



Christ Church  
Grammar School  
PERTH, WESTERN AUSTRALIA

## Preparatory School Phases of Learning

NEXT



# Phases of Learning

Our boys’ learning journey at Christ Church is described through phases of learning



**Playing with Purpose**  
(PK to Year 2)

*He learns, grows, connects and creates*

He explores, discovers, questions and belongs in a secure and nurturing environment



**Learning to Make Choices**  
(Years 3 and 4)

*He builds his love of learning*

He reasons, makes choices and applies fundamentals to his learning



**Responsibility, Initiative & Connections**  
(Years 5 and 6)

*He explores his character*

He continues to take responsibility for learning while exploring his character

NEXT

PHASE OVERVIEW

In the early years at Christ Church, our expert staff understand the specific learning needs and interests of boys. We appreciate that between the ages of 3 to 7, these needs constantly change and evolve and we are responsive to these changes.

Our programs are developmentally appropriate, concept as well as skills-based, and reflect the interests of our boys while still being guided by documents including the Early Years Learning Framework, Kindergarten Curriculum Guidelines and the Western Australian Curriculum (K–10). We support and foster the natural curiosity of boys, their eagerness to learn and wonder and encourage a love of communicating their ideas.

We continually challenge their thinking in order to develop flexibility and critical literacy skills when exploring concepts. Our environments are interactive, nurturing and supportive.

We provide opportunities where boys can test theories, create and question their understanding in a safe and secure community of learners, one in which teachers model that they are also life-long learners.

COGNITIVE

SOCIAL & EMOTIONAL

CREATIVE

PHYSICAL

Based on research, our Centre for Pedagogy and guiding documents show he needs opportunities to:

- Develop receptive and expressive oral language skills through play where he can observe, listen, explore and imitate new vocabulary and information.
- Follow his curiosity of the community and world around him.
- Learn through play, exploration and discovery so that he can discover that learning can be fun and enjoyable.
- Develop positive dispositions towards learning as a life-long process.
- Develop self-regulation skills.
- Develop positive, lasting relationships with peers and educators.
- Engage with nature on a regular basis.

Through our comprehensive programs and facilities he will engage with:

- A balanced approach of both intentional, explicit and inquiry-based opportunities for learning.
- Developmentally appropriate resources and environments.
- Literacy and numeracy programs that both extend and support his learning needs.
- A variety of methods used for reporting learning progression and achievement.
- A school wide, evidence-based behaviour management program (Pre-Primary to Year 2).
- Specialist programs in Drama\*, Music, Physical Education, Library, Art\* and Mandarin (\*Pre-Primary to Year 2).
- Speech and Occupational Therapy specialist screening when required.
- On-entry Assessment from Pre-Primary to Year 2 to track and monitor progress with Literacy and Numeracy skills.
- Teaching and Support staff who understand the individualised needs of each boy.





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PHYSICAL

Based on research, our Centre for Pedagogy and guiding documents show he needs opportunities to:

- Be and express himself in a safe environment.
- Be independent and work collaboratively with others.
- Develop social skills including sharing, turn taking, empathy and compassion.
- Develop an understanding of values.
- Understand conflict resolution and a sense of fair play.
- Learn how to self-regulate in a supportive environment.
- Develop initiative and the ability to think for himself including making safe risk choices.
- Follow rules and have a developmentally appropriate understanding of consequences.
- Engage with nature on a regular basis.

Through our comprehensive programs and facilities he will engage with:

- The school wide, evidence-based Health program, *Resilience, Rights and Respectful Relationships* (Pre-Primary to Year 2) that target self-awareness, self-management, social awareness, relationship skills and social decision making.
- Teaching and learning programs that are specifically created to cater for the needs of young boys.
- A supportive community environment that values links with families and the wider Christ Church community.
- Daily modelling and explicit teaching of social skills by teaching and support staff.
- Support from the Preparatory School Psychologist if needed.
- Time to be a boy with his peers in class, as well as those from other year levels through buddy activities and reciprocal learning.
- Clear boundaries and rules based on the values of the School.
- Teaching and support staff who model and scaffold conflict resolution strategies.
- Different teaching and learning formats including independent, small group and whole class experiences.



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Based on research, our Centre for Pedagogy and guiding documents show he needs opportunities to:

- Engage with creative play including drama, visual arts, music and movement.
- Learn from concrete, sensory based experiences.
- Express and explore feelings, thoughts and ideas through role play and the use of props, drawing and symbols, storytelling, creating and composing.
- View ideas from different perspectives and understand other points of view.
- Make decisions for himself and problem solve independently and collaboratively with guidance.
- Engage with nature on a regular basis.

Through our comprehensive programs and facilities he will engage with:

- Teachers and support staff who set provocations for self-directed creative play and sensory experiences.
- Specialised Music (Pre-Kindergarten to Year 2), Dance, Drama and Art (Pre-Primary to Year 2) programs.
- Open ended questioning and prompting from staff.
- Independent and collaborative learning experiences that foster inquisitiveness in the world around him.
- Enrichment programs through the Centre for Excellence if he has demonstrated talent in areas of Mathematics and Creative thinking skills including Philosophy and Future Problem Solving.





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PHYSICAL

Based on research, our Centre for Pedagogy and guiding documents show he needs opportunities to:

- Develop gross motor skills such as climbing, building and balancing.
- Develop fine motor skills that may be developing at a slower rate than the gross motor skills.
- Engage in energetic play that enables him to learn about rules and how to follow them.
- Develop greater understanding of his own spatial awareness, including hand preference.
- Develop age-appropriate personal hygiene practices.
- Engage with nature on a regular basis.

Through our comprehensive programs and facilities he will engage with:

- Specialised Physical Education classes that focus on fundamental movement skills.
- Exclusive access to a purpose-built play space (Pre-Kindergarten to Pre-Primary) that allows for indoor/outdoor programs.
- Large open spaces for outdoor play.
- Student mentors who model appropriate physical play.
- Occupational Therapy screening, reporting and intervention if necessary.
- Access to purpose-built bathrooms catering for boys (Pre-Kindergarten to Pre-Primary).
- Swimming lessons through Kirby Swim in the CCGS Aquatic Precinct (Pre-Primary to Year 2).
- Open plan classrooms with opportunities for play within indoor/ outdoor learning experiences.
- Regular visits to interact in the natural environment and the Swan River Precinct.



PHASE OVERVIEW

In the middle years at Christ Church, the boys’ transition from play based learning to a more structured learning environment. They develop skills to think logically, make connections, think in more abstract terms and undertake sustained activities for longer periods of time.

The programs are designed so that the learning experiences have an impact on the boys academic, spiritual, physical and, social and emotional development. These developmentally appropriate programs provide both concept and skills-based opportunities and reflect the interests of our boys as they become aware of the learning process. Evidence-based programs give our boys a developing understanding of written language and numeric conventions. As active learners, we encourage our boys to reflect

on their work practices to identify what they have done well and the areas on which they need to focus becomes a part of their learning journey.

They are given increased opportunities to engage in groups as working collaboratively and developing their social skills is an integral part of the program. We celebrate and understand the importance of connections through friendship and the peer group, with the Year 3 cohort taking part in sport on a Thursday afternoon progressing through to the Little OQD (On Queenslea Drive) experiences in Year 4 as a rite of passage. These events provide the boys with experiences that will foster active participation, cooperation, collaboration, resilience, resourcefulness, and team building.

COGNITIVE

SOCIAL & EMOTIONAL

CREATIVE

PHYSICAL

Based on research, our Centre for Pedagogy and guiding documents show he needs opportunities to:

- Develop logical thinking with the capacity to consider concepts in a more abstract way.
- Continue to use imagination and curiosity as part of the learning process.
- Wonder about their world and recognise connections between learning areas.
- Focus and persist for longer time periods of time to follow through to completion.
- Develop a sense of industry whereby he develops a feeling of competence and belief in his abilities.
- Develop a sound grasp of written language and numeric conventions.
- Respond to and receive regular feedback from the teacher throughout the learning process.
- Develop goal setting and independence for improvement through teacher guidance.
- Receive differentiated learning tailored to his needs.
- Develop skills in making decisions as he becomes more independent.
- Work interdependently to learn from others in reciprocal situations.

Through our comprehensive programs and facilities he will engage with:

- Administration of academic and cognitive testing if required, by school psychologists.
- Literacy and numeracy programs with structured assessment and practice of skills and understandings.
- Learning Development Centre to support boys who need more time to acquire concepts in and out of class.
- Centre For Excellence accesses boys who show potential for higher level learning.
- A school wide, evidence-based behaviour Health program; Resilience, Rights and Respectful Relationships that target self-awareness, self-management, social awareness, relationship skills and decision making.
- Specialist programs in Music, Art, Physical Education, Dance and Drama, Mandarin, Library and Innovation.
- Talk for writing approach to literacy development
- Student and teacher access to curriculum concepts via Nexus and OneNote
- Phase specific home diary with student reflection emphasis.
- Excursions and incursions throughout the year to complement learning.
- Specialist staff to identify undiagnosed behaviours and links to organisations that offer support and diagnosis.
- Opportunities to be involved in cocurricular activities.
- Appreciation for other cultures through teaching and celebrating global connections egg NAIDOC, Access Asia week.
- Purpose built classroom which caters for a maximum of 24 students.
- Classrooms have flexible seating.
- Open classroom opportunities to showcase and share their learning.





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CREATIVE

PHYSICAL

Based on research, our Centre for Pedagogy and guiding documents show he needs opportunities to:

- Develop friendships with peers so they can begin to confide their thoughts and feelings with a ‘best friend’ or a small group of close friends.
- Demonstrate cooperative behaviour with adults and friends.
- Understand the importance of fairness and cooperation as he becomes conscious of how to behave socially in games and class activities.
- Engage in active participation with clubs and group activities.
- Behave appropriately whereby he gains acceptance and approval of others particularly those significant adults and peers.
- Develop a consciousness of fairness and understanding that rules are important.
- Develop a willingness and ability to take responsibility and grow in independence.
- Develop an increased sensitivity about self.
- with a greater ability to self-regulate and be self-critical.
- Develop an awareness of personal strengths.

Through our comprehensive programs and facilities he will engage with:

- Year 3 Sport on Thursday afternoon giving the boys an opportunity to interact with each other in an environment suited to developing cooperation, collaboration, and resilience.
- Year 4 Little OQD (On Queenslea Drive) experience in Term 1, giving the boys an opportunity to interact with each other in an environment suited to developing active participation, cooperation, collaboration, resilience, resourcefulness and team building.
- The School’s Code of Conduct to understand and promote the values of our school.
- The school wide, evidence-based Health program, Resilience, Rights and Respectful Relationships (Year 3 to Year 4) that target self-awareness, self-management, social awareness, relationship skills and social decision making.
- A school wide, evidence-based behaviour management program.
- Opportunities to talk about feelings in conjunction with the RRRR program.
- *Protective Behaviour Program* to develop his personal safety skills that can be used at school, home and in the community.
- Clear boundaries and rules as outlined in the school wide positive behaviour intervention program.
- A strong link between the home, school and faith with events and opportunities for fellowship.
- Regular contact with families through newsletters, clubs and activities, email, OneNote and Nexus.
- Targeted programs designed to suit the needs of boy-responsive pedagogy.
- Opportunities to engage with boys in their year group as well as being mentored by boys from older year levels through the buddy activities.
- Engage with whole school programs that encompass and celebrate what it means to be a boy who will grow into a good man.
- House Sport and Art competitions to foster a whole school sense of community.
- Grandparents Day to connect family, friends and the community in their learning.
- Learning conflict resolution strategies through adult modelling and scaffolding.
- Access to the school psychologist if required. Student and parent workshops available for targeted focus areas.
- Anglican practices and principals taught within the Anglican School Framework.





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PHYSICAL

Based on research, our Centre for Pedagogy and guiding documents show he needs opportunities to:

- Develop positive dispositions towards learning as a lifelong process.
- Develop self-regulation skills.
- Develop positive, lasting relationships with peers and educators.
- Experiment with selected forms and styles to create improvised and devised drama.
- Develop improvisation, voice and movement skills.
- Develop aural skills and improvise with the elements of music to create music ideas.
- Reflect upon and listen to music across different cultures, events and occasions.
- Extend their understanding of the visual elements by experimenting with a selection of media, materials and technologies.
- Experience Music and Drama as performers and audience members.
- Learn appropriate responses to the drama and music of others.

Through our comprehensive programs and facilities he will engage with:

- Specialised Music, Drama and Art programs.
- Opportunities to be involved in the Speaker’s Challenge.
- Class Assembly items that promote speaking, acting and role play.
- Class, group and school musical items and choir performances.
- Opportunities to be involved Drama activities.
- Express creativity through being involved in Art.
- Opportunities to be involved in creative cocurricular activities.
- Week of the ARTS to display student’s artwork, music and drama.
- Perform biannually in the IPSHA performing Arts Festival.
- A variety of choir and musical ensembles.



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CREATIVE

PHYSICAL

Based on research, our Centre for Pedagogy and guiding documents show he needs opportunities to:

- Develop strength, hand dexterity, balance and coordination through explicit teaching of skills.
- Develop fundamental motor skills through the introduction of game play using a game sense approach.
- Develop a love of physical activity and play.
- Understand the importance of practice to enhance skill acquisition.
- Develop sportsmanship, teamwork and fitness.
- Increase their small-muscle coordination, allowing them to learn complex craft skills.
- Demonstrate age appropriate personal hygiene practices.

Through our comprehensive programs and facilities he will engage with:

- Physical Education programs targeted at age and ability acquisition.
- Purpose built classroom which caters for flexible seating opportunities.
- Playgrounds which promote adventure, movement and creativity.
- Space for large games and ball games.
- Organised and competitive sporting carnivals and events.
- Purpose built aquatic precinct for swimming and water polo instruction.
- Opportunities to be involved in cocurricular sporting and building activities.
- Opportunities to engage with older boys who model physical play and act as mentors.
- Access to the River Precinct whereby the boys can interact with the natural environment.
- Engage with the Year 4 Koorinal outdoor education program as an introduction to this campus.
- Speech and Occupational therapy specialist on campus when required.
- Construction, art and craft activities and experiments to develop fine motor skills.
- Dance with an emphasis on stretching, coordinating, timing and body awareness.





PHASE OVERVIEW

Teaching and learning in the upper years progresses with a focus on the boys taking responsibility for their growth and development in all aspects of school life. Their sense of self is further developed by exploring their character and making connections with their social and emotional learning. Leadership opportunities provide the boys with experiences to guide their peers by utilising their understanding of the School’s virtues that underpin the whole boy.

They are introduced to the Koorinal Outdoor Education Program whereby their learning is enhanced by experiences beyond their immediate environment. The Year 5 and 6 boys are provided with opportunities to explore their physical, social, cultural and technological world with increased independence. Both inside and outside the classroom, they develop the ability to work

collaboratively and thus improving their social skills, fostered by activities that require group planning and decision making. Understanding how to learn is explicitly taught to ensure that foundational study skills are developed in preparation for their Senior School journey. Targeted programs encourage the boys to explore inquiry questions to form predictions and lead to investigations.

Throughout the learning process, boys are encouraged to reflect on their work practices and consider ways these might be improved as they journey through all subject areas. They develop a sound grasp of written language and numeric conventions and use these in a range of learning situations in purposeful ways to achieve their best outcomes.

COGNITIVE

SOCIAL & EMOTIONAL

CREATIVE

PHYSICAL

Based on research, our Centre for Pedagogy and guiding documents show he needs opportunities to:

- Develop his learning dispositions when faced with new challenges in his learning such as collaboration, persistence, resilience and communication.
- Engage in problem-based learning that is connected to his world.
- Engage in research around interesting ideas and essential questions
- Explore and develop lines of inquiry embedded in learning programs.
- Learn from the ‘I Do, We Do, You Do’ model of teaching using provided scaffolding and modelling.
- Understand how to learn and his role in the process using *Visible Thinking* strategies.
- Receive differentiated learning to suit his learning needs.
- Respond to and receive regular feedback from the teacher throughout the learning process.
- Develop an understanding of his role as a global citizen.
- Self-reflect on his learning.
- Develop goal setting for improvement through teacher guidance.

Through our comprehensive programs and facilities he will engage with:

- Literacy and numeracy programs with structured assessment and practice of skills and understandings.
- *Talk for Writing* approach to literacy development.
- Learning Development Centre support programs built into learning for boys who need more time to acquire concepts in and out of class.
- Centre for Excellence accesses boys who show potential for higher-level learning.
- Administration of academic and cognitive testing if required, by School Psychologist.
- Specialist programs in Music, Art, Physical Education, Dance and Drama, Mandarin and Library.
- Student and teacher access to curriculum concepts via Nexus and OneNote.
- Phase-specific home diary with student reflection emphasis.
- Excursions and incursions throughout the year to complement learning.
- Specialist staff to identify undiagnosed behaviours and links to organisations that offer support and diagnosis.
- A school wide, evidence-based behaviour management program to promote tutoring and peer learning.
- Open classroom opportunities to showcase and share their learning.
- Appreciation for other cultures through teaching and celebrating global connections e.g. NAIDOC Week, Access Asia Asia Week.
- Coding literacy through Grok Learning and Python coding investigations.





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Based on research, our Centre for Pedagogy and guiding documents show he needs opportunities to:

- Broaden his social network by developing friendships with peers within the larger cohort. (groups, clubs, teams).
- Socialise and interact with his peer group with opportunities to find a like-minded significant friend or group of boys.
- Demonstrate cooperative behaviour with adults and friends.
- Develop a sense of fairness as he becomes conscious of how to behave socially in games and class activities.
- Actively participate in clubs, groups and team activities.
- Demonstrate fairness and an understanding that rules are important.
- Develop his leadership skills through school and house opportunities.
- Become more independent and responsible for his learning including correct use of take-home devices.
- Develop his ability to sensitively engage, self-regulate and self-reflect in a variety of settings.
- Gain an awareness of personal strengths.

Through our comprehensive programs and facilities he will engage with:

- The school’s Code of Conduct to understand and promote the values of our school.
- A school wide, evidence-based Health program (Resilience, Rights and Respectful Relationships) that target self-awareness, self-management, social awareness, relationship skills and decision making.
- Opportunities to talk about feelings in conjunction with the RRRR program.
- *Protective Behaviour Program* designed to develop his personal safety skills that can be used at school, home and the community.
- Clear boundaries and rules as outlined in the School Wide Positive Behaviour Intervention Program.
- A strong link between the home, school and faith community with events and opportunities for fellowship.
- Regular contact with families through newsletters, clubs and activities, email, OneNote and Nexus.
- Targeted programs designed to suit the needs of boy-responsive pedagogy.
- Whole-school programs that encompass and celebrate what it means to be a boy who will be encouraged to grow into a good man.

- House Sport and Arts competitions (Music, Dance) to foster a whole school sense of community.
- Grandparents’ Day to connect family, friends and the wider community in their learning.
- Open classroom opportunities to share the learning taking place throughout the year.
- Learning conflict resolution strategies through adult modelling and scaffolding.
- Access to the school psychologist, if required. Student and parent workshops available for targeted focus areas.
- Anglican practices and principles taught within the Anglican School Framework.





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Based on research, our Centre for Pedagogy and guiding documents show he needs opportunities to:

- Build confidence in himself while developing his language and communication skills through Drama.
- Explore a range of art media and techniques.
- Reflect on the work of artists and explore how it influences their own work.
- Create compositions using instruments individually and in groups.
- Develop his aural and theory skills in music.
- Improvise and select elements of music through performance.

Through our comprehensive programs and facilities he will engage with:

- A variety of musical instruments including percussion and wind.
- Art programs that explore the use of a variety of mixed media with a focus on the techniques of notable artists.
- Dance and Drama Program with a strong focus on the elements.
- Years 5 and 6 Speakers’ Challenge, assembly items, choir performances and drama productions to showcase their dance and drama skills.
- IPSHAA Performing Arts Festival, performed biannually.
- The Week of the Arts Program comprising of: House Shout performances, Years 5 and 6 Production and the Preparatory School Art Exhibition.
- Choir and ensembles.
- Future Problem-Solving competition.
- Poetry-writing using the River Precinct as a stimulus setting.
- Problem-based Inquiry Learning to investigate big ideas and guiding questions.



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Based on research, our Centre for Pedagogy and guiding documents show he needs opportunities to:

- Focus on utilising game play to strengthen and reinforce skill development under game conditions.
- Improve and develop their levels of fitness through targeted cardio programs.
- Consolidate experiences to aid in developing sportsmanship and teamwork.
- Take part in regular exercise by exploring a range of sporting codes.
- Engage in Interschool Sport (JPSSA) to promote school identity and teamwork.
- Understand the changes his body may experience as he enters early puberty and rapid growth.
- Use Dance and Drama skills through a range of structured activities.

Through our comprehensive programs and facilities he will engage with:

- Organised and competitive sports through JPSSA winter and summer team fixtures.
- A purpose-built classroom which caters for a maximum class size of 24 students. Classrooms have flexible seating to allow for a range of learning opportunities.
- Koorinal Outdoor Education Programs that explore their connection with nature.
- Playgrounds which promote opportunities to develop their own games and rules.
- Physical Education programs targeted at age and ability acquisition.
- Co-curricular sport training to develop skills, rules, fitness and sportsmanship required for interschool games.
- Purpose-built Aquatic Precinct for school swimming lessons and Water Polo.
- Access to the River Precinct whereby the boys can interact with the natural environment.
- Speech pathology and occupational therapy on campus, when required.







# Christ Church Grammar School

PERTH, WESTERN AUSTRALIA

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