



Introduction

The Australian International School (AIS) Jakarta is a warm and inviting teaching and learning environment where children feel they belong. Following an Australian calendar and the new Australian curriculum, AIS is the ideal destination for families, and particularly expatriate Australian families, coming to Jakarta. Set on beautiful grounds in Kemang, the number one spot for expats, AIS is a smaller school with excellent physical and human resources. The professional staff and small class sizes make for a perfect atmosphere where children can learn to their capacity, are able to take risks and enjoy their time at school, as well as being catered for through a variety of differentiation and explicit teaching techniques.

This Curriculum Guide is designed to give you a brief outline of the various curriculum areas at AIS and a snapshot of what happens at our school. However, it's important to come and visit to gain a suitable insight into what happens every day in the classroom at our wonderful school.

Mr Andrew Ward
Head of Primary
Kemang Campus

ENGLISH

Being Literate

Literacy is a social practice. To be literate is to be able to effectively derive and convey meaning. All children can learn to be literate.

Reading

To be a good reader you need to be able to understand texts through problem solving, and then acquire the appropriate skills to facilitate the task. Ideally it needs to take place within a supportive and active literacy framework through a timetable which involves aspects such as reading, writing, listening, questioning, thinking and engagement in conversations about thinking and texts.

Spelling

Systems and patterns in the English language can be difficult for children and the key to learning to spell is working these out, and then applying these strategies and understandings to new situations. As educators, we need to investigate these patterns and systems, explicitly and collaboratively engage with the students to ensure shared understandings are created and can therefore be applied to a variety of situations and contexts.

Although technology has helped us in many ways, spelling ability is paramount in becoming literate. It enables people to efficiently communicate a message to be understood by others. Interdependence

between reading, spelling and writing is important to acknowledge in maximizing learning acquisition. However, only through a balanced, systematic and cohesive approach will positive learning outcomes be achieved.

Writing

Writing is a tool for developing ideas and thoughts and then publishing them. Through writing, our thoughts are more tangible so that they can be reviewed, related, analysed, reorganized and sometimes altered. It has the possibility of influencing other people, entertaining and amusing, reporting, recording, providing information, helping someone to perform a simple or complex sequence, and answer to or assess a range of experiences. It empowers children and enables them to influence their world around them. These skills need to be taught through explicit instruction in a supportive learning environment and enhanced through regular practice and experience.

Goals

Our English program aims to develop in students:

- The ability to speak, listen, read, view and write effectively with confidence, purpose and enjoyment.
- A knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge in a variety of situations.
- A knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge.
- A broad knowledge of a range of texts and a capacity to relate this to various aspects of contemporary society and personal experience.
- The capacity to critically discuss and analyse texts and language.
- A knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal difference, and the capacity to develop reasoned arguments about interpretation and meaning.

MATH

At AIS we believe that all aspects of Mathematics pervade throughout our lives – in our homes, in the wider community and in the workplace. It is cross-cultural and has no linguistic boundaries. Being competent in Mathematics can have a positive effect on the way we look and participate in our world around us. It is an integral part of our curriculum.

Learning in Mathematics is a three-way process between parent, child and teacher. We therefore endeavour to make activities relevant and to create a caring, positive environment where the children are confident to take risks and experiment in their investigations. Further, children must develop a thorough understanding of a concept at a concrete level prior to experiencing that concept on an abstract level. At all levels our teachers try to draw on students' knowledge of the world to ensure that abstract ideas are linked to real-life experiences.

Number

Students use number and operations and the relationship between them efficiently and flexibly. In particular, they:

- Read, write and understand the meaning, order and relative magnitudes of numbers.
- Understand the meaning, use and connections between addition, multiplication, subtraction and division
- Choose and use a repertoire of mental, paper and calculator computational strategies for each operation, meeting needed degrees of accuracy and judging the reasonableness of results.

Space

Students describe and analyse mathematically the spatial features of objects, environments and movements. In particular, they:

- Visualise, draw and model shapes, locations and arrangements and predict and show the effect of transformations on them
- Reason about shapes, transformations and arrangements to solve problems and justify solutions

Measurement

Students use direct and indirect measurement and estimation skills to describe, compare, evaluate, plan and construct. In particular, they:

- Decide what needs to be measured and carry out measurements of length, capacity/volume, mass, area, time and angle to needed levels of accuracy
- Select, interpret and combine measurements, measurement relationships and formulae to determine other measures indirectly
- Make sensible direct and indirect estimates of quantities and be alert to the reasonableness of measurements and results

Chance and Data

Students use their knowledge of chance and data handling processes in dealing with data and with situations where uncertainty is involved. In particular, they:

- Understanding and use the everyday language of chance and make predictions
- Plan and undertake data collection and organise, summarise and represent data for effective and valid interpretation and communication.
- Locate, interpret, analyse and draw conclusions from data collection techniques and chance processes involved

Reasoning and Strategies

Students use mathematical thinking processes and skills in interpreting and dealing with mathematical and non-mathematical situations. In particular, they:

- Show initiative, flexibility and persistence when reasoning, calling on a repertoire of general problem solving techniques

- Choose mathematical ideas and tools to fit the constraints in a practical situation, interpreting and making sense of the results within the context
- Investigate, generalize and reason about patterns in number, space and data, explaining and justifying conclusions reached

Goals

Through learning mathematics at AIS, students will work towards the following goals:

- To develop an understanding of the basic laws of mathematics and to appreciate their consistency and generality so that students are able to adapt to new areas of study and are able to solve unfamiliar problems.
- To acquire mathematical skills and knowledge so they feel confident and competent in everyday life.
- To develop clarity of expression by use of mathematical symbols
- To be able to interpret and communicate quantitative and logical ideas accurately
- To develop the ability to form and test hypotheses
- To develop a willingness to learn, rather than be taught
- To experience success at their level
- To understand and appreciate the nature of mathematical thinking and its cultural role
- To develop a sound basis for further studies in Mathematics
- To use technology appropriately and effectively to support the learning of mathematics, and in carrying out mathematical activities in context

INQUIRY WORK

Our inquiry work is a study of human progress and how people have organised themselves into societies over time, and how they have interacted with their physical environments. It comprises the strands of History, Geography, Economy, Civics and Society.

Aims:

- To develop a positive and caring attitude towards society and the environment in which we live
- To develop a knowledge of the environment and its relationship to the wider community
- To develop an awareness and appreciation of our near neighbours
- To develop an awareness of how the past has influenced and changed the present and the relationships to the future
- To provide a variety of learning experiences both on and off campus
- To develop skills relating to resource based learning including the use of technology, accessing, interpreting, recording and recalling information.

Overview of Content

Content incorporates the disciplines of:

- History
- Geography of Australia and its near neighbours
- Environmental Studies – including nature science, land use, conservation and natural resources
- Cultures of people in Australia and its near neighbours

- Politics – including meetings within school groups (forms, houses and SRC)
- Levels of government (local, state and federal), elections
- Social Systems, for example, dictatorship, democracy and feudal
- Current Affairs
- Ethnic, Philosophy and Spirituality

TECHNOLOGY

The term 'technology' refers to the equipment and processes used to enhance, maintain and modify the environment and resources in order to support human endeavor. It involves the purposeful application of knowledge, skills, equipment, materials, energy and data to create useful product.

Information Communication Technology

Students have access to three or more computers in their classrooms, a nearby pod and to a School laboratory which has over 20 computers. All computers are connected to a school wide network and the internet.

The skills and uses of applications such as word processing, spreadsheets, graphics, digital film and power point presentations are taught and children are encouraged to use them across the curriculum areas (English, Maths, Science, Humanities) They also have access to a variety of CD ROMS, the intranet and the Internet, under teacher supervision, to assist with resources based learning activities.

LOTE (Languages Other Than English) - BAHASA INDONESIA

The language other than English that is offered at AIS is Bahasa Indonesia. It is given from Pre-School to Year 6. The students who are strong in English have a Bahasa Indonesia lesson for an hour each week. The lessons given have four learning areas; Speaking, Listening, Reading and Writing. There are multi-levels of materials for the students as there are three groups of learners; Beginners, Intermediate and Advanced.



The students are encouraged to speak and respond in Bahasa Indonesia during the lessons. The lessons in Bahasa Indonesia are integrated to the theme which is studied in each year level per term. Besides

learning the language students also learn about Indonesian cultures. The students are introduced to Indonesian musical instruments and Indonesian performing arts. This includes learning how to play traditional instruments such as *angklung*, designing *batik* patterns and singing Indonesian traditional songs.

VISUAL ARTS

Children are inherently creative and expressive, and want to experience visual art forms in their daily learning environment. Art and craft tasks provide opportunities to question, discover, look, listen, interpret and respond. As children begin to discover they come to make more sense of their environment.

At AIS Kemang all children K-6 are exposed to 'Art across the Curriculum', where they are able to engage in both directed and non-directed tasks on a weekly basis. Most lessons encourage the use of mixed media to produce art work. Such media includes paint, sand, paper, clay, wire, ribbon, felt, wool, polystyrene, hessian, cloth, plaster and other environmental collectables. The processes to create include techniques such as sketching, molding, inventing, printing, sculpting, drawing and assembling. The subject matter of these lessons relates to theme work being done in the class room. Upon completion of unique and interesting artworks, displays are constructed in classrooms and around the school for all to admire and appreciate.



INFORMATION LITERACY

In the Library students have the opportunity to read stories and explore information, they can develop a love of reading and literature and are introduced to a wide variety of genres and imaginative material. The library helps strongly with students reading interests, helping them find interesting material, improving reading and helping them enjoy reading more. Skills are taught in the library lessons, which enable the students to explore the world around them and become effective users of information. Students are taught to seek, select and evaluate information for specific purposes. They work individually or in small groups on research and collaborative projects. Students are not only taught to use print resources but also electronic media which gives them greater access to a wide variety of information.



PHYSICAL EDUCATION

At AIS we have a variety of PE sports programs available to our students that offer them a well balanced introduction to Physical Education. There is the Specialist PE program, Swimming program, ECA sports options and Classroom teachers activities.

In the Specialist PE program all students from Preschool to Year 6 perform a wide variety of motor skills and movement patterns, with or without equipment, in a range of sporting activities and environments (indoor, outdoor, and aquatic). These include Athletics; running, jumping and throwing. Swimming; breathing, stroke development, kicking and technique. Equipment play; climbing, balancing, hoops, ropes, frisbees, tail balls, parachute etc. Ball skills; passing, catching, dribbling, hitting and goal shooting. In the game situations such as Hockey, Dodgeball, Yukon ball, Aranga and Cat & Mouse, the students learn the importance of teamwork, fair play, sportsmanship, using equipment safely and utilising basic game strategies. All students are encouraged to participate regularly in physical activities to improve their skills and to keep fit and healthy.

In the ECA program we offer Golf, Tae Kwon Do, Basketball, Swimming and Soccer using professional outside providers.

ENGLISH AS A SECOND LANGUAGE (ESL)

The ESL program at AIS was started in order to meet the needs of non-English speaking students with language from beginning to intermediate level. Prior to enrolment students are tested to identify their language needs and to determine their level of ESL support.

We offer two levels of ESL support:

- Intensive support for 75% of class time;
- Intermediate support for 50% of class time;

The main aim of ESL at AIS is to prepare students to reach a level of proficiency in English enabling them to participate confidently in mainstream classes.

There are two types of ESL support provided by AIS:

- Lessons where students are given English tuition in place of regular classes. The focus during these lessons is on the curriculum taught in mainstream classes;
- Support within mainstream classes, where an ESL teacher provides individual assistance to students.

A student's readiness to enter mainstream class or to move to a different level of ESL is regularly assessed. Diagnostic and placement assessments are made at appropriate times.

MUSIC

Whether singing in the shower or performing for a captive audience, music making is endlessly rewarding. At AIS Jakarta, music is a live and embodied subject that encourages creativity and advocates the power of music as a universal language capable of multicultural dialogue and the creation of a polyphonic world view. Students from kindergarten to grade six participate in a diverse range of musical experiences including performance, composition, improvisation, Dalcroze influenced movement activities and Kodaly influenced singing activities.

With access to a variety of instruments including Indonesian angklung and gamelan, classroom percussion, pianos, recorders, violins and guitars; students explore a variety of music from different times and cultures and develop musical skill, expression and confidence.

Additionally, students are offered opportunities to enroll in private instrumental lessons where they can learn to play an instrument of their choice. Contributing to the vibrancy of the school, AIS choirs and instrumental ensembles perform at special events throughout the year and all students perform regularly at assemblies, concerts and the annual AIS Idols.





ASSESSMENT

Purpose

The purposes of assessment are to promote student learning, to provide information about student learning and to contribute to the efficiency of the program.

Student learning is promoted through:

- Assessing the children's prior knowledge and experience brought to the topic or task
- Planning the teaching and learning in order to meet individual or group needs
- Building a profile of children's understanding
- Engaging children in reflection on their learning and in the assessment of their work and the work of others

Information about student learning is provided by:

- Examples of children's work or performance
- Statistics based on explicit benchmarks and/or rubrics
- Test result (school, national)

Program evaluation uses a variety of student assessments to :

- Assess group performance in relation to other classes or groups, both internally and externally
- Inform others, including children, staff and parents.

Formative Assessment

We recognise the importance and value of formative assessment or **assessment for learning**. This is the process of seeking, collecting and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there,.

Summative Assessment

We recognise this as a term used to describe the kind of assessment that is associated with accountability and the need to determine a student's level of performance on a specific task or at the conclusion of a unit of teaching and learning. The term **assessment of learning** is often used instead of summative assessment as it makes clear the intention to evaluate what the students has learned.

Common Assessment Tasks/Tools

Although teachers (classroom and specialist) are encouraged to develop assessment tasks that are appropriate to the units of work undertaken across the various disciplines, we realize the need to have some common and/or standardized assessment tasks that provide important data for tracking each student's individual progress, particularly within the areas of Literacy and Numeracy.

Evidence of learning: Students Portfolios

A portfolio is a well-planned and organised collection of artifacts of a student's learning experiences. It is a record and celebration of a student's journey throughout the year detailing their achievements and progress across all areas of the curriculum. Students will also be encouraged during the year to reflect on their learning strategies, personal goals and involvement in various programs. The portfolio will contain some pieces selected by the teacher and some pieces selected by the student, using a progressive scale from Prep to Year 6.

The aim for each term is to provide samples of learning from as many curriculum areas as possible, but to limit the total number of items. Teachers, in their Learning Teams and Unit areas, will set the items to be included each term for consistency across the Year levels and the Primary School as a whole.

At the beginning of each year a Specialist Portfolio roster will be compiled in order to ensure all specialist programs are featured at least once during the year at every grade level.

Students will take their portfolio home to share with their parents at the end of each term. Parents have the opportunity to comment on their child's portfolio using a reflection template. It is to be returned by the beginning of the following term. The portfolio is then retained by parents at the end of the school year.

Written Reports

At AIS we believe the purpose of a written report is to inform parents regarding their child's development and their current level of achievement against year level expectations.

A report should communicate the level of attainment of knowledge, skills, concepts and attitudes and should provide an insight for parents and students into what students already know and can do. It should also outline strategies and effort required for future progress.

Reports are written twice a year (end of Term 2 and Term 4) in all areas of the curriculum. Class teachers and specialist teachers are involved in the writing of reports for every student in the Primary School.

Teacher-Parent Conferences

Teacher-Parent Conferences are scheduled twice a year, Term 1 and Term 3. These are usually formal and are designed to give the parents information about the child's progress and needs and about the school's program.

During this time, teachers take the opportunity to answer the parents' questions, address any concerns and help define their role in the learning process. However, parents and teachers can meet at any time during the year when deemed necessary or at the request of either party. Parent information nights are also held in an effort to discuss the various programs in the school.