

Skills —What do we want students to be able to do?

The IBO has selected a wide range of skills that will prepare students for life-long learning in all subject areas. These are referred to as *transdisciplinary skills or approaches to learning* since they go beyond the traditional boundaries of subject areas. These skills are grouped into the 5 categories below. Our students also develop subject specific skills, particularly in the areas of literacy and numeracy.

Thinking Skills	Social Skills	Communication Skills	Self-Management Skills	Research Skills
Acquisition of Knowledge	Accepting responsibility	Listening	Gross motor skills	Formulating Questions
Comprehension	Respecting others	Speaking	Fine motor skills	Observing
Application	Cooperating	Reading	Spatial Awareness	Planning
Analysis	Resolving conflict	Writing	Organization	Collecting, recording, organising and interpreting data
Synthesis	Group decision-making	Viewing	Time management	Presenting research findings
Evaluation	Adopting a variety of roles	Presenting	Safety	
Dialectical Thought		Non-verbal communication	Healthy lifestyle	
Metacognition			Codes of behaviour	
			Informed choices	

Attitudes —What do we want students to feel, value and demonstrate?

A positive attitude is essential for successful learning. In the Primary Years Programme, we foster the following attitudes in our students.

Appreciation: We are thankful for what we have. We are amazed by nature. We respect other people.	Creative: We have different ideas. We use our imagination to help solve problems. We try to think of new ideas that have not been thought of yet.	Tolerance: We accept and respect the differences of other people. We try to understand their needs and help them achieve those needs.	Integrity: We are honest in our speech and actions. We make sure that everything is done fairly for everyone involved.
Respect: We are polite and kind. We treat our bodies and minds well. We care for others and the world around us.	Confidence: We believe in ourselves and know that we can do things. We take what we have learned in the past and use it in new situations.	Curiosity: We want to know more. We wonder about the world—its people and nature. We have questions that we want to answer.	Enthusiasm: We are excited about learning. We enjoy learning and have fun while doing it. We give our best effort and try our hardest.
Independence: We can do by ourselves. We think and act for ourselves—not how others want us to. We stand up and speak out if others are not acting respectfully.	Cooperation: We work well with our classmates. We work well with others and share fairly. We are patient and wait our turn.	Empathy: We imagine how others might feel. We use this imagination to help understand why people feel the way they do.	Commitment: We finish what we start. We make responsible choices. We never give up, even when something is difficult.

Action—How do we want students to act?

At WSPS, we encourage our students to take appropriate action. We know that action will look different within each age range, and that inaction is sometimes the best choice. Our students take voluntary action that extend their learning or have a wider social impact.



Your Child's Education



Curiosity and a love of learning are central to the education of students at Wales Street Primary School. We have committed to the International Baccalaureate Primary Years Programme which provides a curriculum framework for structured inquiry learning and the development of skills, concepts and knowledge. Our teachers take into account prior knowledge and skills and provide feedback to ensure student success.

This brochure briefly explores the five essential elements of the International Baccalaureate Primary Years Programme and how they are implemented at our school.

Our Mission Statement

Wales Street PS Mission is to be an internationally minded community school dedicated to lifelong learning and helping students achieve their personal best.



Vision Statement

We will achieve this by:

- Fostering inquiring students, who enjoy learning, are creative and self motivated.
- Enabling students to become active members in the local and global community
- Encouraging students to be reflective thinkers who are socially, environmentally and glob-

The IB Learner Profile—What do we want to be?

At Wales Street Primary School, we aim to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Members of our community strive to be....

<p>Inquirers</p> <p>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> 	<p>Knowledgeable</p> <p>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> 	<p>Thinkers</p> <p>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> 	<p>Balanced</p> <p>We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.</p>	<p>Principled</p> <p>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p> 
<p>Open-minded</p> <p>We critically appreciate our own cultures and personal histories as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> 	<p>Caring</p> <p>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> 	<p>Courageous</p> <p>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the faces of challenges and change.</p> 	<p>Communicators</p> <p>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> 	<p>Reflective</p> <p>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p> 

Our Curriculum—What do we want to learn?

The International Baccalaureate Organisation believes that all learning should be engaging, relevant, challenging and significant. The PYP curriculum model includes 5 Essential elements which are:

<p>Knowledge</p> <p>Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding.</p>	<p>Concepts</p> <p>Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.</p>	<p>Skills</p> <p>Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.</p>	<p>Attitudes</p> <p>Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.</p>	<p>Action</p> <p>Demonstrations of deeper learning in responsible behaviour through responsible action or conscious inaction; a manifestation in practice of the other essential elements.</p>
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Knowledge —What do we want students to know?

In the Primary Years Programme, the development of knowledge occurs both through the inquiries into the transdisciplinary themes, and through the development of discipline specific knowledge. At WSPS we plan units that will help students develop their understanding of these transdisciplinary themes.

Transdisciplinary Themes

<p>Who we are</p> <p>An inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> 	<p>Where we are in place and time</p> <p>Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> 
<p>How We Express Ourselves</p> <p>Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> 	<p>How The World Works</p> <p>Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> 
<p>Sharing The Planet</p> <p>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</p> 	<p>How We Organize Ourselves</p> <p>Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> 

Discipline Based Learning

(from AusVELS)

English

Mathematics

The Humanities

Science

The Arts

Languages

Health and Physical Education

Concepts —What do we want students to understand?

Each year, students explore the 8 key concepts. A balance of these is provided throughout the school year. These concepts are explored throughout all areas of the curriculum.

<p>Form</p> <p>What is it like?</p>	<p>Function</p> <p>How does it work?</p>	<p>Causation</p> <p>Why is it like it is?</p>	<p>Change</p> <p>How is it changing?</p>
<p>Connection</p> <p>How is it connected to other things?</p>	<p>Perspective</p> <p>What are the points of view?</p>	<p>Responsibility</p> <p>What is our responsibility?</p>	<p>Reflection</p> <p>How do we know?</p>