## CURRICULUM FRAMEWORK

### Present and Future Conditions
- Cultural Diversity
- Changes in the Family Structure
- Rapid Pace of Technological Change
- Global Environmental Issues
- Changing Nature of Social Conditions
- Changes in the Workplace
- Inter-Dependence in the Global Economy
- Uncertain Standards of Living

### Values
- Pursuit of Knowledge and a Commitment to Achievement of Potential
- Self Acceptance and Respect of Self
- Respect and Concern for Others and Their Rights
- Social and Civic Responsibility
- Environmental Responsibility

## OVERARCHING STATEMENT

- Key Principles
- Overarching Outcomes
- Scope
- Learning, Teaching and Assessment

## Learning Area Outcomes

### The Arts
- Arts Ideas
- Arts Skills and Processes
- Arts Responses
- Arts in Society

### English Learning Area
- Attitudes, Values and Beliefs
- Understanding Language
- Conventions
- Processes and Strategies
- Listening
- Speaking
- Viewing
- Reading
- Writing

### Health and Physical Education
- Knowledge and Understandings
- Attitudes and Values
- Skills for Physical Activity
- Self-Management Skills
- Interpersonal Skills

### Languages Other Than English Learning Area
- Listening and Responding, and Speaking
- Viewing, Reading and Responding
- Writing
- Cultural Understandings
- The System of the Target Language
- Language Learning Strategies

### Mathematics Learning Area
- Appreciating Mathematics
- Working Mathematically
- Number
- Measurement
- Chance and Data
- Space
- Algebra

### Science Learning Area
- Working Scientifically
- Investigating
- Communicating Scientifically
- Science in Daily Life
- Acting Responsibly
- Science in Society
- Understanding Concepts
- Earth and Beyond
- Energy and Change
- Life and Living
- Natural and Processed Materials

### Society and Environment Learning Area
- Investigating, Communication and Participation
- Place and Space
- Resources
- Culture
- Time, Continuity and Change
- Natural and Social Systems
- Active Citizenship

### Technology and Enterprise Learning Area
- Technology Process
- Materials
- Information Systems
- Enterprise Technology Skills
- Technology in Society
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<tbody>
<tr>
<td>1. The pursuit of knowledge and a commitment to achievement of potential</td>
<td>1.1 The pursuit of personal excellence</td>
<td>Each person should be encouraged to develop an understanding of the various forms of disciplined inquiry, and be equipped to critically examine world views, including the role of faith and spirituality.</td>
<td>2.1 Individual uniqueness</td>
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<td></td>
<td>1.2 Domains of human experience</td>
<td>Each person should be encouraged to develop an understanding of the various domains of human experience, including physical, emotional, intellectual, aesthetic, social, moral and spiritual.</td>
<td>2.2 Personal meaning</td>
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<td>1.3 Empowerment</td>
<td>Each person should be encouraged to develop the skills and competencies required for lifelong learning and personal development.</td>
<td>2.3 Ethical behaviour and responsibility</td>
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<td>1.4 Values systems</td>
<td>Each person should be encouraged to develop an understanding of the importance of values in personal and social development, and to reflect critically on the ways in which these values are expressed and applied.</td>
<td>2.4 Openness to learning</td>
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<td>1.5 Critical reflection</td>
<td>Each person should be encouraged to reflect critically on both the intellectual and practical dimensions of their learning, and to develop an understanding of the relationship between knowledge and action.</td>
<td>2.5 Initiative and enterprise</td>
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<td>1.6 World views</td>
<td>Each person should be encouraged to reflect critically on both the intellectual and practical dimensions of their learning, and to develop an understanding of the relationship between knowledge and action.</td>
<td>2.6 Family/home environment</td>
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<td>1.7 Social and civic responsibility</td>
<td>Each person should be encouraged to develop an understanding of the importance of social and civic responsibility in personal and social development.</td>
<td>2.7 Health and well being</td>
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<td>2.1 Individual uniqueness</td>
<td>Each person should be encouraged to develop an understanding of the various forms of disciplined inquiry, and be equipped to critically examine world views, including the role of faith and spirituality.</td>
<td>3.1 Compassion and care</td>
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<td>2.2 Personal meaning</td>
<td>Each person should be encouraged to develop a sense of personal meaning and identity, and to reflect critically on the ways in which that occurs.</td>
<td>3.2 Equality</td>
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<td>2.3 Ethical behaviour and responsibility</td>
<td>Each person should be encouraged to develop a sense of ethical behaviour and responsibility, and to reflect critically on the ways in which that occurs.</td>
<td>3.3 Respect</td>
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<td>2.4 Openness to learning</td>
<td>Each person should be encouraged to welcome opportunities for learning from all sources, including the formal study of the learned disciplines, and from informal sources such as the cultural tradition and the views of others.</td>
<td>3.4 Open learning environment</td>
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<td>2.5 Initiative and enterprise</td>
<td>Each person should be encouraged to develop an understanding of the importance of initiative and enterprise in personal and social development.</td>
<td>3.5 Family/home environment</td>
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<td>2.6 Family/home environment</td>
<td>Each person should be encouraged to develop a sense of family and home in personal and social development.</td>
<td>3.6 Cooperative/Conflict resolution</td>
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<td>2.7 Health and well being</td>
<td>Each person should be encouraged to develop an understanding of the importance of health and well-being in personal and social development.</td>
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<td>3.1 Compassion and care</td>
<td>Each person has a right to receive care and compassion and have a life of dignity, free from harassment and discrimination.</td>
<td>3.8 Values systems</td>
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<td>3.2 Equality</td>
<td>Each person has equal worth, rights and opportunities to develop the full potential of his or her own unique value.</td>
<td>3.9 Critical reflection</td>
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<td>3.3 Respect</td>
<td>Each person should respect the rights and dignity of others, including those of different opinion, temperament or background.</td>
<td>3.10 World views</td>
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