intervals and makes comparisons between time units.	
Space and Geometry		
<i>Three-dimensional Space</i>	SGS2.1 Makes, compares, describes and names three-dimensional objects including pyramids, and represents them in drawings.	
<i>Two-dimensional Space</i>	SGS2.2a Manipulates, compares, sketches and names two-dimensional shapes and describes their features.	
	SGS2.2b Identifies, compares and describes angles in practical situations.	
<i>Position</i>	SGS2.3 Uses simple maps and grids to represent position and follow routes.	
Working Mathematically		
<i>Questioning</i>	WMS2.2 Asks questions that could be explored using mathematics in relation to Stage 2 content.	
<i>Applying Strategies</i>	WMS2.2 Selects and uses appropriate mental or written strategies, or technology, to solve problems.	
<i>Communicating</i>	WMS2.3 Uses appropriate terminology to describe, and symbols to represent, mathematical ideas.	
<i>Reasoning</i>	WMS2.4 Checks the accuracy of a statement and explains the reasoning used.	
<i>Reflecting</i>	WMS2.5 Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 2 content.	

HUMAN SOCIETY AND ITS ENVIRONMENT

Strands and substrands	Stage 2	Completed
Change and Continuity		
<i>Significant Events and People</i>	CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.	
<i>Time and Change</i>	CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.	
Cultures		
<i>Identities</i>	CUS2.2 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.	
<i>Cultural Diversity</i>	CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.	
Environments		
<i>Patterns of Place and Location</i>	ENS2.5 Describes places in the local area and other parts of Australia and explains their significance.	
<i>Relationship with Places</i>	ENS2.6 Describes people's interactions with environments and identifies responsible ways of interacting with environments.	
Social Systems and Structures		
<i>Resource Systems</i>	SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.	
<i>Roles, Rights and Responsibilities</i>	SSS2.8 Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.	

SCIENCE AND TECHNOLOGY

Strands and substrands	Stage 2	Completed
Content		
<i>Built Environments</i>	BES2.1 Creates, models and evaluates built environments, reflecting consideration of functional and aesthetic factors.	
<i>Information and Communication</i>	ICS2.2 Creates and evaluates information products demonstrating an understanding of the needs of particular audiences.	
<i>Living Things</i>	LTS2.3 Identifies and describes the structure and function of living things and ways in which living things interact with other living things and their environment.	
<i>Physical Phenomena</i>	PPS2.4 Identifies various forms and sources of energy and devises systems that use energy.	
<i>Products and Services</i>	PSS2.5 Creates and evaluates products and services, considering aesthetic and functional factors.	
<i>Earth and Its Surroundings</i>	ESS2.6 Identifies some of the features of the solar system and describes interactions that affect conditions on earth.	
Processes		
<i>Investigating</i>	INVS2.7 Conducts investigations by observing, questioning, predicting, testing, collecting, recording and analysing data, and drawing conclusions.	
<i>Designing and Making</i>	DMS2.8 Develops, implements and evaluates ideas using drawings, models and prototypes at appropriate stages of the design process.	
<i>Using Technology</i>	UTS2.9 Selects and uses a range of equipment, computer-based technology, materials and other resources with developing skill to enhance investigation and design tasks.	

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Strands and substrands	Stage 2	Completed
Skills		
<i>Communicating</i>	COS2.1 Uses a variety of ways to communicate with and within groups.	
<i>Decision-making</i>	DMS2.2 Makes decisions as an individual and as a group member.	
<i>Interacting</i>	INS2.3 Makes positive contributions in group activities.	
<i>Moving</i>	MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.	
<i>Problem-solving</i>	PSS2.5 Uses a range of problem-solving strategies.	
Content		
<i>Active Lifestyle</i>	ALS2.6 Discusses the relationship between regular and varied physical activity and health.	
<i>Dance</i>	DAS2.7 Performs familiar movement patterns in a variety of dance situations.	
<i>Games and Sports</i>	GSS2.8 Participates and uses equipment in a variety of games and modified sports.	
<i>Growth and Development</i>	GDS2.9 Describes life changes and associated feelings.	
<i>Gymnastics</i>	GYS2.10 Demonstrates control in performing sequences of introductory gymnastic movements.	
<i>Interpersonal Relationships</i>	IRS2.11 Describes how relationships with a range of people enhance well-being.	
<i>Personal Health Choices</i>	PHS2.12 Discusses the factors influencing personal health choices.	
<i>Safe Living</i>	SLS2.13 Discusses how safe practices promote personal well-being.	

CREATIVE ARTS

Art forms and strands	Stage 2	Completed
Visual Arts		
<i>Making</i>	VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.	
	VAS2.2 Uses the forms to suggest the qualities of subject matter.	
<i>Appreciating</i>	VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.	
	VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.	
Music		
<i>Performing</i>	MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.	
<i>Organising Sound</i>	MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices.	
	MUS2.3 Uses commonly understood symbols to represent own work.	
<i>Listening</i>	MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.	
Drama		
<i>Making</i>	DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.	
	DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills.	
<i>Performing</i>	DRAS2.3 Sequences the action of the drama to create meaning for an audience.	
<i>Appreciating</i>	DRAS2.4 Responds to, and interprets, drama experiences and performances.	
Dance		
<i>Performing</i>	DAS2.1 Performs dances from a range of contexts demonstrating movement skills, expressive qualities and an understanding of the elements of dance.	
<i>Composing</i>	DAS2.2 Explores, selects and combines movement, using the elements of dance to communicate ideas, feelings or moods.	
<i>Appreciating</i>	DAS2.3 Gives personal opinions about the use of elements and meaning in their own and others' dances.	

NSW BOARD OF STUDIES
 OUTCOMES FOR ALL K–6 KEY LEARNING AREAS
 (includes new 2002 Mathematics outcomes)

ENGLISH

Strands and substrands	Stage 3	Completed
Talking and Listening		
<i>Talking and Listening</i>	TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.	
<i>Skills and Strategies</i>	TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.	
<i>Context and Text</i>	TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.	
<i>Language Structures and Features</i>	TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.	
Reading		
<i>Reading and Viewing Texts</i>	RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.	
<i>Skills and Strategies</i>	RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.	
<i>Context and Text</i>	RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.	
<i>Language Structures and Features</i>	RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.	
Writing		
<i>Producing Texts</i>	WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.	
<i>Grammar and Punctuation</i>	WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing.	
<i>Spelling</i>	WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.	
<i>Handwriting and Computer Technology</i>	WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.	
<i>Context and Text</i>	WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.	
<i>Language Structures and Features</i>	WS3.14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.	

MATHEMATICS

Strands and substrands	Stage 3	Completed
Number		
<i>Whole Numbers</i>	NS3.1 Orders, reads and writes numbers of any size.	
<i>Addition and Subtraction</i>	NS3.2 Selects and applies appropriate strategies for addition and subtraction with counting numbers of any size.	
<i>Multiplication and Division</i>	NS3.3 Selects and applies appropriate strategies for multiplication and division.	
<i>Fractions and Decimals</i>	NS3.4 Compares, orders and calculates with decimals, simple fractions and simple percentages.	
<i>Chance</i>	NS3.5 Orders the likelihood of simple events on a number line from zero to one.	
Patterns and Algebra		
<i>Patterns and Algebra</i>	PAS3.1a Records, analyses and describes geometric and number patterns that involve one operation using tables and words.	
	PAS3.1b Constructs, verifies and completes number sentences involving the four operations with a variety of numbers.	
Data		
<i>Data</i>	DS3.1 Displays and interprets data in graphs with scales of many-to-one correspondence	
Measurement		
<i>Length</i>	MS3.1 Selects and uses the appropriate unit and device to measure lengths, distances and perimeters.	
<i>Area</i>	MS3.2 Selects and uses the appropriate unit to calculate area, including the area of squares, rectangles and triangles.	
<i>Volume and Capacity</i>	MS3.3 Selects and uses the appropriate unit to estimate and measures volumes and capacity, including the volume of rectangular prisms.	
<i>Mass</i>	MS3.4 Selects and uses the appropriate unit measuring device to find the mass of objects.	
<i>Time</i>	MS3.5 Uses twenty-four hour time and am and pm notation in real-life situations and constructs timelines.	
Space and Geometry		
<i>Three-dimensional Space</i>	SG31.1 Identifies three-dimensional objects, including particular prisms and pyramids, on the basis of their properties, and visualises, sketches and constructs them given drawings of different views.	
<i>Two-dimensional Space</i>	SGS3.2a Manipulates, classifies and draws two-dimensional shapes and describes side and angle properties.	
	SGS3.2b Measures, constructs and classifies angles.	
<i>Position</i>	SGS3.3 Uses a variety of mapping skills.	
Working Mathematically		
<i>Questioning</i>	WMS3.1 Asks questions that could be explored using mathematics in relation to Stage 3 content.	
<i>Applying Strategies</i>	WMS3.2 Selects and applies appropriate problem-solving strategies, including technological applications, in undertaking investigations.	
<i>Communicating</i>	WMS3.3 Describes and represents a mathematical situation in a variety of ways using mathematical terminology and some conventions.	
<i>Reasoning</i>	WMS3.4 Gives a valid reason for supporting one possible solution over another.	
<i>Reflecting</i>	WMS3.5 Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 3 content.	

HUMAN SOCIETY AND ITS ENVIRONMENT

Strands and substrands	Stage 3	Completed
Change and Continuity		
<i>Significant Events and People</i>	CCS3.1 Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.	
<i>Time and Change</i>	CCS3.2 Explains the development of the principles of Australian democracy.	
Cultures		
<i>Identities</i>	CUS3.2 Describes different cultural influences and their contribution to Australian identities.	
<i>Cultural Diversity</i>	CUS3.4 Examines how cultures change through interactions with other cultures and the environment.	
Environments		
<i>Patterns of Place and Location</i>	ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.	
<i>Relationship with Places</i>	ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.	
Social Systems and Structures		
<i>Resource Systems</i>	SSS3.7 Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities, cultural influences and their contribution to Australian identities.	
<i>Roles, Rights and Responsibilities</i>	SSS3.8 Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.	

SCIENCE AND TECHNOLOGY

Strands and substrands	Stage 3	Completed
Content		
<i>Built Environments</i>	BES3.1 Creates and evaluates built environments, demonstrating consideration of sustainability and aesthetic, cultural, safety and functional issues.	
<i>Information and Communication</i>	ICS3.2 Creates and evaluates information products and processes, demonstrating consideration of the type of media, form, audience and ethical issues.	
<i>Living Things</i>	LTS3.3 Identifies, describes and evaluates the interactions between living things and their effects on the environment.	
<i>Physical Phenomena</i>	PPS3.4 Identifies and applies processes involved in manipulating, using and changing the form of energy.	
<i>Products and Services</i>	PSS3.5 Creates and evaluates products and services, demonstrating consideration of sustainability, aesthetic, cultural, safety and functional issues.	
<i>Earth and Its Surroundings</i>	ESS3.6 Recognises that the earth is the source of most materials and resources, and describes phenomena and processes, both natural and human, that form and change the earth over time.	
Processes		
<i>Investigating</i>	INVS3.7 Conducts their own investigations and makes judgements based on the results of observing, questioning, planning, predicting, testing, collecting, recording and analysing data, and drawing conclusions.	
<i>Designing and Making</i>	DMS3.8 Develops and resolves a design task by planning, implementing managing and evaluating design processes.	
<i>Using Technology</i>	UTS3.9 Evaluates, selects and uses a range of equipment, computer-based technology, materials and other resources to meet the requirements and constraints of investigation and design tasks.	

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Strands and substrands	Stage 3	Completed
Skills		
<i>Communicating</i>	COS3.1 Communicates confidently in a variety of situations.	
<i>Decision-making</i>	DMS3.2 Makes informed decisions and accepts responsibility for consequences.	
<i>Interacting</i>	INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.	
<i>Moving</i>	MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations.	
<i>Problem-solving</i>	PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems.	
Content		
<i>Active Lifestyle</i>	ALS3.6 Shows how to maintain and improve the quality of an active lifestyle.	
<i>Dance</i>	DAS3.7 Performs a range of dance styles and sequences confidently.	
<i>Games and Sports</i>	GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision-making and observation of rules.	
<i>Growth and Development</i>	GDS3.9 Explains and demonstrates strategies for dealing with life changes.	
<i>Gymnastics</i>	GYS3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences.	
<i>Interpersonal Relationships</i>	IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.	
<i>Personal Health Choices</i>	PHS3.12 Explains the consequences of personal lifestyle choices.	
<i>Safe Living</i>	SLS3.13 Describes safe practices that are appropriate to a range of situations and environments.	

CREATIVE ARTS

Art forms and substrands	Stage 3	Completed
Visual Arts		
<i>Making</i>	VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.	
	VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways.	
<i>Appreciating</i>	VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.	
	VAS3.4 Communicates about the ways in which subject matter is represented in artworks.	
Music		
<i>Performing</i>	MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.	
<i>Organising Sound</i>	MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts.	
	MUS3.3 Notates and discusses own work and the work of others.	
<i>Listening</i>	MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.	
Drama		
<i>Making</i>	DRAS3.1 Develops a range of in-depth and sustained roles.	
	DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.	
<i>Performing</i>	DRAS3.3 Devises, acts and rehearses drama for performance to an audience.	
<i>Appreciating</i>	DRAS3.4 Responds critically to a range of drama works and performance styles.	
Dance		
<i>Performing</i>	DAS3.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.	
<i>Composing</i>	DAS3.2 Explores, selects, organises and refines movement, using the elements of dance to communicate intent.	
<i>Appreciating</i>	DAS3.3 Discusses and interprets the relationship between content, meaning and context of their own and others' dances.	

Visual Arts

Practices	Content		
Making	Subject Matter	Forms	Frames
Critical Study			
Historical Study			