



2025

Curriculum Guide IEC Junior





Inclusive Education - Junior School

The content taught in each subject at each year level is based upon the student's individual ability and One Plan Goals. Students benefit from this program for both social and academic reasons. By negotiation, students are integrated into appropriate mainstream classes.

| Year 7 | Year 8 | Year 9 |
|---|---|---|
| <ul style="list-style-type: none"> • Literacy • Numeracy • HASS • Life Skills • Health/PE • Agriculture/Science • Arts <p>7 Core subjects</p> | <ul style="list-style-type: none"> • Literacy • Numeracy • HASS • Life Skills • Health/PE <p>Choice of subjects from;</p> <p>The Arts Technology Agriculture/Science STEM</p> <p>5 Core subjects 2 subject choices</p> | <ul style="list-style-type: none"> • Literacy • Numeracy • HASS • Life Skills • Health/PE <p>Choice of subjects from;</p> <p>The Arts Technology Agriculture/Science STEM</p> <p>5 Core subjects 2 subject choices</p> |

*** Sensory activities will be integrated across year levels to suit the needs of individual students ***

IEC contacts



Sue Clark
Assistant Principal
Inclusive Education



Erin Dayman
Inclusive Education
Coordinator



Literacy

In Literacy, students further develop their skills as listeners, speakers, readers, writers and creators. They learn the power of language, how it is used in different ways for different purposes and how to communicate effectively in a wide range of situations. Students will continue to follow a spelling, vocabulary, grammar and comprehension program as appropriate to their specific needs.

Numeracy

Mathematics is a way of understanding the world through the use of number and space. Students develop their skills to solve mathematical problems through investigating, comparing, reflecting and testing information to work out possible answers. They build their mathematical skills and understandings that they need in aspects of their lives. Students will explore and learn about measurement, money and number. Students develop an understanding of operations to problem solve with aspects underpinned by Big Ideas in Number.

Life Skills

Teachers prepare a program that helps students to achieve their personal learning goals and to develop their capabilities in a variety of school and community settings. A variety of topics are explored from healthy choices, cooking, street safety, the law and relationships. Further topics are developed in collaboration with students to help work towards achieving their One Plan Goals. In developing the learning interest, the following three steps provide a useful structure for the teaching and learning program: Defining the learning interest, applying knowledge, and skills to develop the learning interest.

Agriculture/Science

Agriculture includes learning about the history and development of agriculture across the world and within Australia; Physiology and propagation of plants; Fruit production and a focus on goat and pig enterprises (including hands-on work with goats). Students will be exposed to agricultural practices that includes Farm Safety; Design, planting and maintaining a school vegetable patch, and exploring animal enterprises which can include poultry, calves, sheep, beekeeping and cattle. This includes practical management of sheep, cattle, winemaking and aquaculture with an emphasis on sustainability. Students will investigate the environment, including issues such as water, soil and waste management.

HASS

In Humanities & Social Sciences students increase their understanding, knowledge and skills and develop attitudes, and values to help them participate as active and informed citizens in their local and global society. Students are immersed in a variety of topics such as History, Geography, Aboriginal Studies, and Environmental Education. Through these studies students will develop their knowledge and understanding of:

- the society they live in
- other societies in the world
- the relationships between people and their society
- the relationship between society and the environment

The Arts - Visual Arts

The Arts provides students with the opportunity to explore ideas and concepts in Visual Art. Students will have the opportunity to learn about and respond to art and design works from different historical and cultural contexts. Furthermore, students have the opportunity to undertake a skill-based approach to printmaking, mixed media, sculpture and three-dimensional studies, using wood, clay, cardboard, wire and lino prints.

The Arts - Drama

Drama provides students with the opportunity to participate in a range of Performing Arts activities, aimed at improving self-confidence, problem solving, and team work. Students will investigate a range of performance styles including physical theatre, mime, improvisation, comedy, and realism. Students will also learn key principals of the stage and acting skills whilst discovering the importance of technical and design techniques such as lighting, sound, costumes, props, and multi-media imagery in the creation of performing arts products.

Technology

Students are given the opportunity to experience a range of activities through designing, investigating, making and evaluating a variety of woodwork products. They will have the opportunity to use a variety of tools to design and make, test their ideas and think about applying skills and techniques in safe and responsible ways.

STEM

A semester course will typically include learning elements depending on learner ability and access to materials. Learning will be modified to fit with student ability. Learners will be exposed to classic Victorian engineering solutions to design problems by viewing video content. Students will go on to design and build a model of a bridge (or alternative construction) in class and reflect on their design and possible improvements. Learners will choose a technology, for example, textiles, transport or communications and present their learning to the class or to the teacher on their technology of choice.

Health and Physical Education

Health and Physical Education exposes students to their own and others' health and safety, wellbeing and physical activity. Students develop the knowledge, understanding and skills to enhance their sense of self and build and manage positive relationships. The acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities is an important part of Health and Physical Education. Students will explore a variety of health topics to enhance awareness and understanding of relationships and sexual health. Topics such as puberty, relationships, types of touch, public and private behaviours, use of technology, consent and people and place to go for help are examples of some of the topics that may be explored. These topics will follow the Shine SA Inclusive Education Program which is a comprehensive curriculum program aimed at students with additional needs. Students will also be exposed to an interception program which aims to develop student knowledge around self-regulation and body awareness.



Additional Support program - Sensory

Students can participate in a range of activities to help them regulate themselves. The activities can also help de-escalate behaviours when they are stressed or not coping in class. Activities may include using simple fidget toys, drawing/craft, building with Lego, going for a walk, using a wobble stool or exercise ball; some students also benefit from using a rocking chair or swing to provide the movement that settles them. Music can also help when needed.

