



**ST MARY'S
COLLEGE**

EST. 1869

2027 Junior School Curriculum Guide

2027

Junior School

Curriculum Guide

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*We nurture the growth of strong women
equipped to find their place in the world.*

St Mary's College is a Reception to Year 12 College, educating young women in the Catholic Dominican tradition since 1869. Our Dominican spirit inspires us to be seekers of truth, daring and courageous, open minded, and to hold an unwavering commitment to inclusivity and welcome. Our approach to learning is contemporary and innovative - we challenge and support our students to achieve their personal best.

Our Purpose

St Mary's College empowers young women to excel in learning and in life. We nurture relationships that challenge and support students to contribute to a more just and compassionate world.

Our Values

St Mary's College values Community, Justice and Growth.

Our Policy on Learning

St Mary's College is a hub of learning excellence. Grounded in our identity and values, every student is supported to thrive. Students are empowered to have agency in their own learning by pursuing flexible pathways designed to enable success for all learners. Our curriculum is both innovative and creative. Positive relationships and our wrap-around approach to learning ensures that each student has the structures and capacity to challenge themselves within a highly supportive environment.

Learning at St Mary's

As the oldest continuously running girls' school in South Australia, St Mary's College seeks to inspire young women to pursue individual pathways and challenge boundaries.

Three critical values of community, justice and growth shape all aspects of College life. Our teaching and learning program encompasses these values through innovative curriculum and creative lesson design.

Curriculum Foundations and Underpinnings

The educational landscape is continually changing at National, State and Sector levels. As such, St Mary's College continues to embrace a variety of curriculum opportunities and re-imagine them in our dynamic teaching environment in order to produce the best outcomes and opportunities for students. At the forefront of these changes is the Australian Curriculum:

"The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students."

- Australian Curriculum Website

The Australian Curriculum informs both what we teach and how we approach curriculum from Reception to Year 10 in Arts, Health and Physical Education, History, Humanities and Social Sciences, English, Languages, Mathematics, Science and Technologies.

Our Religious Education program from Reception to Year 12 is based on the Crossways Framework, which has been developed by Catholic Education South Australia (CESA). Our cross-curriculum, teaching practices are also informed by The Child Protection Curriculum and the Made in the Image of God (MITIOG) Framework; initiatives at Federal and Sector levels respectively, which support students in learning about themselves and their world through a variety of approaches.

Teachers plan diverse learning experiences from these frameworks to develop creativity, collaboration and critical

thinking. This learning journey is further developed as students transition into the South Australian Certificate of Education (SACE) in Year 11 and 12. Our aim is to prepare young women with the skills to make informed decisions about their learning pathway beyond school.

St Mary's College is committed to reviewing and renewing assessment practices in line with the opportunities inherent in the Australian Curriculum and SACE, while embracing the educational goals promoted by the Alice Springs (Mparntwe) Education Declaration. These goals underpin the development of students as:

"...successful learners, confident and creative individuals, and active and informed citizens."

Practical Use of Curriculum Information

Subject Flow Charts allow students to track possible options and pathways in learning areas across the College's three Sub-Schools.

For students wishing to study a subject not listed, alternative pathways can be explored

General Capabilities

At St Mary's College, the General Capabilities are addressed through the content of each learning area. They are developed and applied in the classroom to enrich student learning.

Literacy

- Develop knowledge and key skills to interpret and use language confidently for learning and communication.
- Involves listening, viewing, speaking, writing and creating oral, print and digital texts for a range of purposes.
- Literacy encompasses a student's ability to understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in a range of activities.

Numeracy

- Develop knowledge and skills to use mathematics confidently.
- Recognising and understanding the role of mathematics in the world, in particular, the interconnectedness of mathematical knowledge with other learning areas and the wider world.

Information Communication and Technology (ICT)

- Learning to use ICT effectively and appropriately access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas.
- Using digital technologies to their full potential and adapting new ways of doing things as technology evolves.
- Transform the way students think whilst giving them greater control over how they learn.
- Conducting research, creating multimodal information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working in collaboration with others.

Critical and Creative Thinking

- Learning to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.
- Using reason, logic, resourcefulness, imagination and innovation in all learning areas.
- Interpreting, refining, analysing, evaluating, explaining and sequencing ideas to discover possibilities and opportunities within challenges.

Personal and Social Capability

- Understanding themselves and others, managing relationships, and the interconnection between life and work.
- Recognising and regulating emotions, developing empathy for others and establishing positive relationships with others.
- Becoming creative and confident individuals with a sense of optimism about their lives and the future.

Ethical Understanding

- Recognising the complexity of many ethical issues.
- Developing a capacity to make reasoned ethical judgments through the investigation of issues.
- Engage in complex issues and learning to navigate a world of competing rights, values, interests and norms.

Intercultural Understanding

- Stimulate students’ interests in the lives of others whilst cultivating values central to curiosity, care, empathy, reciprocity, respect and responsibility.
- Make connections to their own world and others, whilst engaging with diverse cultures in ways which recognise commonalities, differences and create connections with others.



Wellbeing, Relationships, Agency and Personal Responsibility (WRAP)

Our Reception to Year 12 WRAP program explicitly teaches social and emotional wellbeing. It focuses on teaching personal and social capabilities, safety, social skills, empathy and building respectful relationships with others. WRAP covers complex topics in an age-appropriate way through weekly timetabled lessons.

Our program is enriched by a strong research base about the developmental needs of young women. Parent sessions and resources support families to reinforce this learning at home.

WRAP occurs every Wednesday afternoon from Reception to Year 12.

- WRAP is designed to meet the needs of girls and young women in a complex and changing world.
- WRAP is evidence informed, using data from our students to review and shape the program.
- WRAP is shaped by research. Firstly, about the skills

young women need to navigate their world. Secondly, by contemporary wellbeing literature.

- WRAP nurtures and develops social and emotional wellbeing.
- WRAP strengthens our students’ capacity for learning in all areas.
- WRAP develops the social and emotional learning competencies: self-awareness, social awareness, self-management, relationship skills, responsible decision making.
- WRAP explicitly teaches skills such as personal safety, empathy, cyber safety, setting personal boundaries and building respectful relationships with others.
- WRAP incorporates the explicit teaching of the Child Protection Curriculum along with diverse, age appropriate Social-Emotional Learning Programs.
- WRAP is delivered through a collaborative approach utilising industry experts, professional guest speakers, and the expertise of our wellbeing team.

		Early Years	Primary Years
Wellbeing	Self-Awareness	Learn about themselves and their feelings.	Develop strategies to respond to their emotions.
	Confidence	Independently transition into school life.	Name their strengths and use them in a variety of settings.
	Connection	See themselves as a member of their community.	Identify and connect with their peers and broader school community.
	Purpose	Belong and contribute to their world.	Explore who they are, what they like and where they fit in.
Relationship	Awareness of others	Learn about relationships and being a good friend.	Recognise how their emotions affect themselves and others.
	Effective Communication	Learn to interact appropriately with others.	Express themselves in appropriate ways when engaging with others.
	Empathy	Imagine and describe the feelings of others.	Understand the experience and perspective of others.
	Conflict Competent	Develop the skills to name when things go wrong and work with adults to repair harm.	Develop the skills to work through relationship concerns with others and repair harm.
Agency	Critical Thinking	Ask questions about their world.	Observe and form opinions about the world around them.
	Voice	Use 'I' statements to express their thoughts and feelings.	Speak up about what matters to them.
	Power	Understand that we all have the power to make choices.	Learn about rights and responsibilities.
	Self Determination	Learn about who they can be.	Know they have choices and can set boundaries.
Personal Responsibility	Accountability	Know that their words and actions can impact others.	Understand that their choices have consequences.
	Resilience	Try new things.	Understand how they feel when trying new things.
	Compassion	Recognise when someone may be hurt and show them care and kindness.	Show compassion across a range of situations within and beyond their immediate sphere.
	Ethical Awareness	Understand the notions of fair and unfair.	Make careful choices about what is the right thing to do.

Learning in Junior School

Our Junior School teachers work closely with students by establishing positive relationships in a nurturing environment.

Approach to Learning in Junior School

Our Junior School provides a strong foundation for lifelong learning, guided by the Australian Curriculum Version 9.0 and enriched by our Catholic values. We support the growth of the whole child - spiritually, intellectually, emotionally, and socially.

In the early years, we focus on creative play and inquiry-based learning to build confidence, resilience, and a love of learning. As students progress, they are encouraged to embrace challenges, develop problem-solving skills, and think critically and creatively.

As a Reception to Year 12 Catholic College, Junior School students benefit from access to specialised facilities and subject experts, supporting a smooth and confident transition to Middle School.

Learning Areas

All students from Reception to Year 6 engage in a balanced program across:

- Religious Education
- English
- Health and Physical Education
- Humanities and Social Sciences (HASS)
- Languages
- Mathematics
- Science
- Technologies
- The Arts

Integrated Learning

Curriculum content is meaningfully connected through inquiry units that reflect the cross-curriculum priorities of:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

This integrated and personalised approach ensures learning is engaging, relevant, and aligned with Gospel values.

- Literacy
- Numeracy
- ICT
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

For more information, please contact:

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Religious Education

Religious Education is central to all learning that takes place within our school community. Our rapidly changing world calls us to explore challenges and questions associated with issues such as justice, human rights, peace, conflict, the global community, ecology and human dignity.

Religious Education incorporates the ideals of the Dominican charism which advocates a search for truth, the ongoing development of each individual according to particular needs and talents and the key ideas outlined in the Crossways Curriculum.

The Crossways Curriculum supports the integration of faith, life and culture through a contemporary Religious Education curriculum. The purpose of Religious Education is:

- to educate, inspire and support students in their religious self-understanding and spiritual awareness,
- to deepen their knowledge and understanding of, and ability to dialogue with,
- the Catholic Tradition and its foundation in God who is Love and revealed in Jesus Christ through the Holy Spirit
- the broader Christian tradition and its relationship with other religious and philosophical worldviews.
- to enable students to seek truth and meaning through their learning and develop their ability to interpret experience and perspectives,
- to inspire and challenge students to engage more fully in life, the Church, and society with growing wisdom, religious identity, prayer, life and moral purpose, to promote a just and nonviolent world.

Student learning in Religious Education interacts with the complementary aspects of the religious life of the College, including personal and communal prayer, liturgy, sacraments, social outreach, and church life and mission (CESA 2026).

The Crossways Curriculum is articulated across 6 strands: A skills and dispositions strand called Wisdom and 5 Knowledge Strands: God, Us and Faith, Sacred Texts, Church for the World, Moral Life, and Sacramentality and Prayer.



English

Students develop literacy using texts that entertain, inform and persuade, such as picture books, non-fiction books and films. Students grow into more independent readers, learn to create a range of different texts and become more confident when they communicate.

In the later years, students express their thoughts and opinions about what they have read. They write a wide variety of well-constructed texts such as reviews, reports and narratives. They transfer the literacy skills developed in English to other learning areas.

In English, Reception to Year 2 students will:

- Listen to and discuss information books, stories, films and digital texts.
- Independently read decodable books and discuss what they have read.
- Discuss the characters and events in texts written by First Nations Australian and wide-ranging Australian and world authors.
- Decode words.
- Write to express thoughts and ideas.
- Tell a story or talk about topics they have learnt in class.
- Use simple punctuation.
- Spell common words and write in sentences.
- Create texts using digital tools.
- Give short oral presentations on topics of interest.
- Develop legible handwriting (ACARA 2026).

In English, Year 3 to Year 4 students will:

- Read and understand a range of imaginative, informative and persuasive texts.

- Create written and multimodal texts that tell stories, persuade and explain.
- Recognise that images add meaning to texts.
- Discuss characters, events and settings in texts by First Nations Australian, Australian and world authors and illustrators.
- Recognise different kinds of language used in texts for different audiences and purposes (ACARA 2026).

In English, Year 5 and 6 students will:

- Understand how authors organise their texts.
- Select vocabulary to represent ideas, characters and events.
- Discuss and compare information in different texts and genres.
- Use evidence from a text to explain their response to it.
- Find historical, social and cultural ideas in literature by First Nations Australian, wide-ranging Australian and world authors.
- Create written and multimodal texts to develop and explain ideas.
- Write a range of sentences, including complex sentences.
- Use topic-specific vocabulary.
- Use accurate spelling and punctuation.
- Use speaking strategies including questioning, clarifying and rephrasing to contribute to class discussions (ACARA 2026).



Humanities and Social Sciences

Students use their natural curiosity to make sense of their world. They develop historical and geographical knowledge and skills about people and places. In later years students draw on their growing experience of the community and beyond. They use observations and information sources to develop understandings about history, geography, civics and citizenship, economics and business.

In Humanities and Social Sciences (HASS), Reception to Year 2 students will:

- Investigate family life now and in past generations.
- Investigate how families are diverse.
- Investigate the natural, managed and human-made features of places.
- Recognise how the world is represented on maps.
- Explore peoples' connections to places.
- Explore changes in their lives.
- Explore why people and places are significant.
- Explore how technology affects people's lives, now and in the past (ACARA 2026).

In Humanities and Social Sciences (HASS), Year 3 to Year 4 students will:

- Appreciate diverse people, cultures and environments in Australia and neighbouring countries.
- Appreciate how different individuals and groups have contributed to their communities, past and present.
- Explore significant events that are important to Australia's identity and diversity, including Australia Day, Anzac Day, NAIDOC Week and National Sorry Day.
- Investigate the causes of the establishment of the first British colony in Australia in 1788.
- Explore the diversity of First Nations Australians and

their continuous connection to Country/Place.

- Investigate the location of Australia's neighbouring countries and the similarities and differences.
- Understand the importance of environments and sustainability rules and laws.
- Understand how the local government makes decisions and serves their community.
- Explore the diversity of groups that they and others belong to, and the groups' importance to identity (ACARA 2026).

In Humanities and Social Sciences (HASS), Year 5 to Year 6 students will:

- Investigate Australia's development from colony to nation, including impacts on different groups and the environment, and contributions of significant people and groups, including First Nations Australians.
- Explore people, events and ideas that led to Australia's Federation, the Constitution and democratic system of government, and changes after Federation.
- Explore the influence of people, including First Nations Australians, on the characteristics of a place and the management of Australian environments.
- Explore geographic diversity and location of places in Asia, and Australia's interconnections with other countries.
- Investigate the key values and features of Australia's democracy, including key institutions and their roles and responsibilities.
- Explore types of resources and how they satisfy needs.
- Explore influences on consumer choices and strategies.
- Investigate people's participation in the community to achieve civic goals (ACARA 2026).



Health and Physical Education

The major emphasis in Health and Physical Education is to impart accurate health and lifestyle knowledge; to foster responsible health attitudes, and develop positive health practices so that students become aware of the role they can play, and the choices they can make, in order to achieve optimum health.

In Health and Physical Education, Reception to Year 2 students will:

- Explore how groups and communities they belong to are part of their identity.
- Recognise their emotions and explore strategies to manage their emotions.
- Practise ways to interact with others in a fair and respectful way.
- Practise what to do and how to get help when they feel uncomfortable or unsafe.
- Apply movement skills as they move in different ways.
- Investigate how games can be changed to include everyone (ACARA 2026).

In Health and Physical Education, Year 3 to Year 4 students will:

- Build the skills to establish, manage and strengthen relationships.
- Rehearse and refine strategies for seeking, giving and denying permission respectfully.
- Understand different strategies and behaviours that keep them safe and healthy.
- Use and adapt movement skills in new situations.
- Understand the benefits of physical activity.
- Look for opportunities to be active in a range of

natural and outdoor places.

- Support fair play and teamwork (ACARA 2026).

In Health and Physical Education, Year 5 to Year 6 students will:

- Apply skills for coping with changes, including those associated with puberty.
- Refine skills to establish and manage respectful relationships, including dealing with friendships and valuing diversity.
- Rehearse how to communicate their intentions effectively and respectfully.
- Investigate different sources and types of health information.
- Develop more specialised skills for games, sports and other physical activities.
- Identify places where they can get reliable information.
- Support fair play and inclusive participation (ACARA 2026).



Languages

Italian is offered from Reception. Through this study students gain an insight into, and an appreciation of another culture and language system. The curriculum focuses on two strands: communicating meaning in Italian and understanding language and culture.

In Languages (Italian), Reception to Year 2 students will:

- Use simple words and phrases to interact with others and participate in shared learning experiences.
- With support, understand simple phrases and sentences that have familiar vocabulary.
- With support, write some words and simple sentences.
- Gain insights into other cultures (ACARA 2026).

In Languages (Italian), Year 3 to Year 4 students will:

- Participate in classroom routines, interactions and learning activities by listening, responding and creating.
- With modelling, learn language rules and conventions.
- Explore the relationship between culture and identity (ACARA 2026).

In Languages (Italian), Year 5 to Year 6 students will:

- Use the language to communicate with peers
- Use vocabulary and grammatical resources to comprehend and compose spoken and written texts
- Reflect on the relationship between language, culture and identity (ACARA 2026).



Mathematics

Mathematics provides students with essential skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. In these significant years of nurturing each child's mathematical thinking, we aim to recognise the mathematical understanding they bring to the classroom and encourage them to experience the wonder of building new knowledge. The four proficiency strands which describe the process of working mathematically and enable students to develop confidence in employing mathematical strategies to make informed decisions and solve problems efficiently in both familiar and unfamiliar situations are: understanding, fluency, problem solving and reasoning.

In Mathematics, Reception to Year 2 students will:

- Describe number sequences and locate numbers on a number line.
- Begin to use number sentences with mathematical symbols to represent simple additive situations.
- Represent simple fractions using pictures, words, objects and events.
- Describe and draw shapes and objects.
- Use informal units to measure length, capacity and mass.
- Tell the time from both analog and digital clocks.
- Use a calendar to determine the date.
- Position and locate objects using directions and pathways.
- Investigate data collected through surveys, observations and experiments (ACARA 2026).

In Mathematics, Year 3 to Year 4 students will:

- Choose strategies to add, subtract, multiply and divide numbers.

- Represent the value of money and model problems involving money transactions.
- Understand and recall all 4 operation facts.
- Represent fractions on a number line.
- Use algorithms to explore number patterns.
- Use metric units to measure temperature, length, mass and capacity of shapes and objects.
- Solve practical problems involving time.
- Use grid referenced maps.
- Create symmetrical geometric patterns and classify angles, shapes and objects.
- Conduct statistical investigations and repeated chance experiments, using digital tools (ACARA 2026).

In Mathematics, Year 5 to Year 6 students will:

- Position positive and negative numbers on a number line and use them as coordinates in the Cartesian plane.
- Solve problems involving addition and subtraction of fractions and decimals.
- Explain mental strategies and discuss the reasonableness of calculations involving all 4 operations.
- Apply their mathematical knowledge to model and solve practical problems including financial contexts.
- Convert time and interpret timetables.
- Use algorithms and digital tools to experiment with numbers, describing and explaining emerging patterns.
- Measure length, perimeter, area, capacity and mass using appropriate metric units.
- List outcomes of chance experiments.
- Conduct repeated chance experiments and simulations using digital tools.
- Compare and interpret statistical graphs.
- Pose appropriate questions and conduct statistical investigations (ACARA 2026).



Science

Students learn to investigate by observing and exploring the world around them and by posing and answering questions. They learn to organise their observations, look for patterns and make predictions about their world.

Students develop their understanding about how science relates to their lives. They pose and answer questions and investigate in a more systematic way.

They develop understanding of fair testing in order to explore relationships between system components. They recognise the important role of variables in investigations. They develop explanations based on evidence.

In Science, Reception to Year 2 students will:

- Investigate living things and the environment.
- Look for patterns that occur in life cycles of living things.
- Explore how they can change or combine everyday materials.
- Examine how sound causes vibration.
- Investigate daily and seasonal changes to the environment.
- Recognise Earth as a planet in the solar system (ACARA 2026).

In Science, Year 3 to Year 4 students will:

- Observe heat as a form of energy.
- Investigate how heat effects a change of state.
- Observe properties of soils, rocks and minerals, and describe their importance.
- Explore key processes in the water cycle.

- Explore the action of forces on the motion of objects.
- Realise that living things form parts of ecosystems.
- Understand how scientific explanations can solve a problem (ACARA 2026).

In Science, Year 5 to Year 6 students will:

- Investigate adaptations in living things and their interactions with the environment.
- Add gases to their study of materials and investigate chemical changes.
- Investigate the solar system and the behaviour of light.
- Investigate how weathering, erosion, transportation and deposition change Earth's surface.
- Deepen their understanding of historical contributions to science.
- Understand how science influences community decisions (ACARA 2026).



Technologies

Students discover how technologies work through exploration, design and guided play. They learn how digital and other technologies work. They learn how to create solutions with technologies through exploration, design and problem-solving.

In the later years students build on concepts, skills and processes developed in earlier years of Design and Technologies, and Digital Technologies. They use design processes to produce solutions. They further develop their knowledge and understanding of digital systems and data and improve their computational thinking.

In Technologies, Reception to Year 2 students will:

- Design and safely make a product.
- Explore how food and clothing are produced.
- Wxplore how food can be prepared for healthy eating.
- Represent data as pictures, symbols, numbers and words.
- Understand how data can be stored online.
- Break down a problem into parts and sequence the steps in finding a solution.
- Use common digital tools to collaborate, draw, write about or share ideas.
- Work safely online (ACARA 2026).

In Technologies, Year 3 to Year 4 students will:

- Draw, label and model ideas when designing and producing solutions.
- Plan steps.
- Use a range of technologies to produce solutions and manage their time.

- Understand different types of data.
- Understand how to keep data protected.
- Understand safe behaviour when working online.
- Identify problems and solve them.
- Create a range of digital solutions, such as simple interactive games.
- Identify and use a range of digital systems and devices (ACARA 2026).

In Technologies, Year 5 to Year 6 students will:

- Use materials or technologies when designing, producing and evaluating solutions.
- Represent ideas and solutions by using sketches, models and digital tools.
- Develop plans to complete tasks and projects.
- Use simple computer algorithms to develop and evaluate digital solutions.
- Protect their personal safety and digital footprint when engaging online.
- Find, interpret and manage a range of data, using digital systems (ACARA 2026).



The Arts

Through the arts, people share stories, ideas and knowledge. The arts engage our senses and give us ways to imagine and communicate. Through the arts, students develop creativity, critical thinking, aesthetic knowledge and understanding about arts practices, as well as skills to observe, express, respond to and communicate ideas and perspectives in meaningful ways. The Arts curriculum encompasses Visual Art, Drama, Dance, Media and Music.

Dance

Students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and responding to dance and dance making. Students explore dance created and performed across diverse contexts, styles and forms, and build understanding of how dance uses the body and movement to communicate ideas and meaning.

Drama

Students create, perform and respond to drama as artists and audiences. They learn to use, manage and manipulate the elements and conventions of drama across a range of dramatic forms and styles. Students learn in, through and about drama as they create dramatic action and communicate dramatic meaning.

Media Arts

Students use images, sound, text, technologies to creatively explore, produce and interpret stories about people, ideas and the world. They explore the diverse cultural, social and organisational influences on media practices, and draw on this when producing and responding to media arts works.

Music

Students listen to, compose and perform music from a diverse range of styles, cultures and contexts. They create, organise and share sounds in time and space, and critically analyse music. Music practices are aurally based and focus on developing and applying knowledge and skills through sustained musical engagement and experiences.

Visual Arts

Students learn in, through and about visual arts practices, including the fields of art, craft and design. They experience and explore visual artworks created by artists working in diverse contexts and styles, and build understanding of the significance and impact of visual arts practice and culture for themselves and local and global communities.

Immersion Programs

The Year 2 and 3 String Program and Year 4 Band Program provide students with an introduction to instrumental music through weekly small group lessons, ensemble rehearsals and classroom music. Students develop foundational technique, music literacy, listening skills and confidence while experiencing the joy of performing, collaborating and learning as young musicians.

Musical

The Performing Arts program also provides opportunities for students to participate in College productions. On a biannual basis, Reception to Year 6 students participate in the Junior School Musical, applying skills in performance, and creative expression. In alternate years, students showcase their learning through a Junior School Christmas Concert, celebrating their achievements in The Arts.



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